

Summer Brain Gain

Developmentally appropriate, project-based learning experiences are designed to keep young people engaged throughout the summer. Club or Youth Center youth can stay on track while having fun with their peers, exploring new topics and ideas, and learning important skills along the way.

Table of Contents

Introduction1

Module 1: Group Agreements

Session 1: A World Without Rules 21
 Session 2: How Are You Feeling? Building Group Agreements, Part 1..... 24
 Session 3: An Ideal Club Environment, Building Group Agreements, Part 2..... 29
 Session 4: Don't Be Conflicted, Building Group Agreements, Part 3..... 32
 Session 5: Agreements in Action!..... 42

Module 2: Around the World

Session 1: Let's Visit Brazil 53
 Session 2: Let's Visit Ghana 61
 Session 3: Let's Visit Japan..... 72
 Session 4: Let's Visit France 77
 Session 5: Culture of Me 82

STEM Module 1: Wacky Science

Session 1: Invent an Ice Cream Flavor 94
 Session 2: Popping Corn 100
 Session 3: Bubbly Ice 105
 Session 4: Whip It! 112
 Session 5: Secret Sauce Showcase 117

READ Module 1: "My Family Plays Music"

Session 1: Families Play Together 125
 Session 2: We Love Percussion 131
 Session 3: Me in My Family..... 135
 Session 4: Families Inspire One Another 140
 Session 5: A Family Musical Celebration 143

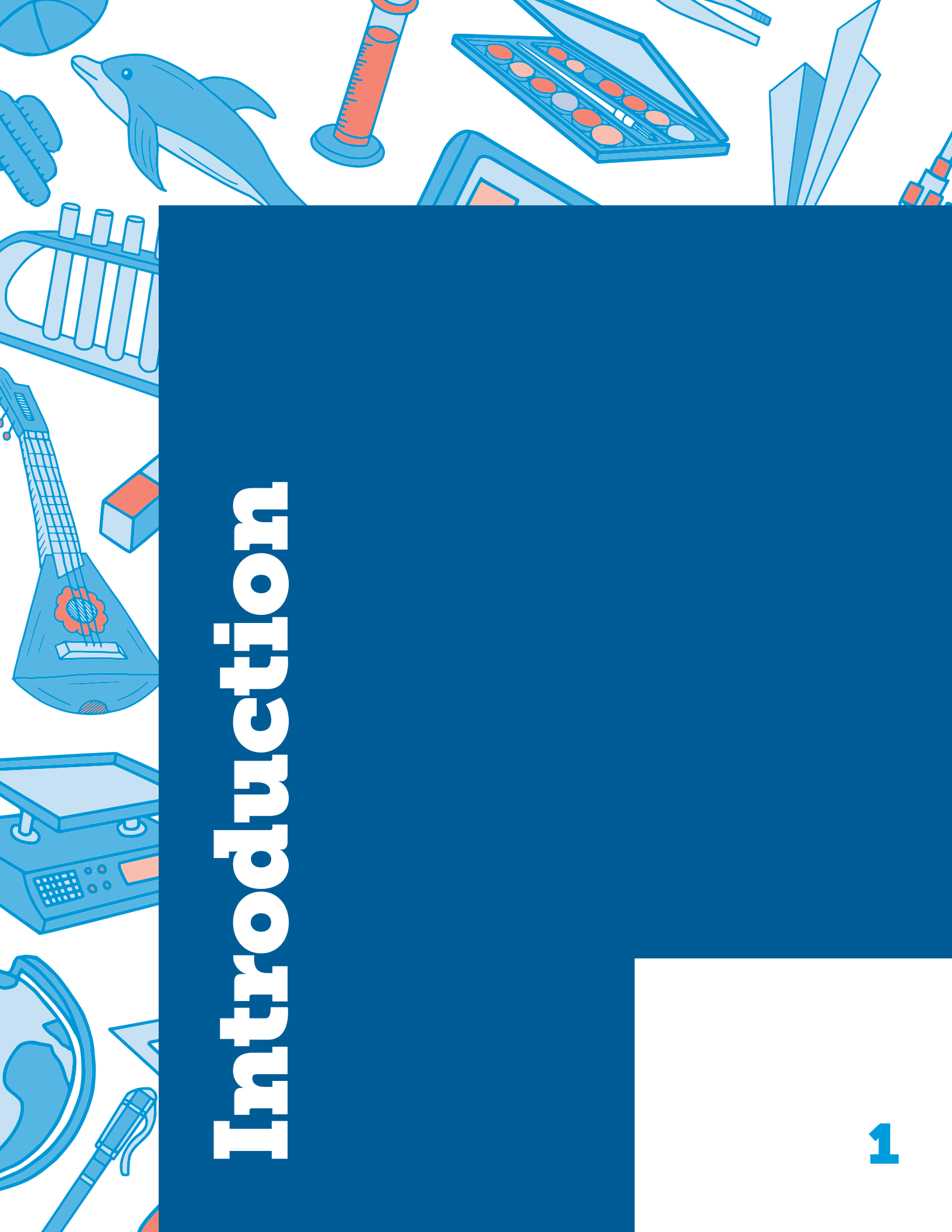
Table of Contents

READ Module 2: Mystery Stories

Session 1: Look Closely.....	153
Session 2: Think Carefully.....	157
Session 3: Readers Theater.....	160
Session 4: Use What You Know.....	170
Session 5: Visit With a Librarian.....	174

Appendix

Evidence Basis.....	178
Acknowledgments.....	182



Introduction

In order to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens, Boys & Girls Clubs focus on three priority outcome areas: Academic Success, Healthy Lifestyles, and Good Character and Citizenship.

Summer Brain Gain, a foundational program in the Education Core Program Area, is designed to prevent summer learning loss. Unless young people practice academic skillsⁱ over the summer, they lose an average of two months' worth of math skills. Youth from low-income families also lose an average of two months' worth of reading skills.ⁱⁱ Summer learning loss stacks up from year to year, broadening the achievement gap between lower- and higher-income youth.ⁱⁱⁱ The achievement gap between youth of different socioeconomic levels has nothing to do with student motivation or ability. It has everything to do with access to enriching learning experiences.

The good news is that six weeks of summer learning programs can produce statistically significant gains in academic performance.^{iv} That's why BGCA is proud to offer these developmentally appropriate, project-based learning materials to help Clubs keep young people learning in the summertime.

As a key program supporting Academic Success, Summer Brain Gain is designed to help all youth graduate on time, motivated to learn, with a plan to succeed in today's modern workforce.

Education Programs

Education Core Program Area

Education programs complement and reinforce what youth learn during the school day, while creating experiences that invite them to fall in love with learning. Rooted in social-emotional development practices, programs in this area enable all youth to be effective, engaged learners who are on track to graduate with a plan for the future. As an informal learning space, Clubs have an opportunity to offer both remediation and enrichment, all while inviting youth to discover and pursue passions that connect to future opportunities. Education programs include experiential learning, so that youth learn actively, through a “hands-on” and “minds-on” approach.

At all developmental stages, Education programs will prompt youth to plan and prepare for the future. This includes observing and practicing the social-emotional “soft skills,” exploring career options, and engaging in programmatic experiences that prepare them to learn and work beyond high school. Programs and experiences supporting employability encourage youth to explore career options and the postsecondary pathways to their chosen career, develop skills necessary for success in postsecondary education and the workforce, and apply their skills through real world experiences.

Education Outcome Statement: To enable all youth to be effective, engaged learners who are on track to graduate with a plan for the future.

Education Skills: In order to successfully learn and work, youth need to build not only academic skills, but social-emotional skills as well. Social-emotional skills help youth build healthy relationships with themselves and others, recognize and manage emotions, and solve problems. All of the Education programs, including Summer Brain Gain, are designed to build the academic and social-emotional skills that enable youth to reach the Education goal of becoming effective, engaged learners who are on track to graduate with a plan for the future.

Education programs in Boys & Girls Clubs support the development of the following academic and social-emotional skills.

Academic Skills	
Academic Interest	Curiosity for learning
Analyzing and Interpreting Information	Reviewing and making meaning of information
Asking Questions	Demonstrating inquiry by developing questions that guide learning
Career Awareness	Awareness of different possible career paths
Cognitive Flexibility	Mental ability to switch between thinking about two different concepts or ideas
Creativity	Ability to express ourselves and ideas in new and unique ways
Designing and Constructing Explanations	Using information to develop explanations for events or phenomena
Digital Literacy	Using technologies to find, evaluate and communicate information
Financial Literacy	Knowing how to manage money effectively
Literacy	Reading and writing
Love of Learning	Excitement and motivation to learn new skills or knowledge
Numeracy	Working with numbers to solve problems
Planning and Carrying Out Investigations	Designing and executing a method of learning more about a problem or situation
Postsecondary Awareness	Awareness of postsecondary education and career options
Professionalism	Practicing skills and behaviors needed for a work environment
Self-Advocacy	Speaking up for your interests and viewpoints
Thinking About Thinking	Awareness of one's thinking
Time Management	Using time effectively and productively to complete tasks and projects
Working Memory	Remembering and using relevant information while in the middle of an activity

Social-Emotional Skills	
Collaboration	Working together toward shared goals with youth and adults
Communication	Sharing information both verbally and non-verbally and listening well to others
Conflict Management and Resolution	Developing solutions to conflict
Empathy	Ability to understand and share in feelings of others
Ethical Responsibility	Constructive decisions made based on ethics
Evaluating	Process used to make informed decisions and identify appropriate options
Goal Setting	Setting and working toward personal goals
Identifying Emotions	Expressing feelings
Identifying and Solving Problems	Noticing problems and working to find a solution
Impulse Control	Controlling the desire to react immediately
Inclusion	Cultivating a welcoming environment for everyone
Organizational Skills	Ability to manage different situations
Perseverance	Strength to keep going even when something is hard
Perspective-Taking	Discerning or predicting what others think, know and feel
Planning	Creating steps to achieving goals
Recognizing Strengths	Assess one's strengths and limitations
Respect for Others	How you feel about others and treat them
Self-Awareness	Recognizing one's feelings, needs, thoughts and influence on behavior
Self-Discipline	Ability to control impulses in different situations
Self-Efficacy	Perceived capability to do a specific task
Self-Motivation	Ability to motivate oneself to do something
Social Awareness	Ability to understand social and ethical norms of behavior
Stress Management	Responses to stress
Teamwork	Working with others

How Summer Brain Gain Supports National Education Standards

BGCA education programs support national standards such as the Common Core State Standards, Next-Generation Science Standards and the Collaborative for Academic, Social and Emotional Learning (CASEL) Standards. Each of these standards is a specific, developmentally appropriate learning goal that describes a skill youth should be able to perform after learning certain content. The Common Core standards detail rigorous learning goals in Language Arts and Mathematics, organized by grade level. Additionally, the related “Core Habits of Mind” describe key ways of thinking learners who have achieved the Common Core standards. The Common Core has been adopted by 41 states as well as the District of Columbia, Guam, American Samoa, the U.S. Virgin Islands and the Northern Mariana Islands.^v

The Common Core standards don’t explicitly address social-emotional learning, so programs in the Education core program area are also designed to support the Core SEL Competencies as defined by CASEL.

The following table lists the Common Core Standards and CASEL Core SEL Competencies supported by each Summer Brain Gain module.

National Education Standards	
Group Agreements	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas, and expressing their own clearly and persuasively
	<ul style="list-style-type: none"> Habits of Mind: English Language Arts Standard: Come to understand other perspectives and cultures
	<ul style="list-style-type: none"> CASEL Core SEL Competencies: Self-Management: Impulse Control, Self-Discipline
	<ul style="list-style-type: none"> CASEL Core SEL Competencies: Social-Awareness: Perspective-Taking, Empathy, Appreciating Diversity, Respect for Others
	<ul style="list-style-type: none"> CASEL Core SEL Competencies: Relationship Skills: Communication, Social Engagement, Relationship-Building, Teamwork
Around the World	<ul style="list-style-type: none"> Habits of Mind: English Language Arts Standard: Come to understand other perspectives and cultures
	<ul style="list-style-type: none"> Habits of Mind: Standards of Mathematical Practice: Use appropriate tools strategically
	<ul style="list-style-type: none"> CASEL Core SEL Competencies: Social-Awareness: Perspective-Taking, Empathy, Appreciating Diversity, Respect for Others

National Education Standards	
STEM: Wacky Science	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.CCRA.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.CCRA.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience
	<ul style="list-style-type: none"> • Habits of Mind: Standards of Mathematical Practice: Look for and express regularity in repeated reasoning
	<ul style="list-style-type: none"> • CASEL Core SEL Competencies: Responsible decision making: Identifying Problems, Analyzing Situations, Solving Problems, Evaluating, Reflecting, Ethical Responsibility
READ: “My Family Plays Music”	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively
	<ul style="list-style-type: none"> • Habits of Mind: English Language Arts Standard: Come to understand other perspectives and cultures
	<ul style="list-style-type: none"> • CASEL Core SEL Competencies: Self-Awareness: Identifying Emotions, Accurate Self-Perception, Recognizing Strengths, Self-Confidence
READ: Mystery Stories	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.CCRA.R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
	<ul style="list-style-type: none"> • Habits of Mind: English Language Arts Standard: Value evidence
	<ul style="list-style-type: none"> • Habits of Mind: Standards of Mathematical Practice: Construct viable arguments and critique the reasoning of others
	<ul style="list-style-type: none"> • CASEL Core SEL Competencies: Responsible Decision Making: Identifying Problems, Analyzing Situations, Solving Problems, Evaluating, Reflecting, Ethical Responsibility

For more information about the Common Core and CASEL standards, see “Mapping Our Programs to National Standards” at [BGCA.net/ProgramBasics](https://www.bgca.net/ProgramBasics).

Youth Development Professional’s Role in Academic Success

Positive youth development is an intentional, prosocial approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes and enhances young people’s strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths.^{vi}

Youth development practices that support teaching and learning are essential for quality Education programs. Education programs, when facilitated with high-quality youth development practice, will help youth develop the attitudes, behaviors, and skills needed to become effective, engaged learners who are on track to graduate with a plan for the future.

Youth development professionals help youth become more effective and engaged learners when they:

- Model curiosity and encourage youth to ask questions.
- Aim for co-inquiry as a “guide on the side” not a “sage on the stage.”
- Engineer for success and allow for mistakes: While staff provide the supports necessary for youth to successfully complete projects and activities, they also include enough challenge so that youth have the opportunity to learn from mistakes.
- Help youth connect new learning to previous experiences.
- Ask questions to check for understanding and prompt youth to think about their thinking.
- Teach learning strategies in addition to content; so that while youth learn new things, they also discover how to learn more effectively.
- Attend to learner diversity with multiple options for engagement, representation and expression.

Youth development professionals help youth stay on track to graduate with a plan for the future when they:

- Give youth a voice in Education program activities and establish multiple opportunities for youth to make choices, have input, or share leadership roles in the Club’s programs and activities.
- Engage community partners to serve as mentors and volunteers to enhance programming.
- Model positive workplace behaviors and incorporate opportunities for youth to practice them in the Club or Youth Center.
- Help youth connect experiences and interests to future career opportunities.

Practice Positive Youth Development to Create Inclusive Clubs

Inclusion is a core component for building a safe, positive environment in your Club or Youth Center. In order to fulfil our mission, Clubs must create safe, positive, and inclusive environments for all youth and teens – including every race, gender, gender expression, sexual orientation, ability, socioeconomic status, religion and cultural belief. By creating inclusive environments at our Club, we improve the overall experience for all young people.

When staff practice positive youth development, they help ensure all youth:

- Feel represented
- Have a sense of belonging
- Can meaningfully participate in programming

As you implement Summer Brain Gain, consider and use strategies that will help youth feel affirmed, safe, and engaged with Club experiences that meet their needs and abilities. For more information on building and sustaining an inclusive environment, visit Program Basics on BGCA.net.

Positive Youth Development Supports Character and Social-Emotional Development

All programs, including Summer Brain Gain, offer opportunities for staff to model, recognize, reinforce and reflect upon character development.

Positive youth development provides direction for how you interact with, engage and model behavior for youth. You get to shape the lives of young people every day. As a result, you set the expectations and show youth what the essential character traits – caring, citizenship, fairness, respect, responsibility and trustworthiness – mean and how they look. These character traits come to life when youth practice social-emotional skills like teamwork, conflict management and emotional regulation. Young people use skills to lead themselves and others, as well as demonstrate positive attributes in citizenship, like community engagement and voting.

You can start to build character using “caught and taught” approaches. Youth “catch” social-emotional development skills when they observe staff modeling appropriate behaviors and skills, and when they interact with peers. Youth can also be “taught” skills to build good character when the skills are explicitly introduced and practiced through program sessions and activities. Use this formula to understand how character develops over time:

Staff Model Good Character + Youth Practice Skills Regularly = Character Development

To build character traits, include many opportunities for youth to practice social-emotional skills. These include skills related to:

- How youth feel about themselves
- Their relationships with others
- Their ability to regulate emotions
- Their ability to solve problems

For more information, see the Reference Handout: Practicing Social-Emotional Skills to Develop Character in Program Basics BLUEprint. It will show you the specific social-emotional skills young people should practice in order to demonstrate positive behaviors as described by the six essential character traits.

Staff facilitating Summer Brain Gain can model good character in the way they support all learners, offer feedback rather than criticism, and encourage honesty and responsibility.

When Character Development Is Present:

- Youth development professionals model, and youth practice skills that display respect, fairness, trustworthiness, responsibility, caring and citizenship.
- Youth understand and successfully get along well with others.
- Youth are better able to control their emotions and solve problems.

When Character Development Is Absent:

- Youth do not feel a sense of belonging at the Club.
- Youth lack skills that foster positive peer relationships.
- Youth lack self-control and act out in frustration.

Education Programs and Resources

BGCA provides developmentally appropriate Education programs and resources for all age groups, as shown in the chart below.

<p>Middle Childhood Ages 6 to 9</p>	<ul style="list-style-type: none"> • Power Hour • Summer Brain Gain • Computer Science Pathway • Digital Literacy Essentials
<p>Late Childhood Ages 10 to 12</p>	<ul style="list-style-type: none"> • Power Hour • Summer Brain Gain • Computer Science Pathway • Digital Literacy Essentials • Ultimate Journey • DIY STEM
<p>Early Adolescence/ Tween Ages 13 to 15</p>	<ul style="list-style-type: none"> • Power Hour • Summer Brain Gain • Computer Science Pathway • Digital Literacy Essentials • Ultimate Journey • DIY STEM
<p>Adolescence/ Teen Ages 16 to 18</p>	<ul style="list-style-type: none"> • Power Hour • Summer Brain Gain • Computer Science Pathway • Career Launch • Money Matters • Diplomas to Degrees • Junior Staff

How to Use This Resource

Summer Brain Gain is organized into themed, week-long modules. Each module includes five sequenced activities that culminate in an opportunity for youth to share the project they've created. Clubs and Youth Centers that facilitate Summer Brain Gain for all age groups will notice that, while each age group works on different projects, the theme is the same. While the sessions within a module should be facilitated in order, the themes can be rearranged and facilitated in any order throughout the summer.

This summer's themes are listed below, along with the corresponding module names for each age group.

Early Elementary Modules Ages 6 to 8				
Introductions	Cultural Customs and Traditions	STEM: Wacky Science	READ: Family	READ: Mystery
Group Agreements	Around the World	Wacky Science	"My Family Plays Music"	Mystery Stories

Upper Elementary Modules Ages 9 to 11				
Introductions	Cultural Customs and Traditions	STEM: Wacky Science	READ: Family	READ: Mystery
Group Agreements	Around the World	Food Scientist	"Front Desk"	"The Parker Inheritance"

Middle and High School Modules Ages 12 to 18				
Introductions	Cultural Customs and Traditions	STEM: Wacky Science	READ: Family	READ: Mystery
Group Agreements	Around the World	Slime Design	Family Short Stories	"The Westing Game"

For each module, you'll find an overview and five 60-minute sessions. Some Clubs and Youth Centers choose to select a module and extend it beyond a single week. Some choose to stretch the Summer Brain Gain READ modules throughout the whole summer, to give youth more time to read the books independently.

However you facilitate Summer Brain Gain in your Club, you are encouraged to integrate career exploration into the experience. This year's Summer Brain Gain materials reference a wide variety of career fields, including anthropology, architecture, food science, entrepreneurship, music, activism and law. If your summer program includes guest speakers, field trips or special projects, such opportunities can be used to help youth explore related career fields.

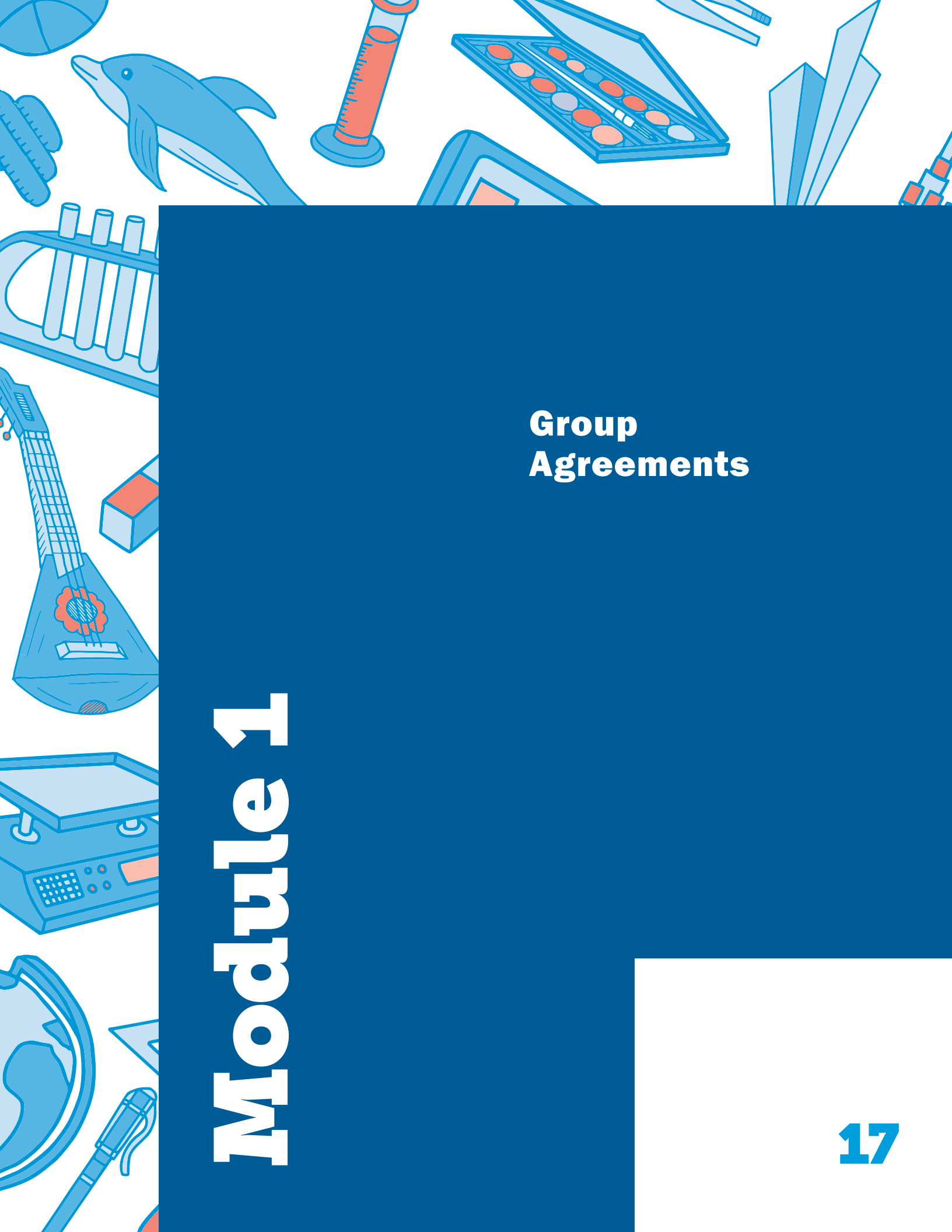
To ensure both a high-quality Club Experience and the safety of all youth, it is recommended that the group size of all sessions adhere to the staff-to-youth ratios outlined in the Program Basics BLUEprint. For groups of youth age 6 and older, plan for a staff-to-youth ratio between 1:10 and 1:15. For youth groups that include children younger than age 6, plan for a staff-to-youth ratio between 1:8 and 1:12. Staff-to-youth ratios should never exceed 1:25 for any activity.

Summer Brain Gain: Early Elementary Program			
#	Title	Skills	Learning Objectives
1	Group Agreements	<p>Academic Skills</p> <ul style="list-style-type: none"> • Critical Thinking • Analyzing and Interpreting Information • Asking Questions • Creativity <p>Social-Emotional Skills</p> <ul style="list-style-type: none"> • Teamwork • Relationship Building • Identifying Emotions • Communication 	Youth will get to know each other and develop their Group Agreements for the summer.

Summer Brain Gain: Early Elementary Program			
2	Around the World	<p>Academic Skills</p> <ul style="list-style-type: none"> • Collaboration • Creativity • Curiosity • Love of Learning • Numeracy <p>Social-Emotional Skills</p> <ul style="list-style-type: none"> • Perseverance • Respect for Others • Self-Awareness • Teamwork • Youth Connections 	Youth will be introduced to different countries around the world and compare/contrast their lives with those of youth in other countries.
3	STEM: Wacky Science	<p>Academic Skills</p> <ul style="list-style-type: none"> • Collaboration • Creativity • Critical Thinking • Curiosity • Love of Learning • Numeracy <p>Social-Emotional Skills</p> <ul style="list-style-type: none"> • Evaluating • Planning • Self-Awareness • Self-Management • Teamwork 	Youth will learn about different science concepts related to food production.

Summer Brain Gain: Early Elementary Program			
4	READ: "My Family Plays Music"	<p>Academic Skills</p> <ul style="list-style-type: none">Analyzing and Interpreting InformationCollaborationCreativityCuriosityLiteracyLove of Learning <p>Social-Emotional Skills</p> <ul style="list-style-type: none">Adult ConnectionsCommunicationRecognizing StrengthsRespect for OthersSelf-AwarenessTeamwork	Facilitator will read "My Family Plays Music" to the group. Reading activities will include the opportunity to reflect on youths' own families' interests and share in musical activities together. The module ends with a family musical celebration.

Summer Brain Gain: Early Elementary Program			
5	READ: Mystery Stories	<p>Academic Skills</p> <ul style="list-style-type: none"> Analyzing and Interpreting Information Cognitive Flexibility Collaboration Creativity Curiosity Literacy Thinking About Thinking <p>Social-Emotional Skills</p> <ul style="list-style-type: none"> Adult Connections Communication Identifying Emotion Identifying and Solving Problems Inclusion Organizational Skills Perseverance Planning Respect for Others Social Awareness Teamwork Youth Connections 	Youth will explore a variety of mystery and detective books during the week as they build observation and logic skills.



Group Agreements

Module 1

Module Title: Group Agreements^{vii}

About This Module	
Overview	Youth get to know each other and develop their Group Agreements for the summer.
Guiding Questions*	How do we want to feel at the Club? What will we do in order to feel this way every day? What will we do when there is conflict?
Culminating Project	Youth will create skits demonstrating behaviors included in the Group Agreements.
Session 1	A World Without Rules Youth learn each other's names. They work in teams to create skits of what it would be like if we didn't follow certain rules.
Session 2	How Are You Feeling? Building Group Agreements, Part 1 Youth will work together to create the first part of their Group Agreements, describing the kind of Club environment they want.
Session 3	Building an Ideal Club Environment Building Group Agreements, Part 2 Youth will work together to create the second part of their Group Agreements, outlining the behaviors they will use to create their ideal Club environment.
Session 4	Don't Be Conflicted Building Group Agreements, Part 3 Youth will work together to create the third part of their Group Agreements, detailing how they will handle conflict.
Session 5	Agreements in Action! Youth will create comic book strips, demonstrating positive ways to resolve potential conflicts.

*Guiding questions are intended to help you think about the theme, and how it might be relevant to young people, as you prepare to facilitate the module. Keep these questions top of mind so you can help youth make connections and capture key takeaways.

Key Terms	
Word	Definition
Rule	An instruction that tells what you can and cannot do
Norm	An accepted standard way of behaving or doing things
Group Agreement	A shared vision about how to treat each other so everyone feels supported
Optical illusion	Something that tricks the eye by appearing to be other than it is
Conflict	A disagreement or argument
Perspective	Point of view
Scenario	Outline or overview of a story

Supplies		
Facilitator Needs	1	Whiteboard or chart paper and marker
	1	Computer or projector
	1	Ball
Each Group Needs	1	Pair of dice
	1 set	Crayons, markers or colored pencils
	2	Pens or pencils
Each Participant Needs	1	Nametag
	Multiple	Stickers (optional)

Notes to Facilitator

Summer Brain Gain activities are designed to be safe and fun with a staff-to-youth ratio of 1:10-15: That means at least one staff member per 10-15 youth. Summer Brain Gain can be run with large groups of young people as long as adequate staffing is available. BGCA recommends that staff-to-youth ratios should not exceed 1:25 for any type of activity.

If you have not yet run Module 1: Group Agreements, consider making that the first week of your Summer Brain Gain programming. Group Agreements provide a sense of structure and standards of behavior among participating members of the group. This helps to create emotional safety. For more information about how to make a Group Agreement, see the Group Agreements/Positive Club Climate resources at [BGCA.net/ClubClimate](https://www.bgsa.org/ClubClimate). An opportunity to revisit and reflect upon the Group Agreements is included in every Summer Brain Gain session.

The YDToolbox app provides immediate access to tips and activities for creating a high-quality Club experience. Look here for alternative community builders, reflection activities or groupers (quick, inclusive ways to divide a large group into smaller groups or teams). Download the free app from the Apple Store or Google Play, or access online at ydtoolbox.goodbarber.com.

Session 1: A World Without Rules



TIME
60 minutes



SIZE
20-25



HANDOUTS
None

Session Objective: Youth will learn each other's names. They work in teams to create skits of what it would be like if we didn't follow certain rules.

Preparation

- **Gather** supplies for the activity.
- **Write** the key term “rule” and its definition on the whiteboard or chart paper.

Warm Welcome (2 minutes)

Greet youth by name as they enter your program area. **Engage** in meaningful conversation.

Community Builder: Circle of Favorites (5-10 minutes)

- **Distribute** nametags on which youth will write their names.
- **Arrange** the group in a circle.
- **Explain** that each participant will say their name and ask the person to their left: “What is your favorite _____?”
 - › They could ask their favorite food, song, book, sport... anything!
 - › After that person shares their favorite, they should introduce themselves and continue the process around the circle.

Community Builder: Double Whammy Name Toss (10 minutes)

- While youth are still in a circle, **give** the ball to one young person.
- **Tell** that participant to say the name of someone else in the circle, and toss the ball to that person.
- **Instruct** the young person who received the ball to say the name of someone else in the circle and toss the ball to them.
- **Make sure** youth only pass to those who have not yet received the ball.
- **Say**, “The last person to receive the ball must say the name of the first person, then toss them the ball so the game can continue.”
- **Practice** this once or twice with the group.
- Once the group has successfully completed the task, **instruct** them to go in the REVERSE order (the last person tosses the ball to the second-to-last, and so on).

Supplies Needed

- Nametags
- Markers
- Ball
- Whiteboard or chart paper and marker
- Crayons, markers or colored pencils

Links to Resources

None

Social-Emotional Skills

- Communication
- Collaboration

Academic Skills

- Critical Thinking
- Analyzing and Interpreting Information

Key Terms

Rule: An instruction that tells what you can and cannot do

Session 1

Ages 6-8
Group Agreements

Main Activity: A World Without Rules (30 minutes)

Introducing Youth to the Activity

- **Organize** youth into teams of three or four.
- **Say**, “Today you are going to play a game in your teams with a pair of dice. Once I distribute your dice, you may begin.”
- **Distribute** dice.
- **Say**, “Ok, now begin!”
 - › They will look at you confused.
 - › When youth don’t start playing, ask them why.
 - › They will tell you because they don’t know what game to play or how to play it.
 - › This should prompt a discussion about rules.

1

Step-by-Step Directions

Step 1: The Importance of Rules

- **Ask**, “What are *rules*?”
- **Explain** that *rules* are instructions that tell what you can and cannot do.
- **Ask** youth:
 - › “Can anyone give me an example of a rule that you follow at school? At home?”
 - › “Why is it important to have rules?”
 - › “Without directions and rules, how can you play the game?!”
- **Say**, “Today we are going to talk about what directions and rules we want for our time together so we can start doing fun activities!”

2

Step 2: Illustrate Rules

- **Keep** youth in their same teams.
- **Give** each team a rule, such as:
 - › Try your best
 - › Keep your hands/feet to yourself
 - › Be kind to others
 - › Clean up your space when you are finished
 - › Respect other people’s property
- **Tell** youth to draw a picture of what it looks like when the rule isn’t being followed at the Club.
- Once teams finish their drawings, **invite** them to share the drawings with the rest of the teams.
- After each mini presentation, **lead** a discussion about why each rule is important to follow.

Session 1

Ages 6-8
Group Agreements

22

Reflection (5 minutes)

Ask youth:

- “Why are rules important?”
- “What would happen if there were no rules?”
- “What rules do you think are important for us to follow while we’re together?”

Recognition (5 minutes)

- **Recognize** teams that worked well together on their drawings.
- **Recognize** teams that waited patiently and listened attentively while the other teams shared their pictures.
- **Allow** youth an opportunity to recognize others for their drawings.

Closing and Transition (2 minutes)

- **Ask** youth to clean up the space and be sure to put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Session 1

Ages 6-8
Group Agreements

**TIME**

60 minutes

**SIZE**

20-25

**HANDOUTS**

Page 28

Supplies Needed

- Whiteboard or chart paper and marker
- Crayons, markers or colored pencils
- Stickers (optional)

Links to Resources

None

Social-Emotional Skills

- Communication
- Collaboration

Academic Skills

- Critical Thinking
- Analyzing and Interpreting Information

Key Terms

- **Norm:** An accepted standard way of behaving or doing things
- **Group Agreement:** A shared vision about how to treat each other so everyone feels supported

Session 2:

How Are You Feeling?

Session Objective: Youth will work together to create the first part of their Group Agreements, describing the kind of Club environment they want.

Preparation

Print out an Emoji Emotions handout for each participant, and display one copy where all can see it.

Warm Welcome (2 minutes)

Greet youth by name as they enter your program area. **Engage** in meaningful conversation.

Community Builder: The Great Wind Blows (10 minutes)

- **Arrange** chairs in a circle, with one chair fewer than the total number of participants.
- **Invite** one participant to stand in the middle.
- **Tell** the participant in the middle to say: “The great wind blows for everyone who...” and finish the sentence with any characteristic that is true for them. Examples:
 - › The great wind blows for everyone who has a pet frog.
 - › The great wind blows for everyone who loves science.
 - › The great wind blows for everyone who has tried sushi.
- **Have** all youth for whom the statement applies stand up and find a new seat that is more than two chairs away. Whoever cannot find a vacant seat is now the person in the middle.

Main Activity: How Are You Feeling? (30 minutes)**Introducing Youth to the Activity**

- **Say:** “We had a lot of fun playing our Community Builder, and we want to continue having a great time together this summer.”
- **Tell** youth: “Today we are going to think about what kind of a Club environment we want to create so we can all enjoy learning and hanging out together.”

Session 2

Ages 6-8
Group Agreements

1

Step-by-Step Directions**Step 1: What's a Feeling?**

- **Show** youth the Emoji Emotions handout.
- **Ask** for volunteers to read a feeling, and give an example of a time they felt that way. For example:
 - › I felt *happy* when my teacher didn't assign any homework.
 - › I felt *nervous* before a big soccer game.
 - › I felt *relaxed* at the beach.
- After each example, **ask** youth to show that feeling on their face.

2

Step 2: How Are You Feeling?

- **Divide** youth into teams of three or four.
- **Distribute** an Emoji Emotions handout and a marker (or stickers) to each team.
- **Ask** youth to look at their handout and think about which emoji represents how they are currently feeling and why.
- **Invite** youth to put a dot/sticker on the feeling.
- **Call out** each feeling one-by-one, and **ask** participants to raise their hands if they put a dot/sticker on that feeling.
- **Ask** a volunteer who raised their hand to share why they are feeling that way.

3

Step 3: How Do You Want to Feel?

- Now **ask** youth to think about which (emoji) emotions they would *like* to feel when they are at the Club.
- **Give** them a different color marker (or sticker), and have them put a dot/sticker on that feeling.
- **Ask** youth which feelings they said they would *like* to feel when they are at the Club, and **write** those on the whiteboard or chart paper for all to see.
- **Ask** youth if there are any other ways they would like to feel while at the Club.
- **Add** any other suggestions to the list.

Session 2

Ages 6-8
Group Agreements

- If they are having a hard time coming up with other feelings, you can **suggest** some of the following to see if they resonate:
 - › Respected
 - › Excited
 - › Safe
 - › Comfortable
 - › Successful
 - › Accepted
 - › Brave
 - › Relaxed
 - › Motivated

4

Step 4: Cast Your Vote

- **Make sure** all youth understand each of the feelings on the list by asking for volunteers to explain, or give examples of ones that might be unfamiliar or confusing.
- **Tell** youth they will vote on the top ways they want to feel every day while at the Club.
 - › **Option 1:** Youth can write their top three feelings on a sheet of paper to be counted by the facilitator.
 - › **Option 2:** Youth can vote by raising their hands for their top three feelings facilitator.
 - › **Option 3:** Youth can come up one team at a time and use stickers to vote for their top three feelings.
- **Relate** that tomorrow they will work on thinking of *norms* they can include in their Group Agreements to ensure they feel this way every day in the Club.
- **Tell** youth:
 - › “*Norms* are similar to rules because they tell us how we should behave.
 - › Rules are usually created by someone in power, maybe a teacher or a parent, but *norms* are created together!”
 - › Tomorrow we are going to create the *norms* that determine how we will act when we are together, and we will use these to create a *Group Agreement*.
 - › A *Group Agreement* is our vision of how we will treat each other.”

Session 2

Ages 6-8
Group Agreements

Reflection (5 minutes)

Ask youth:

- “Why is it important to create a positive Club environment?”
- “What happens if we *don’t* create a positive Club environment?”

Recognition (5 minutes)

- **Recognize** youth who shared openly with their team and/or the large group.
- **Recognize** youth who actively participated.
- **Allow** youth an opportunity to recognize others for sharing their feelings and ideas.

Closing and Transition (2 minutes)

- **Ask** youth to clean up the space and be sure to put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Session 2

Ages 6-8
Group Agreements

I'm feeling...



Calm



Happy



Silly



Relaxed



Nervous



Annoyed



Sad



Shy



Surprised



Hungry



Angry



Confused



Sleepy



Sick



Hurt



Hot

Session 3: Building an Ideal Club Environment



TIME
60 minutes



SIZE
20-25



HANDOUTS
Page 28

Session Objective: Youth will work together to create the second part of their Group Agreements, outlining the behaviors they will use to create their ideal Club environment.

Preparation

- **Write** each of the top five feelings from the previous day's activity on separate sheets of poster paper, and **display** for all to see.
- **Use** these at the end of the session to help consolidate ideas.
- **Display** the Emoji Emotions handout from the previous activity.

Warm Welcome (2 minutes)

Greet youth by name as they enter your program area. **Engage** in meaningful conversation.

Community Builder: Mingle Mingle Mingle (10 minutes)

- **Tell** youth you will call out a category. For example:
 - › Color
 - › Pizza topping
 - › Ice cream flavor
 - › Beyoncé song
 - › School subject
 - › Sport
 - › Dessert
- **Invite** youth to respond by calling out their favorite thing in that category, and finding others who have the same favorite as them.
- **Tell** participants when they find a match, they should link arms with that person and continue walking around trying to find more people with the same answer.
- After a minute, **call**: "STOP!"
- **Explain** that if there are two people with same answer who are not linked together, they will be eliminated.

Supplies Needed

- Whiteboard or chart paper and marker
- Stickers (optional)

Links to Resources

None

Social-Emotional Skills

- Communication
- Collaboration

Academic Skills

- Critical Thinking
- Asking Questions
- Analyzing and Interpreting Information

Key Terms

None

Session 3
Ages 6-8
Group Agreements

Main Activity: Building an Ideal Club Environment (30 minutes)

Introducing Youth to the Activity

- **Say**, “In our Community Builder, we had a lot of fun working together to accomplish an objective. We’ll be doing a lot of collaborating this summer, so let’s spend today discussing what we can do to create a positive environment that allows us to work well together while we’re at the Club or Youth Center.”
- **Say**, “Yesterday, as a group we discussed how we want to feel when we’re at the Club.”
- **Ask** for volunteers to remind the group about the top five feelings they agreed on.
- **Say**, “Today, we’re going to work on developing a list of behaviors that can make sure everyone feels that way every day, so we can be the best team we can be.”

Step-by-Step Directions

1

Step 1: Brainstorm Acceptable Behaviors

- **Divide** youth into five teams. (These can be the same teams they had in the Emoji Emotions activity, or they can be different.)
- **Tell** participants that they are going to help you brainstorm behaviors we can do every day to make sure people feel the way we said we want to feel at the Club or Youth Center.
- Feeling by feeling, **ask** youth to help you think of two or three things we can do to make sure people feel _____ (fill in one of the top five feelings).
- **Make** a list of behaviors under each feeling on the chart paper.
- **Use** the following questions to help prompt suggestions:
 - › “When are times you’ve felt _____ (fill in the feeling)?”
 - › “What made you feel that way?”
 - › “What can other people do to help you feel that way?”
 - › “What actions can we do to help our peers feel that way?”
- Make sure to **focus** on behaviors that can realistically be done at the Club or Youth Center. For example, buying a present to make someone feel happy is not a behavior we can implement at the Club, but saying hello with a smile is.

Session 3

Ages 6-8
Group Agreements

30

2

Step 2: Act Out Behaviors

- Once you have a list of (realistic) behaviors for each feeling, **invite** volunteers up to act out each of the behaviors.
- You need to **help** by assigning roles and/or setting the scene. For example, if the feeling is “happy” and the behavior is “smile and wave hello,” you might tell youth to pretend they are passing each other in the hall at the Club or Youth Center.

3

Step 3: Cast Your Vote

- **Say**, “Now it’s time to vote on the behaviors you want to commit to for our time together.”
- **Give** each participant a sticker or marker, and **tell** them to vote for their favorite behavior for each feeling by placing a sticker/dot on that behavior. (Go feeling by feeling to minimize confusion and double voting.)
- **Select** the behavior that gets the most votes as the one the group commits to doing every day.
- **Announce** the behavior with the most votes per feeling word.
 - › If the behaviors are tied, both can be announced.
 - › These behaviors will form this section of the Group Agreement.

Reflection (5 minutes)**Ask** youth:

- “Why is it important that our behaviors/actions create a positive environment where we can all feel good?”
- “What would happen if we didn’t adopt these behaviors/actions?”
- “What can you do to make sure you follow and adopt these behaviors/actions that will be in our Group Agreement?”

Recognition (5 minutes)

- **Recognize** youth who actively contributed to the discussion.
- **Recognize** youth who have already begun implementing the behaviors in the Group Agreement!
- **Allow** youth an opportunity to recognize others for acting out a behavior in a realistic way.

Closing and Transition (2 minutes)

- **Ask** youth to clean up the space and be sure to put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Session 3Ages 6-8
Group Agreements

**TIME**

60 minutes

**SIZE**

20-25

**HANDOUTS**

Page 35-41

Supplies Needed

- Computer or projector (or printed Optical Illusion handout)
- Whiteboard or chart paper and marker

Links to Resources

None

Social-Emotional Skills

- Communication
- Collaboration
- Identifying and Solving Problems

Academic Skills

- Critical Thinking
- Asking Questions
- Analyzing and Interpreting Information

Key Terms

- **Optical illusion:** Something that tricks the eye by appearing to be something other than what it is
- **Conflict:** A disagreement or argument
- **Perspective:** Point of view

Session 4:

Don't Be Conflicted

Session Objective: Youth will work together to create the third part of their Group Agreements, detailing how they will handle conflict.

Preparation

- **Gather** materials from the previous day's session.
- **Write** the conflict discussion questions on the whiteboard or chart paper:
 - › "What do you think is happening in this picture?"
 - › "How do you think the people in this picture feel?"
 - › "What suggestions do you have for how this conflict could be resolved?"
- **Print** the Images of Conflict handout, one for each team. (Additional images can also be found starting on page 6 of: civics.sites.unc.edu/files/2012/05/PictureofConflict.pdf)

Warm Welcome (2 minutes)

Greet youth by name as they enter your program area. **Engage** in meaningful conversation.

Community Builder: Optical Illusions (10 minutes)**Step 1: Explain Optical Illusions**

- **Explain** that an *optical illusion* is something that tricks the eye by appearing to be something other than what it really is.
- **Tell** youth you will show them examples of *optical illusions*.
- **Project** the website of optical illusions (brisray.com/optill/thisthat.htm), or show images from the Optical Illusions handout.

Step 2: Share Optical Illusions

- **Give** participants 15 seconds to quietly look at each image.
- **Ask** for volunteers to share what they saw.
- Before moving on to the next optical illusion, **make sure** all youth can see the images.
- **Repeat** with each optical illusion.

Session 4

Ages 6-8
Group Agreements

Main Activity: Don't Be Conflicted (30 minutes)

Introducing Youth to the Activity

- **Say**, “Today we’re going to talk about *conflict* and how to resolve it.”
- **Ask** youth what they think the word *conflict* means.
- **Explain** that *conflict* is a disagreement or an argument.

Step-by-Step Directions

1

Step 1: Illustrate Conflict

- **Ask** youth if they can think of an example of a time when they had a conflict.
- **Ask** those who volunteered for an example of how they resolved the conflict.
- **Tell** youth:
 - › “From our Community Builder, we learned that it’s possible to see the same thing in two different ways.
 - › This idea also applies to conflict.
 - › There is usually more than one way to view things, because each person has their own story and their own perspective or point of view.”

2

Step 2: Discuss the Handout

- **Divide** youth into teams of three or four.
- **Give** each team an Images of Conflict handout.
- **Direct** participants to discuss the following in their teams:
 - › “What do you think is happening in this picture?”
 - › “How do you think the people in this picture feel?”
 - › “What suggestions do you have for how this conflict could be resolved?”
- If youth are able, **instruct** them to write their answers on a piece of paper.

3

Step 3: Share Your Image

- **Invite** each team to the front to share their image, one at a time.
- **Ask** them to explain:
 - › “What do you think is happening in the picture?”
 - › “How do the people feel?”
 - › “What can be done to resolve the conflict?”
- While teams are sharing, **keep** a running list of their suggestions for how to resolve conflict on the whiteboard or chart paper.
- After all teams have shared, **give** a summary of their suggestions for resolving conflict.

4

Step 4: Discuss Conflict Resolution Strategies

Facilitator Note: *If youth are unable to do the activity in small groups, you can have them discuss the pictures as a large group.*

- **Ask** if participants can think of any other strategies they use when they have conflict.
- **Make sure** all strategies are specific.
- **Modify** as needed. For example:
 - › Speak respectfully: Use a calm tone and polite language
 - › Communicate: Use “I” statements (“I feel” or “I think” instead of “you”)
 - › Don’t take it personally: Assume positive intent
 - › Take a break: Recognize when things are getting out of control and take a walk or sit by yourself to calm down
- **Invite** youth to vote on the top five conflict resolution behaviors they could use while at the Club or Youth Center. These will make up the final component of the Group Agreements.

Reflection (5 minutes)

Ask youth:

- “Which conflict resolution behaviors will be difficult for you?”
- “Which will be easy?”
- “What can you do to uphold this part of the Group Agreements?”

Recognition (5 minutes)

- **Recognize** groups who engaged in lively discussions.
- **Recognize** groups who volunteered to share highlights from their discussion with the larger group.
- **Allow** youth an opportunity to recognize others for sharing their thoughts about how to resolve conflict.

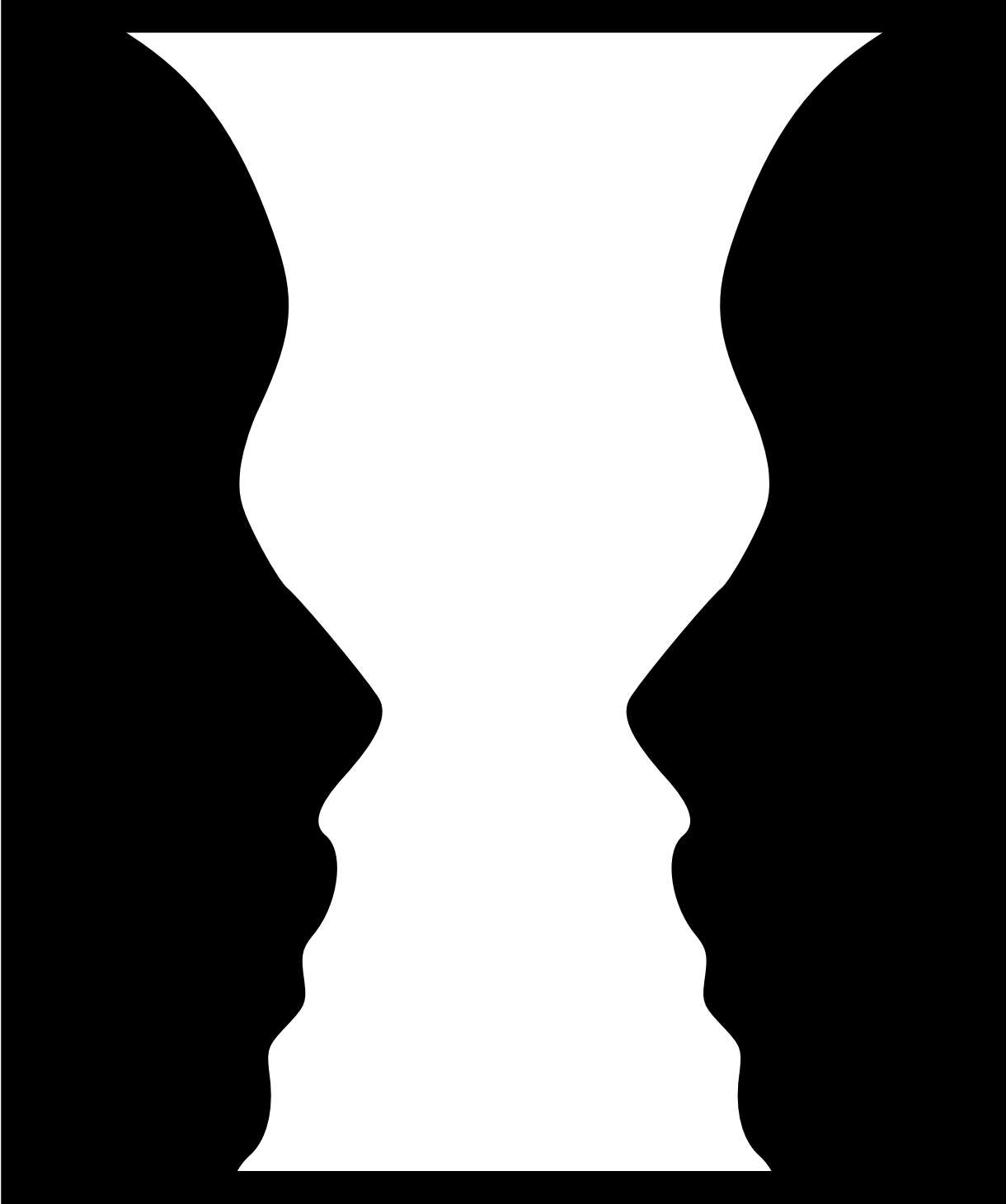
Closing and Transition (2 minutes)

- **Ask** youth to clean up the space and be sure to put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

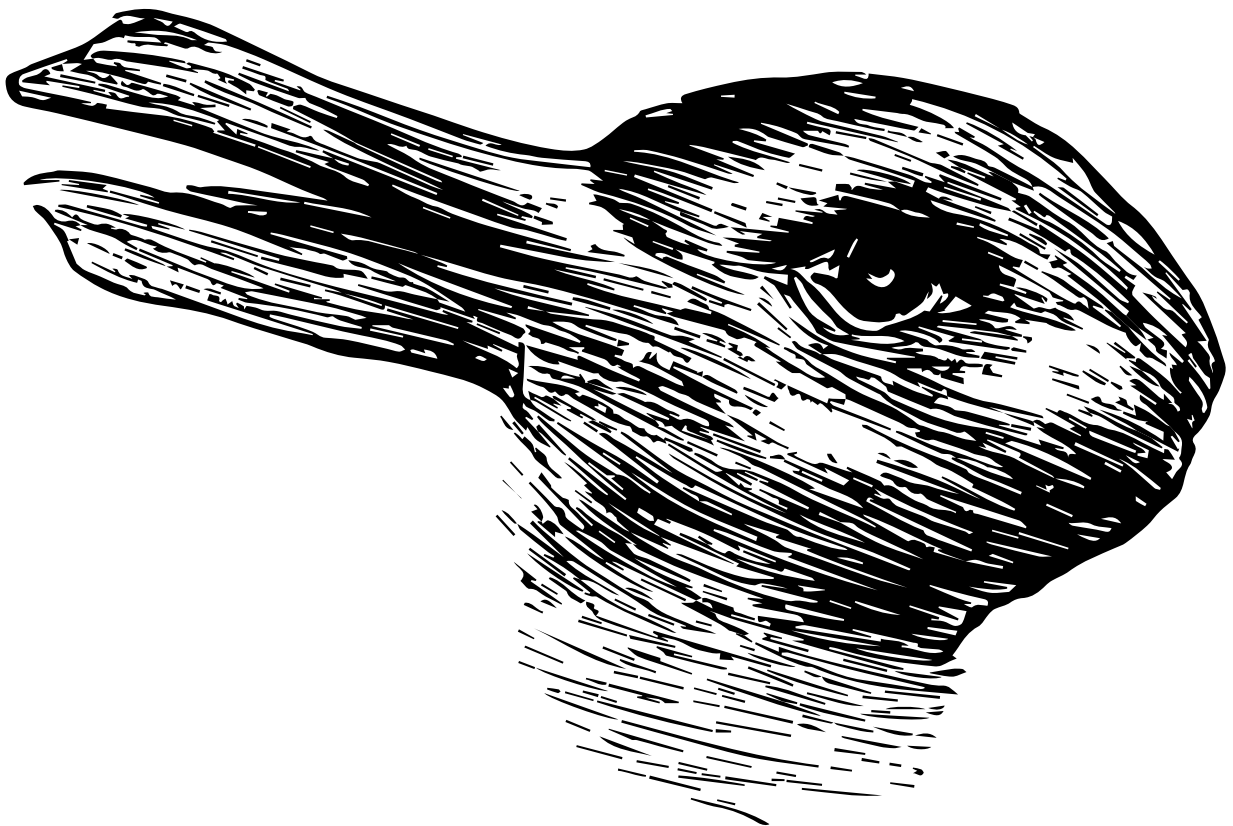
Session 4

Ages 6-8
Group Agreements

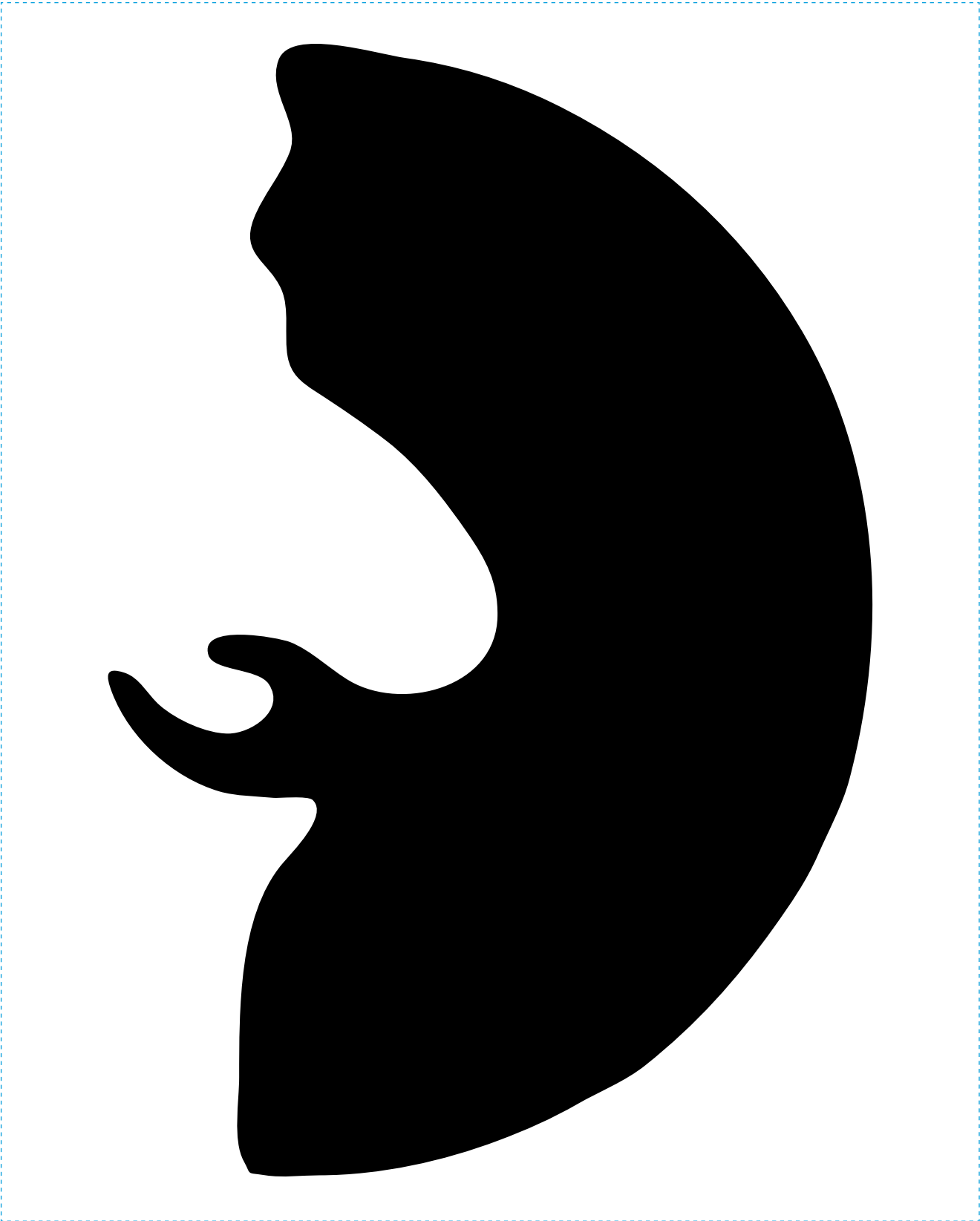
Session 4 Handout: Optical Illusions



Session 4 Handout: Optical Illusions



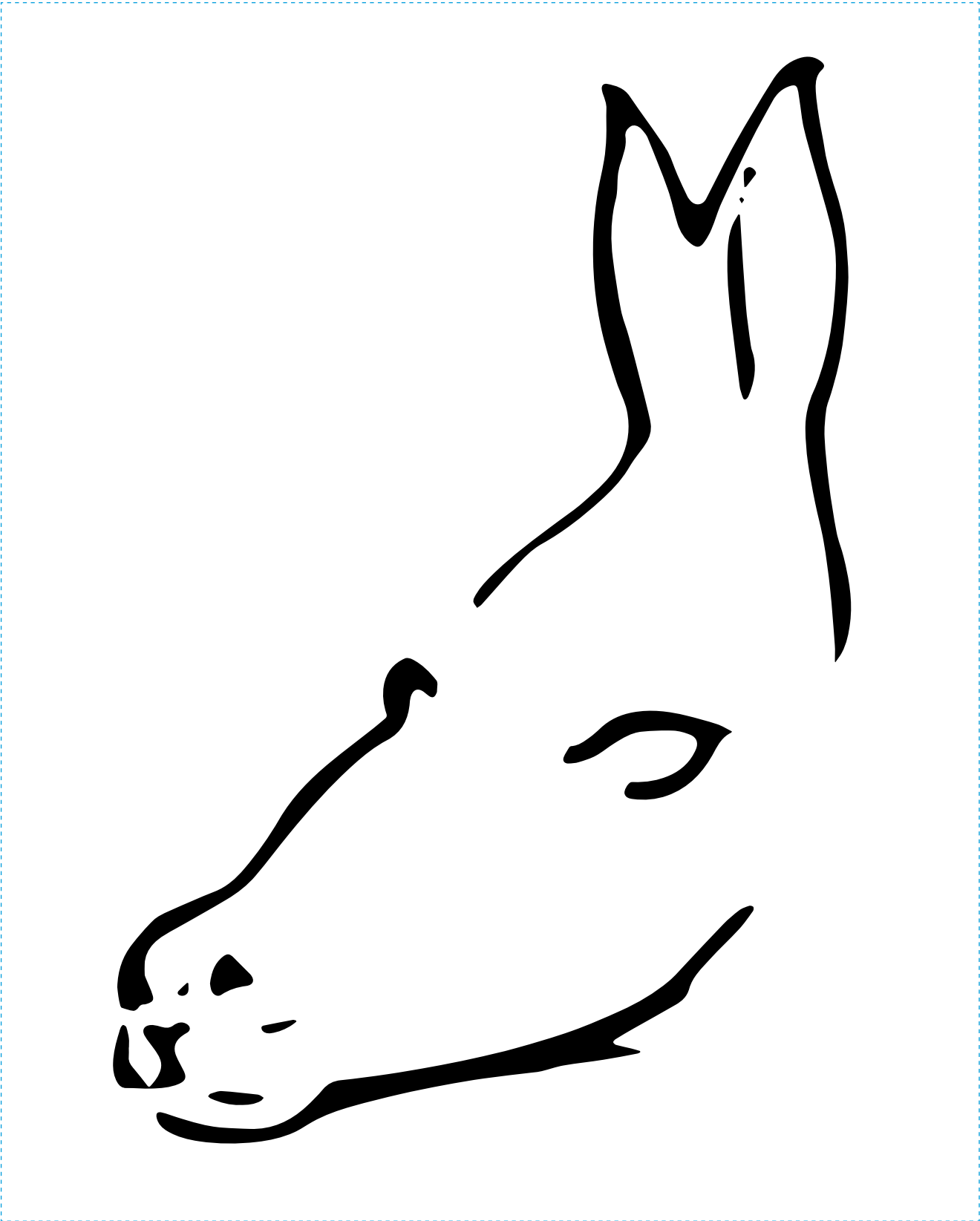
Session 4 Handout: Optical Illusions



Session 4 Handout: Optical Illusions



Session 4 Handout: Optical Illusions



Session 4 Handout: Images of Conflict



Session 4 Handout: Images of Conflict



**TIME**

60 minutes

**SIZE**

20-25

**HANDOUTS**

Pages 45-46

Supplies Needed

- Pens or pencils
- Markers, crayons or colored pencils

Links to Resources

None

Social-Emotional Skills

- Communication
- Collaboration
- Identifying and Solving Problems

Academic Skills

- Creativity
- Analyzing and Interpreting Information

Key Terms**Scenario:** Outline or overview of a story

Session 5:

Agreements in Action!

Session Objective: Youth will create comic book strips, demonstrating positive ways to resolve potential conflicts.

Preparation

- **Gather** materials from the previous day's session.
- **Print** out copies of the Potential Conflict Scenarios handout, and cut each scenario into separate strips (as many as needed for youth to be divided into pairs).
- You may **add** other scenarios relevant to your Club or Youth Center youth.
- **Print** What Might Happen Next? handouts, one per pair of participants.
- **Draw** the first panel of a comic strip based on one of the Conflict Resolution Scenarios handout examples, and write a short sentence below the image explaining it.

Warm Welcome (2 minutes)

Greet youth by name as they enter your program area. **Engage** in meaningful conversation.

Community Builder: Pantomime (10 minutes)

Facilitator Note: This Community Builder can be found in the YDToolbox. Acting out the pantomimes in a group is less intimidating for some youth, so it's best to invite a small number for each scenario.

- **Tell** youth they will be putting on their acting caps to act out different scenarios.
- **Explain** that a scenario is the outline or overview of a story.
- **Ask** for volunteers to act out the scenarios below:
 - › A walk through the cemetery at midnight
 - › A person just learning to drive a car in rush-hour traffic
 - › An astronaut trying to make repairs in a weightless spaceship
 - › A dentist checking someone's teeth
 - › A basketball team getting crushed by their opponents

Session 5

Ages 6-8

Group Agreements

Main Activity: Agreements in Action! (30 minutes)

Introducing Youth to the Activity

- **Say**, “Now that we have warmed up our creative muscles, we are going to put those skills to work in our activity today: creating comic strips!
 - › Working in pairs, you will be given a scenario.
 - › In each of your scenarios, there is a potential conflict.
 - › It will be up to YOU AND YOUR PARTNER to decide (and draw!) what happens next.”
- **Tell** participants: “Before we get started with our comic strips, let’s make sure we remember some of the ways to resolve conflicts.”
- **Ask**, “What are the different conflict-resolving behaviors we discussed in the previous activity?”
- **Say**, “Keep these in mind when working on your comic strips!”

Step-by-Step Directions

1

Step 1: Discuss a Scenario

- **Review** the Potential Conflict Scenarios handout examples with the larger group.
- **Read** one of the scenarios out loud to the group (the one you based your comic strip image on).
- **Explain** the picture you drew in the first panel of your comic strip.
- **Read** the short sentence below the image explaining it.

2

Step 2: What Happens Next?

- **Ask** youth for ideas of what they think might happen next.
- **Draw** one of their ideas in the second panel, and write a short sentence below explaining the picture.
- **Repeat** for the third and fourth panels.
- **Divide** youth into pairs and **distribute** a scenario strip and a What Might Happen Next? handout to each. (Some pairs will have the same scenario.)
- **Tell** partners to read the scenario and discuss what they think will happen next. They should next draw pictures and write a blurb for the subsequent panels.

Facilitator Note: Make sure there is at least one person in each pair who is able to read the scenario. If this is not possible, consider doing the activity as a whole group.

Session 5

Ages 6-8
Group Agreements

3

Step 3: Share Scenario Illustrations

- **Allow** time for volunteers to share their stories with the group.
- **Ask** four or five volunteers to serve on a Group Agreements Committee. These volunteers will create a product for the entire group to sign, showing all the parts of the Group Agreements. The final product should include the following three components:
 - › How we want to feel at the Club
 - › What we will do to feel this way every day
 - › What we will do when there is conflict

Facilitator Note: *The information for each of these components should come from the work done earlier in the week.*

Reflection (5 minutes)

Ask youth: “How can we make sure we stick to our Agreements all summer long?”

Recognition (5 minutes)

- **Recognize** youth who shared their comic book conflict with the group.
- **Recognize** youth who were implementing some of the behaviors from the Group Agreement.
- **Recognize** youth who volunteered to serve on the Group Agreements Committee.
- **Allow** youth an opportunity to recognize others for working well together on their illustrations.

Closing and Transition (2 minutes)

- **Ask** youth to clean up the space and be sure to put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Session 5

Ages 6-8
Group Agreements

Session 5 Handout: Potential Conflict Scenarios

1. It's rec time and you want a turn on the swings, but the swings are already taken by other kids. *What might happen next?*

2. You need to use the computer to finish a homework assignment, but another person is already on the computer playing games. *What might happen next?*

3. You're walking in the hall at the Club and another kid trips you. *What might happen next?*

4. In the snack room, a new kid is sitting in the seat that you usually sit in. There is no more room at the table to sit with your friends. *What might happen next?*

5. The Club is having a pizza party to celebrate the end of the school year. You have already had one piece of pizza, but you're still hungry. You go to get another slice at the same time as another person. There is only one slice left. *What might happen next?*

6. You and your friends want to play soccer, but there are too many of you to play at the same time. *What might happen next?*

7. During Power Hour, you let someone borrow your favorite pencil, and she accidentally breaks it. *What might happen next?*

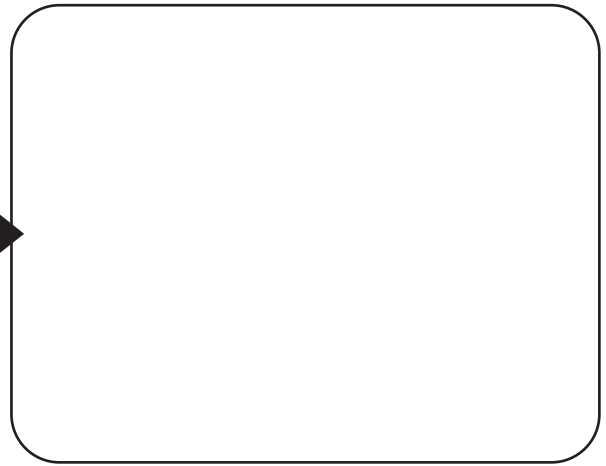
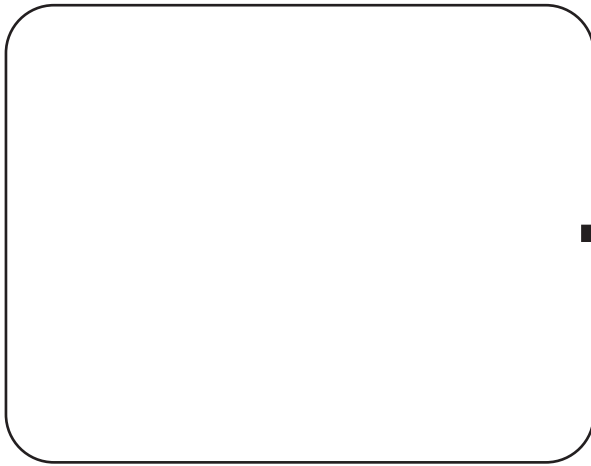
8. During a music activity, you want a turn playing the guitar, but so does another person. There is only one guitar. *What might happen next?*

9. Someone in the Club told kids a rumor about you that isn't true. *What might happen next?*

10. Some kids are making fun of a younger child on the playground and calling her mean names. *What might happen next?*

Session 5 Handout: What Might Happen Next?

Think about what might happen next in your scenario. What could go wrong? What could go right? Draw and write the next parts of the story.



1. _____

2. _____



3. _____

4. _____



Around the World

Module 2

Module Title: Around the World

About This Module	
Overview	Youth will be introduced to different countries around the world and compare/contrast their lives with those of youth in other countries.
Guiding Questions*	What makes up the culture of a place? What makes places unique and different? What makes where I live unique and different?
Culminating Activity	Youth will create a puzzle piece showcasing what makes up their individual cultures.
Session 1	Let's Visit Brazil Youth will be able to describe the components of a country's culture. Youth will learn about some aspects of Brazil's culture and practice their futebol technique.
Session 2	Let's Visit Ghana Youth will learn about some aspects of the culture of Ghana. They will create their own kente cloth designs and make a traditional Ghanaian snack.
Session 3	Let's Visit Japan Youth will learn about some aspects of the culture of Japan. Youth will learn the game janken and do origami.
Session 4	Let's Visit France Youth will learn about some aspects of the culture of France. They will learn a song in French and practice the numbers 1-10.
Session 5	Culture of Me Youth will reflect on the week's experiences and illustrate a puzzle piece showcasing their individual cultures.

*Guiding questions are intended to help you think about the theme, and how it might be relevant to young people, as you prepare to facilitate the module. Keep these questions top of mind so you can help youth make connections and capture key takeaways.

Key Terms	
Word	Definition
Map	A drawing of all or part of the Earth showing country boundaries, landforms, roads, etc.
Globe	A map of the world printed on a sphere
Continent	One of seven large land masses on Earth (North America, South America, Antarctica, Europe, Asia, Africa, Australia)
Country	An area of land controlled by one government and where people live under the same rules and laws
Brazil	The largest country in South America
Culture	The way of life of a group of people; it includes food, clothes, music, traditions and religions
Custom	A traditional way of behaving or doing something
Ghana	A country in Africa
Anime	Japanese word for animation
Japan	A country in Asia
Origami	The art of folding paper into dimensional designs without scissors or glue
France	A country in Europe

Supplies		
Facilitator Needs	1	Computer or projector
	1	World map or globe
	1	Radio with speakers or music player
	1	Beach ball
	1	Whiteboard or chart paper and marker
	Several	Post-it notes or index cards
	1	Tape or another adhesive
	5	Cones
Each Group Needs	1	Scissors
	1	Pre-portioned ingredients: <ul style="list-style-type: none"> • Date paste – ½ cup per group • Sunflower or another nut butter alternative – ½ cup per group • Oatmeal – ½ cup per group • Coconut flakes/shredded coconut, unsweetened – ½ cup per group, plus extra for rolling finished snacks • Vanilla extract – 1 teaspoon per group (optional) • Mini chocolate chips – ¼ cup per group (optional)
	1	Mixing bowl
	1	Mixing spoon
	1	Sheet waxed or parchment paper
	1	Small ice cream scoop or teaspoon
	1	Soccer ball or another ball that can be dribbled
	1	Scissors
Each Participant Needs	1	Sheet black construction paper
	Multiple	Colored construction paper strips (can use scrap paper)
	1	Glue stick or glue
	1	Plastic baggie (optional)
	1 set	Colored pencils, markers or crayons
	1	Origami paper
	1	Plain paper

Extension Activities

- Reach out to local groups such as ethnic societies, faith-based organizations, university clubs, or local teachers and professors to present or help lead activities.
- With the help of teen leaders, host a multicultural fair as a culminating activity for this module. Invite parents, families, and community members to attend and participate by sharing something from their cultural heritage.
- Have youth “visit” locations around the world by taking them on a virtual tour of a museum like the Louvre in Paris or the Vatican in Rome, or try an app such as Geotourist. You can also use VR apps with Google Cardboard or Lithodomos.
- Arrange for youth to visit a local ethnic restaurant or cultural center to learn more about cultures from around the world, or arrange for a guest speaker to come to the Club or Youth Center.
- Organize a field trip to a local history museum to learn more about your community’s cultural heritage, or arrange for an outreach visit by a local historian.
- Celebrate the upcoming summer Olympic games (July 24-Aug. 9) as part of this module! Organize a field day with fun competitive activities for Club or Youth Center youth. Invite groups to represent a different country during opening and closing ceremonies, compete against each other in activities (physical challenges or traditional cultural activities), and recognize their accomplishments with prizes and awards. Each group could also create a flag or banner for their country – the options are endless! Check out the International Olympic Committee’s website (olympic.org/the-ioc/promote-olympism) or the Olympic Museum’s website (olympic-language.blog-tom.com/#/) for more resources and information.

Career Connections

- As a career extension, you could introduce famous soccer stars, such as Pelé and Ronaldinho, and discuss sports as a career opportunity.
- Consider introducing culinary arts as a possible career field. One famous chef with African heritage is Marcus Samuelsson who was born in Ethiopia and raised in Sweden. His restaurant, Red Rooster, is located in New York City.
- Consider arranging a visit by a local artist or art teacher to talk about their work and the training required to be a professional artist.

Notes to Facilitator

Summer Brain Gain activities are designed to be safe and fun with a staff-to-youth ratio of 1:10-15: That means at least one staff member per 10-15 youth. Summer Brain Gain can be run with large groups of young people as long as adequate staffing is available. BGCA recommends that staff-to-youth ratios should not exceed 1:25 for any type of activity.

If you have not yet run Module 1: Group Agreements, consider making that the first week of your Summer Brain Gain programming. Group Agreements provide a sense of structure and standards of behavior among participating members of the group. This helps to create emotional safety. For more information about how to make a Group Agreement, see the Group Agreements/Positive Club Climate resources at [BGCA.net/ClubClimate](https://www.bgsa.org/ClubClimate). An opportunity to revisit and reflect upon the Group Agreements is included in every Summer Brain Gain session.

The YDToolbox app provides immediate access to tips and activities for creating a high-quality Club experience. Look here for alternative community builders, reflection activities or groupers (quick, inclusive ways to divide a large group into smaller groups or teams). Download the free app from the Apple Store or Google Play, or access online at ydtoolbox.goodbarber.com.

Session 1:

Let's Visit Brazil



TIME
60 minutes



SIZE
20-25



HANDOUTS
None

Session Objective: Youth will be able to describe the different components of a country's culture. Youth will learn about some aspects of the culture of Brazil and practice their futebol technique.

Preparation

- **Write** word pairs on Post-it notes or index cards and tape them onto a beach ball. Use the examples below or come up with your own that youth can choose between. Examples of word pairs include:
 - › Cake or ice cream
 - › Sun or snow
 - › Hotdog or hamburger
 - › Math or science
- **Watch** "The Continents Song" in advance of today's lesson from the Links to Resources.
- **Request** access to a large open space for today's activity (e.g., field, gym).
- **Set up** a row of five cones with space for youth to dribble through.

Facilitator Note: You may also choose to draw picture pairs, rather than writing word pairs, to attach to the beach ball.

Warm Welcome (2 minutes)

Greet youth by name as they enter your program area. **Engage** in meaningful conversation.

Supplies Needed

- World map or globe
- Radio with speakers or music player
- Beach ball
- Cones (five)
- Post-it notes or index cards and tape (several)
- Soccer balls or another ball that can be dribbled (1 per group)

Links to Resources

- The Continents Song: [youtube.com/watch?v=Xy7e_KAUz7s&feature=youtu.be](https://www.youtube.com/watch?v=Xy7e_KAUz7s&feature=youtu.be)
- Numbers from 0 to 10 in Brazilian Portuguese: [youtube.com/watch?v=ahCs1JoSj6U&feature=youtu.be](https://www.youtube.com/watch?v=ahCs1JoSj6U&feature=youtu.be) (optional)
- Learn 5 Cool Brazilian Football Skills: [youtube.com/watch?v=cSoaKkxfGOU](https://www.youtube.com/watch?v=cSoaKkxfGOU) (optional)

Social-Emotional Skills

- Respect for Others
- Teamwork
- Youth Connections

Academic Skills

- Collaboration
- Love of Learning

Session 1

Ages 6-8
Around the World

Key Terms

- **Map:** A drawing of all or part of the Earth showing country boundaries, landforms, roads, etc.
- **Globe:** A map of the world printed on a sphere
- **Continent:** One of seven large land areas on Earth (North America, South America, Antarctica, Europe, Asia, Africa, Australia)
- **Country:** An area of land controlled by one government and where people live under the same rules and laws
- **Brazil:** The largest country in South America
- **Culture:** The way of life of a group of people; it includes food, clothes, music, traditions and religion
- **Custom:** A traditional way of behaving or doing something

Community Builder: Get-to-Know-You Ball Toss*(5 minutes)***Step 1: Explain the Game**

- **Instruct** youth to stand in a circle.
- **Say**, “Let’s start today by learning something new about each other.”
- **Show** the beach ball with questions written on it.
- **Say**, “We will take turns passing the ball to each person in our group. When you catch the ball, pick from whichever pair of words is closest to your right hand, and tell us which of the two things you like better.”
- **Ask**, “Does anyone have any questions so far?”

Step 2: Play the Game

- **Instruct** youth to raise their right hand to ensure they know which pair of words to pick from.
- Gently **toss** the ball to one participant in the circle, prompting them to read the two words and select their favorite of the two.
- **Explain** that youth should throw the ball to someone who has not yet had a turn.
- **Allow** the game to continue until each person in the circle has had a turn, or until time is up.

Facilitator Note: *You may instead ask youth to sit down once they’ve had a turn to make sure no one gets overlooked.*

Group Agreements Review (2 minutes)

Reference the Group Agreements for this activity or your program area to remind youth of their commitment to one another. Use the following prompts to review the Agreements with your group.

- **Ask**, “Does everyone commit to our Agreements today?”
- **Ask**, “Is there anything we need to add?” (Youth who joined later can also add their ideas or sign their names to the Group Agreements.)

Main Activity: Let’s Visit Brazil (40 minutes)**Introducing Youth to the Activity**

- **Say**, “This week we will be traveling all around the world learning about other countries. We will discover what makes each place unique and different, and explore ways in which we’re all the same.”
- **Ask**, “How can we see the whole earth at once?”
Possible answers:
 - › Look at a map or a globe
 - › Fly into outer space

Session 1

Ages 6-8
Around the World

1

Step-by-Step Directions**Step 1: Maps and Globes**

- **Say**, “A *map* is a drawing of part of the Earth. A *globe* is a map of the world printed on a sphere (3D ball).”
- **Ask**, “What do you see when you look at a *map* or *globe*?”
Possible answers:
 - › Oceans
 - › Lakes
 - › Rivers
 - › Mountains
 - › Cities
 - › Roads
- **Say**, “Some maps focus on just one town, city or state, but other maps can show the entire Earth!”
- **Tell** youth the Earth is made up of seven *continents*.

2

Step 2: Seven Continents

- **Ask** youth:
 - › “What is a *continent*?” (Answer: A large area of land.)
 - › “Can anyone name one?” (Answers: Africa, Antarctica, Asia, Australia, Europe, North America, South America)
 - › “Do you know which continent we live on?”
(Answer: North America)
- **Say**, “Let’s sing a song that will help us learn the names of all seven continents.”
- **Lead** youth in “The Continents Song” from the Links to Resources.
- **Sing** each line and have youth repeat, or play a recording of the song and sing along together.

Session 1Ages 6-8
Around the World

3

Step 3: Continents and Their Countries

- **Say**, “On each continent there are many *countries*.”
- **Ask** youth:
 - › “Which country do we live in?”
 - › “Can you name any other countries?”
- **Point out** countries on the world map or globe as youth say them.
- **Explain** that a *country* is an area of land controlled by one government and where people live under the same rules and laws.

Facilitator Note: Youth may also name states, cities or other locations. Countries are large areas of land with their own governments and economies. Within some large countries, there are states and provinces. Cities are smaller still. You can show youth the difference in size to help them understand.

4

Step 4: Cultures of the World

- **Ask** youth:
 - › “Do people live exactly the same in all of the countries around the world?”
 - › “Do we eat the same things as people in other countries?”
 - › “Do we dress the same way as people in other countries?”
 - › “Do we listen to the same music as people in other countries?”
- **Explain** that every place has its own *culture*. *Culture* is the way of life of a group of people and is made up of the:
 - › Foods they eat
 - › Clothes they wear
 - › Music they listen to
 - › *Customs*, or traditional ways they behave or do something
 - › Religions they observe
- **Ask** youth if they know examples of foods from different countries. Possible answers:
 - › Pizza
 - › Enchiladas
 - › Kimchi
 - › Sushi
 - › Chai tea
 - › Tikka masala

Session 1

Ages 6-8
Around the World

- **Ask** youth if they know examples of music from different countries around the world. Possible answers:
 - › Opera
 - › Polka
 - › Jazz
 - › K-pop
 - › Salsa
 - › Ranchera
 - › Reggae
- **Ask** youth if they know examples of different clothing worn around the world. Possible answers:
 - › Kimonos
 - › Head scarves
 - › Saris
 - › Ponchos
- **Ask** youth if they know any facts about other countries. Possible answers:
 - › In Canada they play a lot of ice hockey
 - › In Mexico they speak Spanish
 - › In England they have a queen

5**Step 5: The Country of Brazil**

- **Lead** youth to a large open area for this next activity.
- **Say**, “Today we are going to learn about the country of *Brazil*.”
- **Ask**, “Can anyone guess what continent *Brazil* is on?”
- **Explain** to youth that *Brazil* is the largest country on the continent of South America.
- **Show** the country of *Brazil* on a map or globe.

Session 1

Ages 6-8
Around the World

6

Step 6: Brazilian Culture

- **Say**, “Now let’s learn a little about Brazilian culture, including the language they speak and the sports they play.”
- **Ask**, “Can anyone tell me something about Brazil?”
- **Share** the following facts.
 - › In Brazil, they speak Portuguese.
 - › They grow many crops such as coffee, sugarcane and cassava (similar to a yam or potato).
 - › Brazil has one of the world’s largest rivers, called the Amazon River.
 - › Brazil is home to the Amazon Rainforest.
- **Say**, “One of the most popular sports played in Brazil is futebol.”
- **Show** a soccer ball (if available), and ask youth if they can guess the name of the sport in English. (Answer: Soccer)

7

Step 7: Demonstrate Ginga

- **Say**, “Brazilian soccer players take pride in their footwork. Their distinctive style is called “ginga,” and it is all about dribbling, juggling and controlling the ball with their feet. Today we will practice some fancy footwork of our own and play a game called Dribble Drawing.”
- **Explain** that you will dribble the ball in a certain formation, and participants should try to determine the shape or pattern.
- **Dribble** the ball in and out of the cones in a pattern that youth might recognize.

Facilitator Note: You could also invite an older young person skilled in soccer to demonstrate dribbling or otherwise support groups with the activity. Also, youth may not have good control of the ball at this age, so it’s important to do this activity in an area with lots of space and/or to restrict the number of youth who are dribbling at any one time.

Session 1

Ages 6-8
Around the World

8

Step 8: Dribble Drawing

- **Ask**, “Did you notice a particular shape or pattern when I was dribbling?”
- **Ask** youth to describe the shape or pattern they saw. (Answer: Snake or squiggle)
- **Invite** a volunteer to dribble the ball in the same pattern.
- **Explain** that the term dribble drawing means to dribble the ball in a certain pattern – in this case a snake or squiggle.
- **Tell** youth they will have an opportunity to dribble draw, or dribble the ball in a shape or pattern of their choice, and have their group copy them.

Facilitator Note: *If time is running short, you can invite a few volunteers to dribble draw for the whole group instead.*

9

Step 9: Soccer Footwork Group Activity

- **Divide** youth into groups of three by counting off in Portuguese:
 - › Um (pronounced *oom*)
 - › Dois (pronounced *doyz*)
 - › Tres (pronounced *trez*)
- **Say**, “First the number *ums* will be the group leaders.”
- **Gather** the ums of each group together and agree on a simple shape to dribble.
- **Instruct** the first set of group leaders to dribble draw the shape for their teammates. After they demonstrate the shape, their teammates should try to dribble draw the same shape. Ensure youth take turns being the leader and follow the patterns their teammates dribble draw.
- **Allow** play to continue as time allows and youth continue to participate.

Facilitator Note: *To ensure the activity is inclusive of all youth and all abilities, consider allowing youth to walk through the cones holding the ball in their hands or on their laps. Alternatively, you may allow them to walk/dribble the course while holding onto a friend, choose the pattern to dribble, set up the cones for a group member or serve as a group cheerleader.*

Session 1

Ages 6-8
Around the World

Reflection (5 minutes)

Ask youth:

- “What did you learn today about Brazil and Brazilian culture?”
- “How is our culture different from Brazilian culture?”
- “What else would you like to learn about Brazilian culture?”

Recognition (4 minutes)

- **Explain** Carnival is a celebration.
 - › Brazil is known for hosting the biggest Carnival celebration, with over 2 million people joining the festivities.
 - › Those who participate wear colorful masks and costumes while parading down the street.
- **Say**, “Let’s try a special celebratory clap, called the Fireworks Clap. It’s inspired by Carnival.”
- **Demonstrate** and **lead** youth in the Fireworks Clap:
 - › Clap
 - › Raise your arms above your head and snap your fingers
 - › Make noises like “pow!” and “pop!” as you snap
- **Recognize** youth who volunteered to demonstrate dribble drawing to the whole group.
- **Allow** youth an opportunity to recognize each other for their dribbling skills and the interesting patterns they dribble drew.

Closing and Transition (2 minutes)

- **Ask** youth to clean up the space and be sure to put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Session 1

Ages 6-8
Around the World

Session 2: Let's Visit Ghana



TIME
60 minutes



SIZE
20-25



HANDOUTS
Pages 68-71

Session Objective: Youth will learn about some aspects of the culture of Ghana. They will create their own kente cloth designs and make a traditional Ghanaian snack.

Preparation

- **Prepare** a sample kente cloth pattern, cutting strips of colored construction paper and gluing them onto a black sheet of construction paper in horizontal and vertical patterns.
- **Make sure** tables are cleaned thoroughly and/or covered with a protective surface to promote safe food handling. You may also have youth wear food service gloves, if available.
- **Measure** and **set up** the ingredients for each group for the snack. Ingredients can be stored in baggies and do not require refrigeration.
- **Look up** your youths' food allergies. If you don't have lists of youth food allergies, then send a note home asking about food allergies before starting this session. Also review the food handling safety tips and the CDC's recommendations for managing food allergies in school from the Links to Resources.
 - › If any youth have allergies to the ingredients, you can search for recipe variations using the search terms "African coconut candy," "no bake cookies" or "date energy bites."
 - › If at all possible, try to include dates or date paste and unsweetened coconut to maintain authenticity of the recipe's origin.
- **Print** copies of the Kente Cloth Designs Handout or **load** for digital display.
- **Print** copies of the Coconut Candy Recipe Card handout and **cut** them in half for each participant to take one home.

Supplies Needed

- Whiteboard or chart paper with marker
- Black construction paper (1 sheet per participant)
- Colored construction paper or scrap paper (several sheets per participant)
- Scissors (1 per group)
- Glue or glue sticks (1 per participant)
- Mixing bowls (1 per group)
- Mixing spoons (1 per group)
- Small ice cream scoop (optional) or teaspoons (1 per group)
- Waxed or parchment paper (1 sheet per group)
- Baggies (optional) (1 per participant)
- Pre-portioned ingredients:
 - › Date paste (½ cup per group)
 - › Sunflower or another nut butter alternative (½ cup per group)
 - › Oatmeal (½ cup per group)
 - › Coconut flakes/shredded coconut, unsweetened (½ cup per group plus extra for rolling finished snacks)
 - › Vanilla extract (1 teaspoon per group) (optional)
 - › Mini chocolate chips (¼ cup per group) (optional)

Links to Resources

- Sample Kente Pattern Art Project: artpolkadotspot.blogspot.com/2014/04/kente-cloth.html?m=1
- CDC Healthy Schools – Food Allergies: cdc.gov/healthyschools/foodallergies/index.htm

Warm Welcome (2 minutes)

Greet youth by name as they enter your program area. **Engage** in meaningful conversation.

Session 2

Ages 6-8
Around the World

Social-Emotional Skills

- Respect for Others
- Teamwork
- Youth Connections

Academic Skills

- Collaboration
- Creativity
- Love of Learning

Key Terms

Ghana: A country in Africa

Community Builder: “If I Were a Food . . .” (5 minutes)

Step 1: Introduce Ghana

- **Say**, “Today we will learn about the country of Ghana. Ghana is one of 54 countries on the continent of Africa.”
- **Share** that the Ghanaian flag is red, yellow and green with a black star in the middle.
- **Show** a picture of the flag or share the image below:



Step 2: Play the Activity

- **Say**, “Let’s challenge ourselves to see how many foods we can think of that are each of the colors of the Ghanaian flag.”
- **Write** “red” on top of the whiteboard chart paper.
- **Invite** youth to shout out any foods they can think of that are red.
Possible answers:
 - › Apples
 - › Cherries
 - › Cranberries
 - › Watermelon
 - › Raspberry
 - › Strawberries
 - › Tomatoes
 - › Beets
 - › Peppers

Session 2

Ages 6-8
Around the World

- **Repeat** with the color yellow. Possible answers:

- › Banana
- › Lemon
- › Pineapple
- › Apple
- › Mango
- › Pepper
- › Squash
- › Corn

- **Repeat** with the color green. Possible answers:

- › Apple
- › Kiwi
- › Melon
- › Grape
- › Avocado
- › Broccoli
- › Celery
- › Lettuce
- › Spinach
- › Kale
- › Peas
- › Pepper
- › Zucchini
- › Cucumber

Group Agreements Review (2 minutes)

Reference the Group Agreements for this activity or your program area to remind youth of their commitment to one another. Use the following prompts to review the Agreements with your group.

- **Ask**, “Does everyone commit to our Agreements today?”
- **Ask**, “Is there anything we need to add?” (Youth who joined later can also add their ideas or sign their names to the Group Agreements.)

Session 2

Ages 6-8
Around the World

Main Activity: Let's Visit Ghana (40 minutes)

Introducing Youth to the Activity

- **Say**, "During our time together today, we will learn about one of the many countries and cultures that make the continent of Africa unique."
- **Ask**, "Has anyone ever heard of the country Ghana before?"
- **Show** Ghana on a map or globe.
- **Ask** youth:
 - › "On what continent is Ghana located?"
 - › "Do you know anything else about Ghana?"
- **Share** the following information:
 - › "Ghana is a country on the west coast of Africa."
 - › "The official language of Ghana is English, but there are more than 40 languages spoken by different ethnic groups!"
 - › "Ghana is a tropical country near the equator that produces 70% of the world's cocoa beans to make chocolate."
 - › "Ghana is also famous for handwoven cloth."

1

Step-by-Step Directions

Step 1: Teach About Kente Cloth

- **Tell** youth that in different parts of the world people wear different types of clothing, especially for special occasions.
- **Tell** youth that in Ghana, kente cloth is often worn on special occasions. Kente cloth is made of silk and cotton using strips of fabric that are woven together. The colors have special meaning and are woven in patterns that are horizontal (side to side) and vertical (up and down).
- **Share** that kente cloth was first only worn by kings. But now it is worn by everyone.
- **Show** the Kente Cloth Designs handout (through printouts or digital images).

Session 2

Ages 6-8
Around the World

2

Step 2: Create a Kente Cloth Design

- **Say**, “Today we will make our own kente cloth designs out of paper. Look at this example.” (Show the example you prepared.)
- **Distribute** a piece of black construction paper to each participant.
- **Give** each group:
 - › Colored construction paper
 - › Scissors
 - › Glue
- **Demonstrate** how to cut strips of colored construction paper and glue them onto the black construction paper in vertical (up and down) and horizontal (side to side) patterns.
- **Tell** youth they can get started, and let them know when there are five minutes remaining so they can finish their design and clean up their area.

Facilitator Note: *Encourage youth to choose different colors and exercise their creativity in the patterns they make. Their designs should all be unique!*

3

Step 3: Introduce Crops of Ghana

- **Ask** youth:
 - › “What is your favorite snack?”
 - › “Do you know what it is made of?”
- **Say**, “Many communities around the world have a strong culture of eating locally grown or raised food.”
- **Ask**, “What foods grow in or near our community?”
- **Say**, “A few of the foods grown in Ghana are dates, figs and coconut. Dates and figs are sweet fruits. Coconuts are nut-like fruits that grow high up in coconut palm trees.”
- **Ask** youth:
 - › “Have you ever tried coconut, dates or figs?”
 - › “How was it prepared?”
- **Show** youth each ingredient as you discuss them, and consider letting them smell or taste those that are unfamiliar.
- **Say**, “Now let’s use these ingredients to make a dessert that is served in Ghana!”

Session 2

Ages 6-8
Around the World

4

Step 4: Form Groups to Make Snacks

- **Instruct** youth to wash their hands, use hand sanitizer, or put on gloves prior to working with food.
- **Divide** youth into groups of five. **Use** the following grouper or another grouper of your choice from the YD Toolbox.
 - › **Say**, “Ghana is home to a lot of animals.”
 - › **Write** the following animal names on the whiteboard or chart paper: lion, hyena, elephant, zebra and hippo.
 - › **Invite** youth to take turns saying the name of an animal on the list. They should then form a group with other youth with their same animal.
- **Ask** each group to stand around a table.
- **Explain** that you will give each group ingredients to mix together.
- **Instruct** group members to switch who stirs each time a new ingredient is added.

5

Step 5: Create a Ghanaian Snack

- **Give** each group a mixing bowl, mixing spoon, small ice cream scoop or teaspoon, and pre-measured ingredients.
- **Say**, “First, add the date paste to your large mixing bowl. Have one member of your group stir for one minute.”
- **Say**, “Give the spoon to another person who will add the nut butter to the date paste. They will stir the mixture together for one minute.”
- **Say**, “Give the spoon to someone else at your table who will add the oatmeal and stir for one minute.”
- **Say**, “The last ingredient is coconut. Have the next group member add the coconut and stir for the final minute.”
- **Instruct** additional group members to stir in any other ingredients, such as vanilla extract or mini chocolate chips.
- Once all ingredients are incorporated, **allow** each participant to:
 - › Scoop the mixture with the ice cream scoop or teaspoon
 - › Roll it into a ball with their hands
 - › Sprinkle or roll the ball in extra coconut flakes
 - › Place the rolled ball on the wax or parchment paper
- **Ask** youth to wash their hands.
- **Distribute** recipe cards so youth can recreate the treat at home.

Facilitator Note: You may want to write the steps on the whiteboard or chart paper as you go, in case some groups fall behind or don't hear your instructions. You can either have youth eat their Coconut Candy during Reflection, or provide a baggie for youth to take their snacks home.

Session 2

Ages 6-8
Around the World

Reflection (5 minutes)

Ask youth:

- “What did you learn about Ghana and Ghanaian culture today?”
- “How was what we learned about Ghana similar to and different from how you live?”
- “What did you learn today that you’re excited to share with someone else?”

Recognition (1 minute)

- **Recognize** teams for working together to prepare Coconut Candy.
- **Recognize** youth for being open-minded in trying a new, unfamiliar food.
- **Allow** youth the opportunity to recognize each other for their creative kente cloth designs.

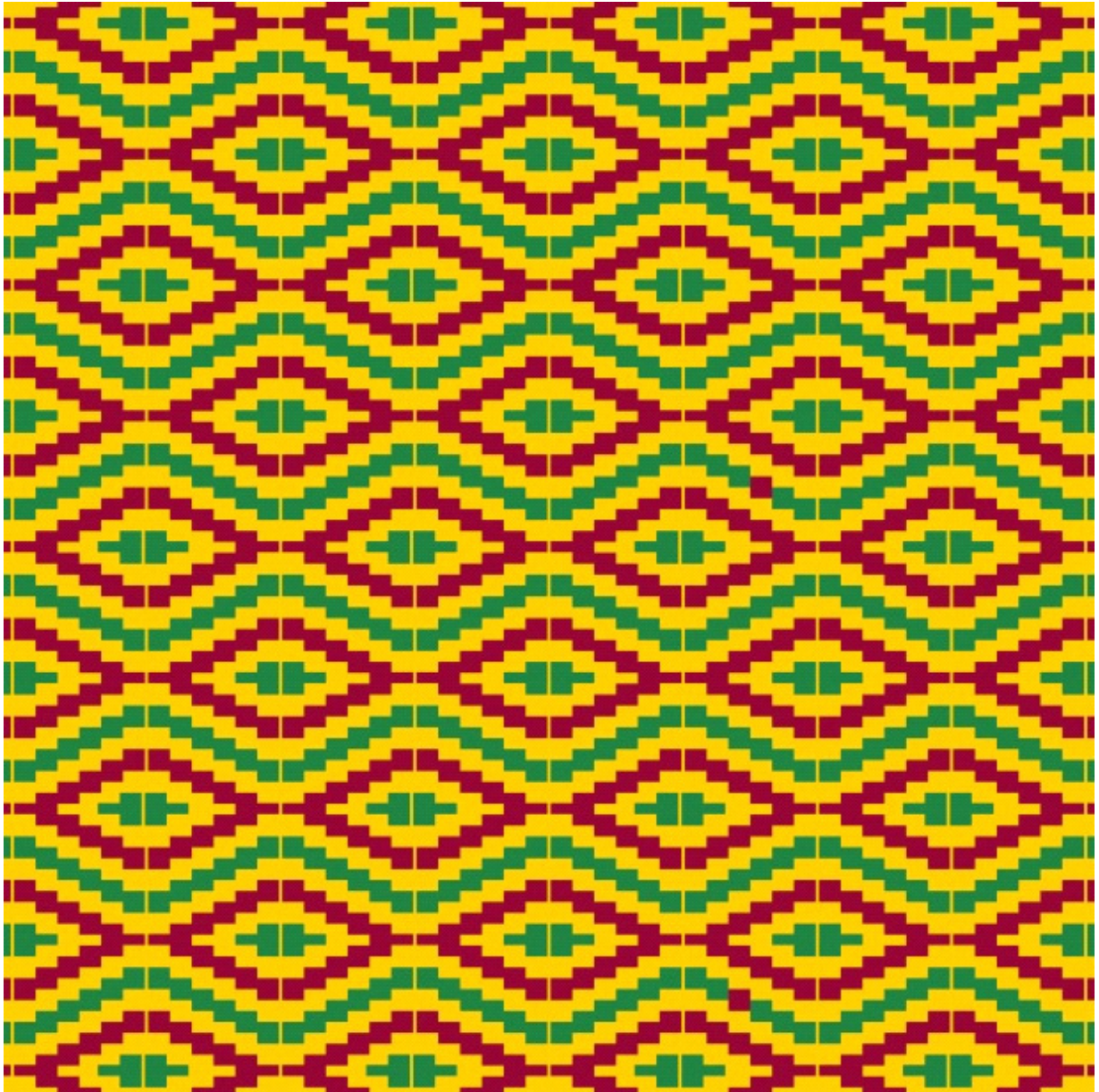
Closing and Transition (2 minutes)

- **Ask** youth to clean up the space and be sure to put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Session 2

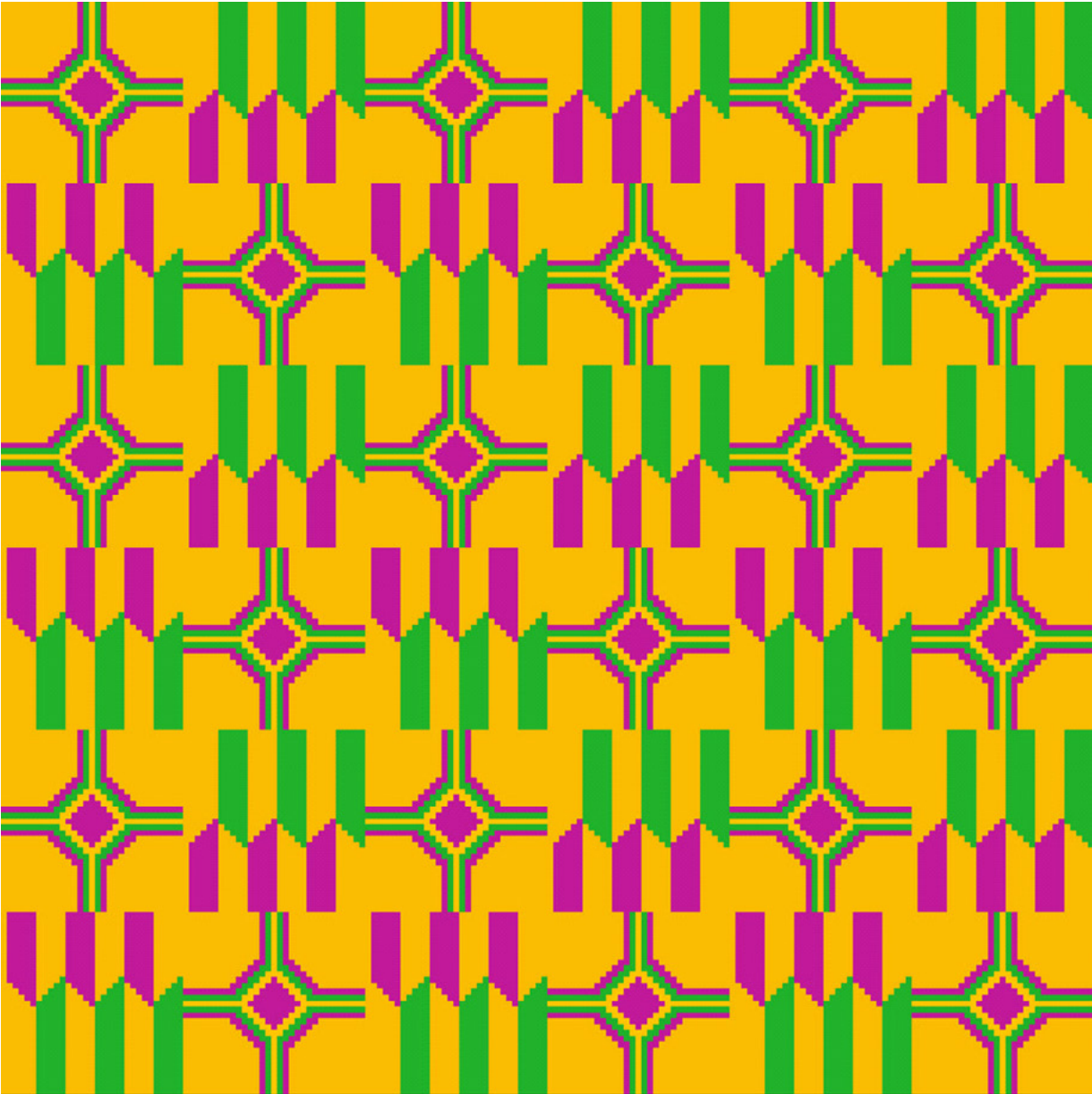
Ages 6-8
Around the World

Activity Example: Kente Cloth Designs



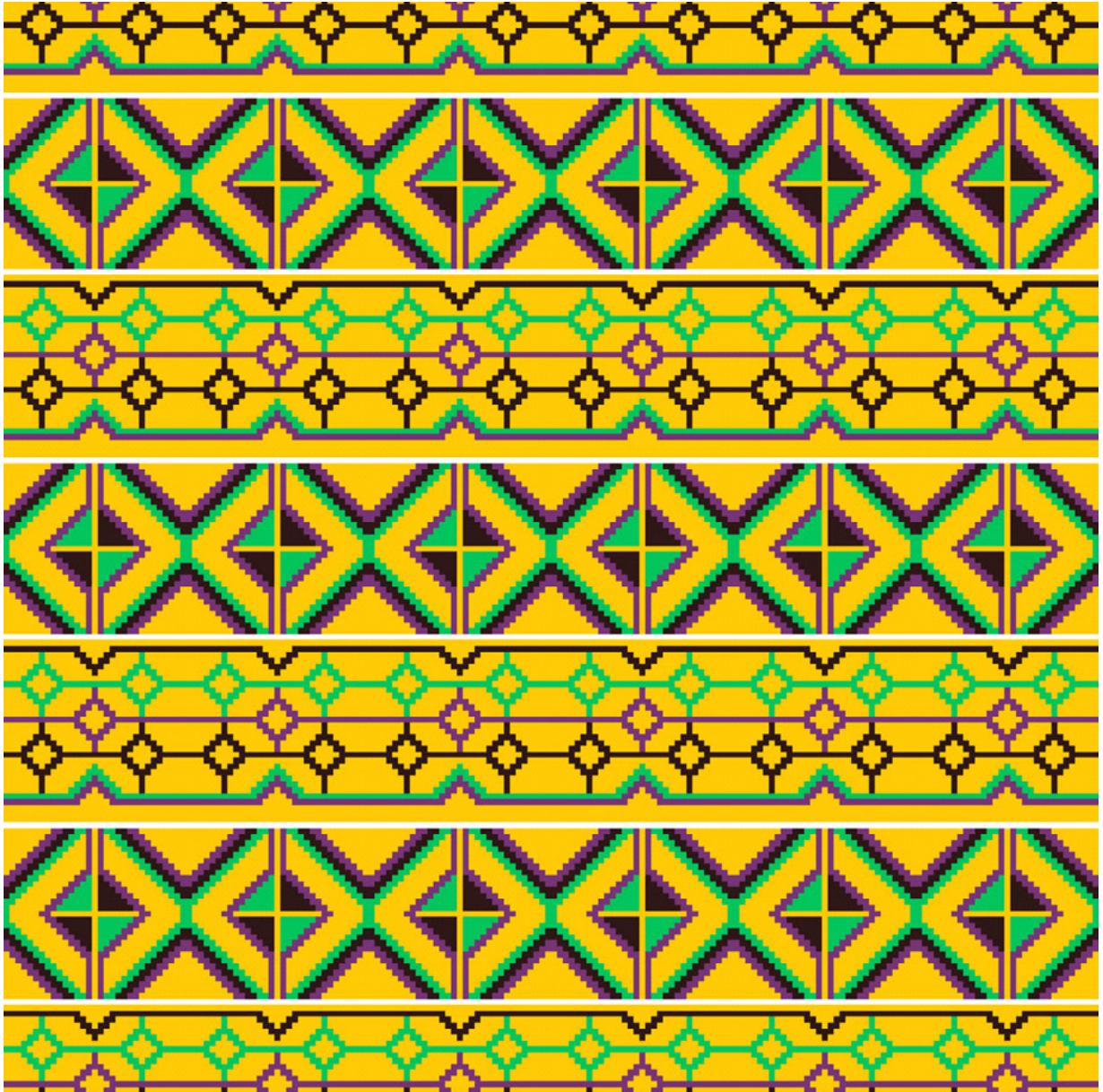
This image can be found at: publicdomainpictures.net/en/view-image.php?image=257833&picture=african-kentepattern-background

Activity Example: Kente Cloth Designs



VectorStock® [VectorStock.com/20383732](https://www.vectorstock.com/20383732)

Activity Example: Kente Cloth Designs



Session 2 Handout: Coconut Candy Recipe Card

Coconut Candy Recipe Card

Ingredients:

- ½ cup date paste
- ½ cup sunflower or another nut butter alternative
- ½ cup oatmeal
- ¾ cup coconut flakes/shredded coconut (unsweetened)
- 1 teaspoon vanilla extract (optional)
- ¼ cup mini chocolate chips (optional)

Directions:

1. Add the date paste to your large mixing bowl and stir.
2. Add the nut butter alternative to the date paste and stir.
3. Add the oatmeal and stir.
4. Add the coconut and stir.
5. Add any additional ingredients desired, such as vanilla extract and mini chocolate chips.
6. Use a spoon to get a scoop of the mixture.
7. Roll the mixture it into a ball.
8. Sprinkle or roll the ball in extra coconut flakes.
9. Enjoy!

Coconut Candy Recipe Card

Ingredients:

- ½ cup date paste
- ½ cup sunflower or another nut butter alternative
- ½ cup oatmeal
- ¾ cup coconut flakes/shredded coconut (unsweetened)
- 1 teaspoon vanilla extract (optional)
- ¼ cup mini chocolate chips (optional)

Directions:

1. Add the date paste to your large mixing bowl and stir.
2. Add the nut butter alternative to the date paste and stir.
3. Add the oatmeal and stir.
4. Add the coconut and stir.
5. Add any additional ingredients desired, such as vanilla extract and mini chocolate chips.
6. Use a spoon to get a scoop of the mixture.
7. Roll the mixture it into a ball.
8. Sprinkle or roll the ball in extra coconut flakes.
9. Enjoy!

**TIME**

60 minutes

**SIZE**

20-25

**HANDOUTS**

Page 76

Supplies Needed

- Computer or projector
- Map or globe
- Colored pencils, markers or crayons (1 set per participant)
- Origami paper (1 per participant)

Links to Resources

- 50 Best Anime Characters of All Time: akibento.com/blog/2017/03/20/50-best-anime-characters-time/
- How to Play Janken – Japanese Rock, Scissors, Paper: youtu.be/gfESKIA8TSw
- Fox Origami Instructions: weheartit.com/entry/59803007
- Fish Origami Instructions: flickr.com/photos/jacquedavis/26727797093

Social-Emotional Skills

- Perseverance
- Respect for Others
- Youth Connections

Academic Skills

- Creativity
- Love of Learning

Key Terms

- **Anime:** Japanese word for animation
- **Japan:** A country in Asia
- **Origami:** The art of folding paper into dimensional designs without scissors or glue

Session 3:

Let's Visit Japan

Session Objective: Youth will learn about some aspects of the culture of Japan. They will learn the game janken and do origami.

Preparation

- **Load** or **print** images of anime characters from the Links to Resources.
- **Print** one Anime Face handout per young person.
- **Purchase** origami paper either online, from Walmart, or from a craft store such as Michaels. If origami paper cannot be purchased, **pre-cut** paper into 6-inch squares.
- **Select** two origami options and **prepare** an example of each for youth to choose between for the activity. Two examples of simple origami instructions are included in the Links to Resources.
- **Familiarize** yourself with the rules for the janken game using the video under Links to Resources.

Warm Welcome (2 minutes)

Greet youth by name as they enter your program area. **Engage** in meaningful conversation.

Community Builder: Anime (10 minutes)**Step 1: Learn About Anime**

- **Ask**, “Has anyone ever heard of *anime*? Can you explain what it is?”
- **Explain** that *anime* is hand-drawn and computer animation from Japan. *Anime* is the Japanese word for animation.
- **Tell** youth that anime is a unique style known for colorful graphics, intense characters and fantasy themes.
- **Explain** that anime characters often have exaggerated eye sizes and colorful or uniquely styled hair.
- **Show** some examples of anime characters.

Step 2: Draw in Anime Style

- **Tell** youth that they are going to have an opportunity to draw colorful or uniquely styled hair on an anime character.
- **Distribute** handouts and crayons, markers or colored pencils.
- **Allow** youth five minutes to draw their character's hairstyle.
- **Have** them share their finished product with their table mates.

Session 3

Ages 6-8
Around the World

Group Agreements Review (2 minutes)

Reference the Group Agreements for this activity or your program area to remind youth of their commitment to one another. Use the following prompts to review the Agreements with your group.

- **Ask**, “Does everyone commit to our Agreements today?”
- **Ask**, “Is there anything we need to add?” (Youth who joined later can also add their ideas or sign their names to the Group Agreements.)

Main Activity: Let’s Visit Japan (35 minutes)

Introducing Youth to the Activity

- **Say**, “Today we will learn about some of the countries and cultures that make the continent of Asia unique.”
- **Say**, “*Japan* is a country that is part of the continent of Asia. Japan is made up of many islands and volcanos, like the famous Mount Fuji.”
- **Show** *Japan* on a map or globe.
- **Ask**, “What do you know about *Japan*?” If youth are unsure, prompt them by asking about the:
 - › Language
 - › Food
 - › Clothing
 - › Religion
 - › Other cultural traditions
- **Share** the following information:
 - › The capital and biggest city is Tokyo, with over 9 million residents (more than New York City!)
 - › In Japan they speak Japanese
 - › They eat a lot of rice, fish, noodles and soups
 - › The kimono is a traditional robe worn in Japan
 - › The most common religion in Japan is Buddhism

1

Step-by-Step Directions

Step 1: Introduce Origami

- **Say**, “A famous hobby in Japan is origami, or paper folding.
 - › *Origami* is made of two words: *oru*, which means paper, and *kami*, which means fold.
 - › So *oru-kami* (or *origami*) means folding paper.
 - › Paper is folded into dimensional designs without using scissors or glue.”

Session 3

Ages 6-8
Around the World

- **Invite** youth to practice saying the words for paper (oru) and fold (kami).
- **Ask**, “Would you like to learn how to do origami, like children in Japan learn to do in school?”
- **Say**, “There are a lot of different things you can make with origami. You can fold paper into animals, flowers or even Pokemon characters!”
- **Show** youth the two origami examples and **explain** that they will play a game to decide which example they will make.

2

Step 2: Review Rock, Paper, Scissors

- **Say**, “We’re going to play a traditional Japanese game that youth play at recess, called janken.”
- **Divide** youth into pairs. One way to do this is to ask them to partner with someone wearing the same color shirt or type of shoes as them.
- **Tell** youth janken is very much like a game they might already know: Rock, Paper, Scissors.
- **Review** how to play Rock, Paper, Scissors:
 - › Rock beats scissors
 - › Scissors beats paper
 - › Paper beats rock
- **Ask**, “When have you played Rock, Paper, Scissors before?”

3

Step 3: Play Janken

- **Say**, “Youth in Japan play janken to settle a disagreement or to decide something. Today we will now play janken to help determine which origami creature we’ll make.”
- **Teach** youth the Japanese terms for rock, paper and scissors:
 - › “Guu” means rock
 - › “Choki” means scissors
 - › “Paa” means paper
- **Show** the sample video of janken to the group, if time and technology allows.
- **Tell** youth that the winners of the first round of janken will move on to the second round.
- **Facilitate** multiple rounds of the game, with the winners from each round continuing until only two youth remain. During the final round, whichever person wins will select the origami design the group will make first. Ask the other player to help pass out the paper.

Session 3

Ages 6-8
Around the World

4

Step 4: Create Origami

- **Distribute** one sheet of origami paper to each young person.
- **Lead** youth step-by-step in folding their origami animals, using the instructions provided in the Links to Resources, or another website you selected. Be sure to **demonstrate** each step.
 - › To help keep the group together, **have** youth signal once they've completed each step, either by putting a hand on their head or giving a thumbs-up gesture.
 - › **Walk around** to support youth who need extra assistance.
 - › **Encourage** youth who have completed each step successfully to help others.
- **Offer** youth the opportunity to share with a partner or the whole group something about their animal, such as:
 - › A name they've given it
 - › Its favorite Japanese food
 - › Its favorite asana (yoga pose)
- **Invite** youth to make a second origami animal with any time remaining.

Reflection (5 minutes)

Ask youth:

- “What did you learn today about Japan and Japanese culture?”
- “What was challenging about today’s activity? Why?”
- “What part of today’s activity could you teach someone else?”

Recognition (1 minute)

- **Recognize** youth for learning some words in Japanese.
- **Allow** youth an opportunity to recognize each other for their origami creations.

Closing and Transition (2 minutes)

- **Ask** youth to clean up the space and be sure to put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Session 3

Ages 6-8
Around the World

Session 3 Handout: Anime Face



Session 4: Let's Visit France



TIME
60 minutes



SIZE
20-25



HANDOUTS
None

Session Objective: Youth will learn about some aspects of the culture of France. Then they will learn a French song and practice the numbers 1-10 in French.

Preparation

- **Load** the music for the Community Builder from the Links to Resources.
- **Load** the videos of the French song, “La Belle Pieuvre.”
- **Listen** to and **familiarize** yourself with the song by Charlotte Diamond in both English and French.
- **Watch** the video and **familiarize** yourself with the French words for numbers 1-10.
- **Write** the numbers 1-10 with their French equivalent on a whiteboard or chart paper.

Warm Welcome (2 minutes)

Greet youth by name as they enter your program area. **Engage** in meaningful conversation.

Community Builder: Freeze Dance (10 minutes)

- **Instruct** youth to stand in a circle.
- **Explain** that you're going to play some music from the Eurovision Song Contest. This is a popular international music contest open to participants primarily from European countries. (There are a few exceptions.) The contest began in 1956 and is one of the most watched non-sporting events, with over 100 million viewers annually.
- **Say**, “We're going to play a game called Freeze Dance using music from the Eurovision Song Contest. I'm going to turn on a song, and you can dance around the room. When the music stops, you must freeze – no more dancing until the music starts again! If I catch you moving once I've stopped the music, you're out.”
- **Play** as many rounds as you'd like.

Facilitator Note: You may want to offer youth an opportunity to get back into the game or adopt some other role once they're out so they're still engaged. You could tell youth they just have to sit out one round if they get caught moving when the music stops, or you could ask them to help observe whether others are still moving.

Supplies Needed

- Radio with speakers or music player
- Whiteboard or chart paper and markers
- Computer or projector
- Map or globe
- Paper (optional)
- Crayons, markers or colored pencils (optional)

Links to Resources

- Playlist of Eurovision songs: [youtube.com/user/eurovision/playlists](https://www.youtube.com/user/eurovision/playlists)
- Charlotte Diamond – SLIPPERY FISH: youtu.be/hjvj185xMOY (song with hand motions starts at 1:45)
- Slippery Fish Nursery Rhyme Song for Children With Lyrics and Actions/ Pictures: <https://www.youtube.com/watch?v=KXfTXCIXIq8>
- La Belle Pieuvre (including lyrics in French): youtu.be/q-ncJyauH1E
- Learn French Numbers 1-10: youtu.be/OzKP03V6CKE

Social-Emotional Skills

- Respect for Others
- Youth Connections

Session 4

Ages 6-8
Around the World

Academic Skills

- Curiosity
- Love of Learning
- Numeracy

Key Terms

France: A country of Europe

Group Agreements Review (2 minutes)

Reference the Group Agreements for this activity or your program area to remind youth of their commitment to one another. Use the following prompts to review the Agreements with your group.

- **Ask**, “Does everyone commit to our Agreements today?”
- **Ask**, “Is there anything we need to add?” (Youth who joined later can also add their ideas or sign their names to the Group Agreements.)

Main Activity: Let’s Visit France (30 minutes)**Introducing Youth to the Activity**

- **Say**, “Today we will continue our trip around the world by learning about France.”
- **Ask**, “On what continent do you think the country of *France* is located?” (Answer: Europe)
- **Ask**, “Has anyone ever heard of *France* before?”
- **Show** France on a map or globe.
- **Ask**, “What do you know about *France*?”
- **Offer** the following information:
 - › The capital of France is Paris, known as the City of Love.
 - › France is famous for the Eiffel Tower, the Mona Lisa and Notre Dame Cathedral.
 - › Every year France hosts the Tour de France, a bike race.
 - › In France, baguettes (bread), croissants (pastries) and crepes (similar to pancakes) are very popular.

1**Step-by-Step Directions****Step 1: Reinforce Culture**

- **Remind** youth that they’re been learning about the culture of different countries this week.
- **Ask**, “Do you remember what culture means?”
- **Reinforce** that culture is the way of life of people and includes food, clothes, music, traditions and religion.
- **Say**, “Another aspect of culture is language. People around the world speak more than 6,500 languages! Many of those languages are spoken by less than 1,000 people.”

Session 4

Ages 6-8
Around the World

2

Step 2: Language is a Part of Culture

- **Ask** youth:
 - › “Do you speak any other languages, or do you know any words in another language?”
 - › “Can you teach them to us?”
- **Share** that taco, karaoke, café and kindergarten are all words borrowed from other languages (Spanish, Japanese, French and German).
- **Ask**, “Does anyone know what language they speak in France?” (Answer: French)
- **Say**, “Today we’re going to learn a song in French. It’s OK if you don’t know any French, because we’re going to learn the song together, line by line.”

3

Step 3: Learn the Song in English

- **Say**, “First, let’s listen to the song in English.”
- **Play** the song in English.
- **Say**, “Let’s learn the hand motions that go along with the song.”
- **Play** the song again in English and have youth join in with the hand motions.

4

Step 4: Learn the Song in French

- **Say**, “Now, let’s listen to the song in French.”
- **Play** the song in French.
- **Say**, “We’re going to learn the song in French by going line by line. I’ll sing/say a line, then we’ll sing/say it together. Let’s start with the refrain, which we’ll repeat between each verse.”
- **Sing/say**, “Gulp, gulp, gulp. Oh, no! Il est mangé par un...” and **invite** youth to sing/say it back.
- **Continue** in the same manner, singing/saying a line of the song, having youth repeat, then singing/saying the refrain together.
- **Play** the recording while leading youth in singing.
- **Invite** them to do the hand motions while singing, or **let** them “swim” around the room pretending to be the animals in the song!

Session 4

Ages 6-8
Around the World

5

Step 5: Words to Know in Any Language

- **Say**, “Now you all know some words in French.”
- **Ask**, “What other words might be useful to know when you’re first learning a new language?” Possible answers:
 - › Words for food
 - › Please
 - › Thank you
 - › Hello
 - › Goodbye
- **Explain** that numbers are also important to know when learning a new language.
- **Ask**, “When do you think it might be useful to know the numbers in another language?” Possible answers:
 - › When asking the price of something
 - › When buying clothes or food
 - › When making a phone call

6

Step 6: Count to 10 in French

- **Say**, “Let’s learn how to count to 10 in French.”
- **Teach** youth how to count to 10 in French while holding up the corresponding number of fingers as a visual cue:
 - › 1= un
 - › 2= deux
 - › 3= trois
 - › 4= quatre
 - › 5= cinq
 - › 6= six
 - › 7= sept
 - › 8= huit
 - › 9= neuf
 - › 10= dix
- With any time remaining, **invite** youth to draw pictures of the animals in the song, and write the number of animals in French. For example, they could draw eight octopi and write “huit,” or draw three tuna and write “trois.”

Facilitator Note: You may also choose to watch the video and practice together.

Session 4

Ages 6-8
Around the World

Reflection (5 minutes)

Ask youth:

- “What did you learn today about France and French culture?”
- “How is French culture similar to and different from our culture?”
- “What other languages might you like to learn?”

Recognition (1 minute)

- **Recognize** youth who taught the group how to say words in a different language.
- **Recognize** youth for singing along to the song.
- **Allow** youth an opportunity to recognize each other for their great dance moves.

Closing and Transition (2 minutes)

- **Ask** youth to clean up the space and be sure to put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Session 4

Ages 6-8
Around the World

**TIME**

60 minutes

**SIZE**

20-25

**HANDOUTS**

Page 87

Supplies Needed

- Whiteboard or chart paper and marker
- Tape or glue
- Colored pencils, markers or crayons (1 set per participant)
- Scissors (1 per group)

Links to Resources

Jigsaw Puzzle Shape: pixabay.com/vectors/jigsaw-puzzle-puzzle-shape-part-303196/

Social-Emotional Skills

- Respect for Others
- Self-Awareness
- Youth Connections

Academic Skills

- Creativity
- Love of Learning

Key Terms

None

Session 5: Culture of Me

Session Objective: Youth will reflect on the week's experiences and illustrate a puzzle piece showcasing their individual cultures.

Preparation

- **Print** the Culture of Me handout, one per participant.
- **Complete** one Culture of Me handout as an example to show the group; drawing the areas on the puzzle piece that youth will be asked to contribute their information, and adding labels.
- **Identify** a wall, whiteboard or other flat surface where youths' handouts can be "assembled" and displayed; either in a program area or other gathering area in the Club or Youth Center.

Warm Welcome (2 minutes)

Greet youth by name as they enter your program area. **Engage** in meaningful conversation.

Community Builder: Around the World (8 minutes)

- **Instruct** youth to imagine they are getting ready to take a real trip around the world.
- **Say**, "On your trip, you can only pack one thing in your suitcase. One by one, we'll go around the circle. First say your name, then share what item you'd pack. Listen carefully to what other people pack, because you can't pack the same thing!" (Items can be silly or serious!)
- **Ask**, "Are you ready to begin?"
- **Demonstrate** how the game is played by being the first person to say your name and share your one item.
- Once all youth have had a turn, **allow** them to add another item to their suitcase, if time and interest allows.

Group Agreements Review (2 minutes)

Reference the Group Agreements for this activity or your program area to remind youth of their commitment to one another. Use the following prompts to review the Agreements with your group.

- **Ask**, "Does everyone commit to our Agreements today?"
- **Ask**, "Is there anything we need to add?" (Youth who joined later can also add their ideas or sign their names to the Group Agreements.)

Session 5

Ages 6-8
Around the World

Main Activity: Culture of Me (40 minutes)

Introducing Youth to the Activity

- **Ask**, “Have you enjoyed spending the week (or however long it took to complete this module) learning how people around the world live?”
- **Say**, “Today we’re going to reflect on our own lives. But before we do, let’s review what we’ve learned about other countries and the people who live there.”
- **Engage** youth in reviewing the four previous days by asking them to recall and describe the places they visited and the cultural elements (sports, music, art, food) they discovered.
- **Prompt** youth by asking:
 - › “Who can remember which countries we visited in our activities this week?” (Answers: Brazil, Ghana, Japan, France)
 - › “What languages have we learned about?” Possible answers:
 - Portuguese (Brazil)
 - English (Ghana)
 - Japanese (Japan)
 - French (France)
 - › “Can someone tell us a word in a different language we’ve learned this week?”
 - › “What art projects have we completed this week? Which countries did they represent?” Possible answers:
 - Kente Cloth (Ghana)
 - Coconut Candy (Ghana)
 - Anime (Japan)
 - Origami (Japan)
 - › “What games did we learn that youth in other countries play?” Possible answers:
 - Ginga (Brazil)
 - Janken (Japan)
- **Say**, “The final set of people we’ll learn about is ourselves!”

Session 5

Ages 6-8
Around the World

1

Step-by-Step Directions

Step 1: Brainstorm Our Culture

- **Ask**, “How were the places and people we learned about this week similar?”
- **Record** responses on a whiteboard or chart paper.
Possible answers:
 - › We all eat special foods that use local resources
 - › We all play games and sports
 - › We all make art
 - › We all go to school
- **Ask**, “How were the places and people we learned about this week different?”
- **Record** responses on a whiteboard or chart paper.
- **Ask** youth to think of something everyone in the group has in common. Possible answers:
 - › Live in the same town/city/community
 - › Belong to the same Boys & Girls Club or Youth Center
 - › Go to the same school
 - › Belong to a family
 - › Love food
 - › Have hopes and dreams
 - › Want to be successful in life
 - › Have friends they like to play with
- **Tell** youth that culture is made of many different elements, or “pieces”; like sports, music, art and food. Culture is also made up of each of us and how we fit together.

2

Step 2: Introduce the Culture of Me Activity

- **Explain** youth are each going to decorate a puzzle piece that will show aspects of their personal culture, including, the:
 - › Sports and games they play
 - › Music they listen to
 - › Art they make
 - › Language they speak

Session 5

Ages 6-8
Around the World

- **Say**, “We’ll learn about us, just like we learned about the cultures of other people around the world. And at the end of the activity, you can share something about your personal culture with the group. Finally, we’ll assemble all our puzzle pieces together to show how we each make up a piece of the larger picture.”
- **Distribute** a Culture of Me handout to each participant, along with colored pencils, markers or crayons.
- **Explain** that youth will complete each section of the Culture of Me puzzle based on a prompt you give. They will think about and draw their answer in that section of the puzzle piece. They will have five minutes to work on each section.

3

Step 3: Facilitate the Culture of Me Activity

- For each section of the puzzle, **instruct** youth to draw their favorite:
 - › Music
 - › Sport
 - › Art
 - › Food
- **Go** section by section to ensure youth stay on track and follow directions.
 - › For example, **say**: “First we will complete the top right section of our puzzle piece. Draw something that represents your favorite music.”
 - › **Allow** five minutes for them to complete each section before moving on to the next.
- **Distribute** scissors and tell youth to cut out their puzzle pieces once they have finished.

4

Step 4: Combine Individual Pieces for Our Community Culture

- **Gather** everyone back together in a circle.
- **Tell** youth to go around the circle and share their Culture of Me puzzle pieces with the group. They may also choose to say “Pass” if they don’t want to share.
- **Collect** individual puzzle pieces from youth as they present, and assemble the pieces together.

Facilitator Note: For larger groups, consider dividing youth into smaller groups for their share-out. Consider displaying the assembled puzzle pieces somewhere in the Club or Youth Center for all to see.

Session 5

Ages 6-8
Around the World

Reflection (5 minutes)

Ask youth:

- “What is something new that we learned this week about places and people around the world?”
- “What did you learn about yourself this week?”
- “What else would you like to learn about places and people around the world?”

Recognition (1 minute)

- **Recognize** youth for their openness in sharing their culture with others.
- **Allow** youth an opportunity to recognize each other for their creative and thoughtful puzzle pieces.

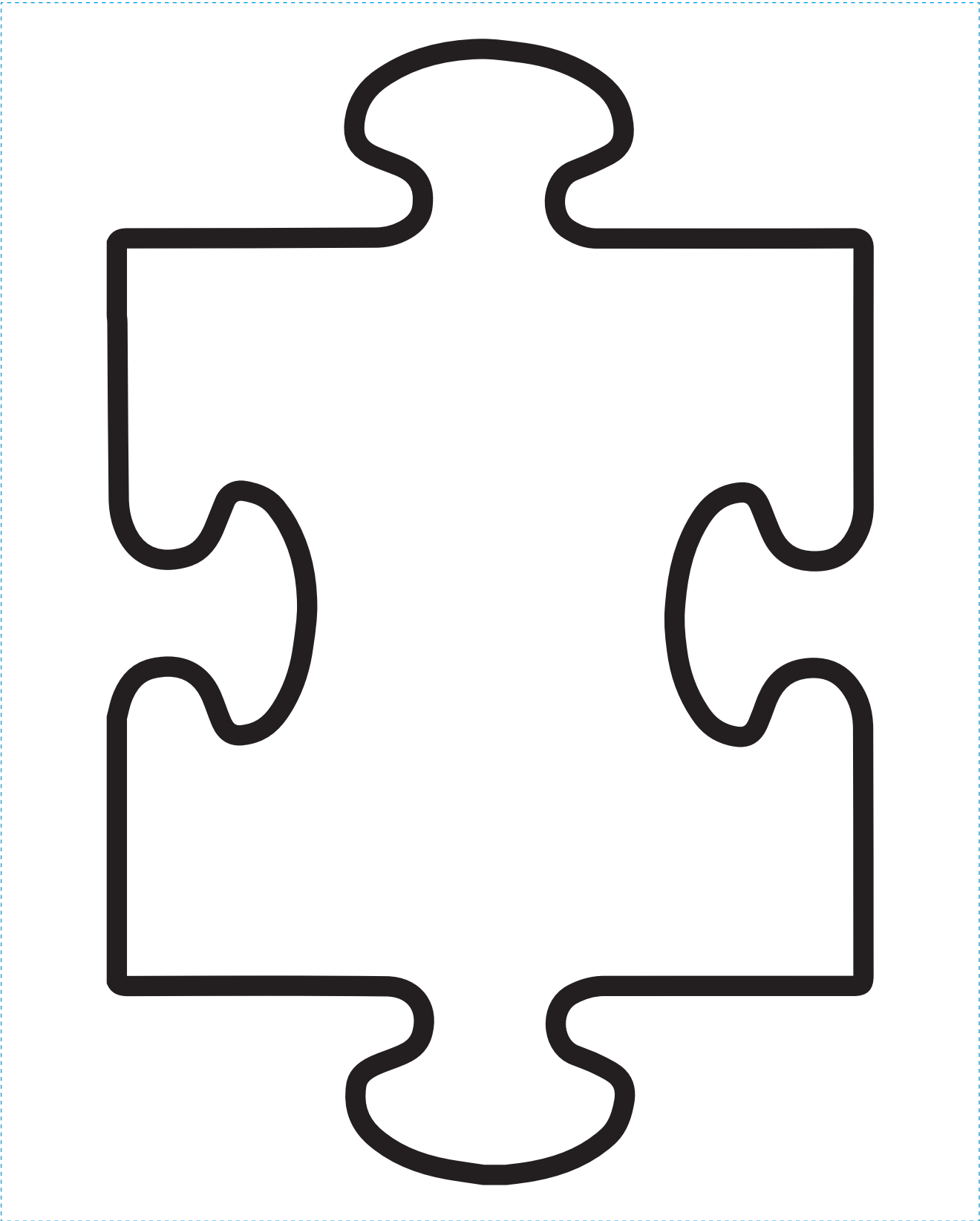
Closing and Transition (2 minutes)

- **Ask** youth to clean up the space and be sure to put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Session 5

Ages 6-8
Around the World

Session 5 Handout: Culture of Me





Wacky Science

STEM Module 1

STEM Module Title: Wacky Science

About This Module	
Overview	Youth will learn about different science concepts related to food production.
Guiding Questions*	What are some of the science theories used in food production and cooking?
Culminating Project	Youth will design a sauce that works well with a veggie tray and try each other's creations.
Session 1	Invent an Ice Cream Flavor Youth will invent a new ice cream flavor that incorporates two flavor profiles.
Session 2	Popping Corn Youth will explore the endothermic reaction that creates a classic snack food.
Session 3	Bubbly Ice Youth will learn about dry ice and use it to carbonate a beverage.
Session 4	Whip It! Youth will discover what changes cream into butter versus whipped cream.
Session 5	Secret Sauce Showcase Youth will design a sauce that works well with a veggie tray and try each other's creations.

*Guiding questions are intended to help you think about the theme, and how it might be relevant to young people, as you prepare to facilitate the module. Keep these questions top of mind so you can help youth make connections and capture key takeaways.

Key Terms	
Word	Definition
Papillae	Bumps on the tongue that help us perceive taste
Taste buds	Cells that perceive taste
Endothermic reaction	A chemical reaction in which heat is absorbed
Hypothesis	An educated guess about what you think will happen
Kernel	A softer, usually edible part of a nut, seed or fruit stone contained within its hard shell
Hull	The outside of a fruit or seed, especially the pod of peas and beans, or the husk of grain
Molecule	A group of atoms that form the smallest unit of a chemical compound
Observation	Something someone saw, heard or noticed
Explanation	The reason why something happened
States of matter	The different forms in which matter can exist (solid, liquid and gas)
Sublimation	A chemical process where a solid turns directly into a gas without becoming a liquid
Fat	A natural oily or greasy substance in animals and some plants
Churn	To mix or turn milk or cream to produce butter

Supplies		
Facilitator Needs	1	Computer or projector
	1	Whiteboard or chart paper and marker
	1	Box of food handlers' gloves
	4	Paper lunch sacks
	4	Sheets of blank paper
	1 roll	Tape
	1 bottle	Hand sanitizer
	1	Large carton vanilla ice cream
	1	Microwave or air popper
	4	Types of popcorn, unpopped
	21	Balloons
	1	Bag of dry ice
	1	Non-airtight Styrofoam cooler
	1 pair	Thermal gloves or oven mitts
	1 pair	Safety glasses
	1 set	Tongs
	1	Empty Plastic Bottle
	3	Large clear bowls
	1	Birthday or tea candle
	1	Lighter or match
	1 bottle	Dish soap
	2	Bottles of juice
	1	Ladle
	2 cups	Heavy whipping cream
1	Strainer	

Supplies		
Each Group Needs	2	Plastic containers with lids
	Several	Unique ice cream toppings from each flavor (salty, sour, bitter, sweet)
	Several	Small cups
	Several	Wipes or napkins
	1	Stopwatch
	1	Bowl of water
	1	Small paper plate
	Multiple	Sauce ingredients (e.g., ketchup, soy sauce, spices, sour cream, honey, oil, vinegar, avocados, lemon juice)
	Multiple	Veggies to cut up for dipping (e.g., carrots, celery, broccoli)
	1	Tray
	3	Bowls
	Multiple	Mixing spoons
	Many	Tasting spoons
	1	Whisk (optional)
3	Index cards	
Each Participant Needs	4	Foods, one each to represent salty, sour, bitter and sweet
	1	Pen or pencil
	1	Cup or bowl
	10	Tasting spoons
	1	Cup for juice

Extension Activities

- Take youth to visit a local restaurant and learn how to make a certain dish.
- Invite a chef in to showcase a secret sauce recipe and give extra feedback during the Secret Sauce Showcase.

Career Connections

As a career extension, you could introduce chefs and food service professionals to talk to youth about their careers.

Notes to Facilitator

For this module:

- You may want a larger space with tables and chairs, as well as access to a sink, refrigerator and microwave.
- A volunteer or extra set of hands would be helpful for Sessions 1 and 5.
- For Session 3, consider setting up a large demonstration table, and move all participant tables back and away for safety.

Summer Brain Gain activities are designed to be safe and fun with a staff-to-youth ratio of 1:10-15: That means at least one staff member per 10-15 youth. Summer Brain Gain can be run with large groups of young people as long as adequate staffing is available. BGCA recommends that staff-to-youth ratios should not exceed 1:25 for any type of activity.

If you have not yet run Module 1: Group Agreements, consider making that the first week of your Summer Brain Gain programming. Group Agreements provide a sense of structure and standards of behavior among participating members of the group. This helps to create emotional safety. For more information about how to make a Group Agreement, see the Group Agreements/Positive Club Climate resources at [BGCA.net/ClubClimate](https://www.bgca.net/ClubClimate). An opportunity to revisit and reflect upon the Group Agreements is included in every Summer Brain Gain session.

The YDToolbox app provides immediate access to tips and activities for creating a high-quality Club experience. Look here for alternative community builders, reflection activities or groupers (quick, inclusive ways to divide a large group into smaller groups or teams). Download the free app from the Apple Store or Google Play, or access online at ydtoolbox.goodbarber.com.

**TIME**

60 minutes

**SIZE**

20-25

**HANDOUTS**

Page 99

Session 1: Invent an Ice Cream Flavor

Supplies Needed

- Computer or projector (optional)
- Paper lunch sacks (4)
- Foods to represent salty, sour, bitter and sweet (some per group)
- Sheets of blank paper (4)
- Tape
- Hand sanitizer
- Vanilla ice cream (1 large carton)
- Plastic container with lid (1 per group)
- Unique ice cream toppings – salty, sour, bitter and sweet (some for each group)
- Small cups for toppings (some for each group)
- Pen or pencil (1 per group)
- Gloves for handling food (1 pair per participant)
- Bowls or cups (1-2 per participant)
- Spoons (1-2 per participant)
- Wipes or napkins (some per group)

Links to Resources

- 10 Tips to Reduce the Risk of Foodborne Illness: choosemyplate-prod.azureedge.net/sites/default/files/tentips/DGTipsheet23BeFoodSafe.pdf
- Managing Food Allergies in Schools: [cdc.gov/healthyschools/foodallergies/pdf/teachers_508_tagged.pdf](https://www.cdc.gov/healthyschools/foodallergies/pdf/teachers_508_tagged.pdf)
- How Does Our Sense of Taste Work?: [ncbi.nlm.nih.gov/books/NBK279408/](https://www.ncbi.nlm.nih.gov/books/NBK279408/)
- Your Tongue, The Taste-Maker!: [youtube.com/watch?v=C4rdqXXzPGU](https://www.youtube.com/watch?v=C4rdqXXzPGU)

Session Objective: Youth will invent a new ice cream flavor that incorporates two flavor profiles.

Preparation

Facilitator Note: Before doing any activity involving food, please look up youths' food allergies. If you don't have lists of youth food allergies, then send a note home asking about food allergies before starting this session. Also review the food handling safety tips and the CDC's recommendations for managing food allergies in school from the Links to Resources.

- **Label** a set of paper sacks with #1-4, and **fill** them each with different food items, one per taste type (salty, sour, bitter and sweet). For example, you could have:
 - › Pretzels for salty
 - › Lemon slices for sour
 - › Dark chocolate for bitter
 - › Cookies for sweet
- **Write** each taste type name (Sweet, Salty, Sour and Bitter) on a piece of paper, and tape it on a different section of the room.
- **Print** a copy of the Ice Cream Design Sheet handout, one per group.
- **Load** the "Your Tongue, The Taste-Maker" video so it's ready to play during the session, if possible.
- **Fill** a base layer of vanilla ice cream into a plastic container with a lid, one for each group. Do not fill the container to the brim. There needs to be room for ingredients to be added. (If a participant is lactose intolerant, you can use a dairy-free ice cream base.)

Warm Welcome (2 minutes)

Greet youth by name as they enter your program area. **Engage** in meaningful conversation.

Session 1

Ages 6-8

Wacky Science

Community Builder: What's That Taste? (15 minutes)

Step 1: Discuss Taste Types

- **Place** the bags full of sweet, salty, sour and bitter items at the front of the room.
- **Ask** youth, "Does anyone have a food allergy? If so, to what?"
- **Note** any food allergies, and **do not give** a young person any food they may be allergic to.
- **Ask**, "Does anyone know what the four main taste types are?"
Answers:
 - › Sweet
 - › Salty
 - › Sour
 - › Bitter
- **Post** the prepared taste type signs in different corners of the room.

Step 2: Explain Game Rules

- **Say**, "Today we are going to give our tongues a workout and see how good they are at identifying tastes.
 - › When I say 'Go!' please go stand in a circle, close your eyes, and hold out your hand.
 - › I will walk around the circle and put a piece of food in your hand.
 - › Taste it without looking at it.
 - › When I call out, 'What's that taste?' go stand under the sign that says the flavor of what you tasted – either sweet, salty, sour or bitter."
- **Give** yourself and each young person a squirt of hand sanitizer.
- **Remind** youth not to cheat by opening their eyes before it is time.

Step 3: Play the Game

- **Give** each participant a piece of food to taste from Bag #1.
- **Say**, "What's that taste?"
- **Remind** youth to go stand by the sign that says the type of food they tasted.
- **Ask** what they tasted, and **direct** them to return to the circle.
- **Repeat** with Bags 2, 3 and 4 until youth have each had a turn to try each food.

Social-Emotional Skills

- Evaluating
- Planning
- Self-Awareness

Academic Skills

- Collaboration
- Creativity
- Curiosity
- Love of Learning

Key Terms

- **Taste Buds:** Cells that perceive taste
- **Papillae:** Bumps on the tongue that help us perceive taste

Session 1

Ages 6-8
Wacky Science

Step 4: Discuss the Results

- **Reveal** the items in each bag.
- **Ask** youth:
 - › “Did you guess correctly?”
 - › “What did you find easy/hard?”

Group Agreements Review (2 minutes)

Reference the Group Agreements for this activity or your program area to remind youth of their commitment to one another. Use the following prompts to review the Agreements with your group.

- **Ask**, “Does everyone commit to our Agreements today?”
- **Ask**, “Is there anything we need to add?” (Youth who joined later can also add their ideas or sign their names to the Group Agreements.)

Main Activity: Invent an Ice Cream Flavor (30 minutes)**Introducing Youth to the Activity**

- **Ask** youth, “Who likes to eat ice cream?”
- **Say**, “Turn to the person next to you and tell them your favorite ice cream flavor.”
- **Ask**, “When you eat ice cream, do you know what is happening to your tongue?”
- **Play** the “Your Tongue, The Taste-Maker” video.
- **Ask**, “Did you ever notice the bumps on your tongue?”
- **Say**, “Those bumps are called *papillae* (puh-pi-lee), and they are where our *taste buds* are located. These taste buds send our brain a message that lets us know how a food tastes.”

Facilitator Note: *If you don't have a way to play the “Your Tongue, The Taste-Maker” video, then you can skip it and provide a brief summary instead before proceeding with the rest of the discussion. If you can't play the video, offer the following brief summary: The tongue is a special muscle that can detect temperature, texture and flavors. There are five main flavors your tongue can taste: sweet, sour, salty, bitter and umami (a rich, savory flavor).*

Session 1

Ages 6-8

Wacky Science

1

Step-by-Step Directions**Step 1: Discuss Taste Types**

- **Ask**, “When we played ‘What’s That Taste?’ did any food taste like more than one thing?”
- **Say**, “When a chef is making a dish, they try to give the dish balance. A balanced dish uses several tastes to make food more interesting and delicious.”
- **Tell** youth that today they are going to design a new ice cream flavor that uses at least two of the four taste types. (If youth get stuck, a good example is salted caramel. It is both sweet and salty, and the combination is used in a lot of different foods.)
- **Say**, “Your team should brainstorm three combinations before mixing your final ice cream.”

2

Step 2: Help Youth Brainstorm

- **Use** a grouping strategy from the YDToolbox to divide youth into groups of three to five participants each.
- **Give** each group an Ice Cream Design Sheet and a pen or pencil.
- **Tell** them to write at least three different ideas for ice cream flavor combinations on their handouts.
 - › Each flavor combination should combine at least two tastes.
 - › For example, they could consider mixing sweet candy and salty pretzels into their ice cream.
- **Encourage** youth to talk about how each of their flavor combinations might taste by asking questions like:
 - › “What do you think chocolate chips and crackers would taste like together?”
 - › “What kind of sour flavor might taste good in ice cream?”

3

Step 3: Distribute and Explain

- **Distribute** gloves, a container of ice cream, bowls of toppings, and several spoons to each group.
- **Explain** their topping options to mix into the ice cream.
- **Acknowledge** youth may have imagined different mix-ins than the ones you provided, and that’s OK! They should now choose from the options available, and enjoy trying new things.

Session 1Ages 6-8
Wacky Science

- **Explain** how youth should add toppings to their ice cream when they want to mix in new tastes. For instance:
 - › **Don't mix** or **taste** the ice cream yet!
 - › **Use** a spoon, not your hands, to scoop toppings you want to mix in.
 - › **Mix in** just one spoonful of each topping at a time.
 - › **Stir** with a clean spoon, not with the spoon you used to scoop out another ingredient.

4

Step 4: Mix and Taste

- **Tell** youth it's now time to mix their chosen combination into their ice cream base.
- **Give** youth bowls to divide their finished creations up and allow them time to eat it.
- **Provide** youth with wet wipes to clean up their hands and tables.

Reflection (5 minutes)

Ask youth:

- “What flavor combination did you choose?”
- “Did you like the way it tasted?”
- “What will you notice the next time you eat?”

Recognition (2 minutes)

- **Recognize** youth who worked well with their team.
- **Recognize** youth who envisioned more than two taste types.
- **Allow** youth an opportunity to recognize others who created unique ice cream flavors.

Closing and Transition (2 minutes)

- **Ask** youth to clean up the space and be sure to put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Session 1

Ages 6-8
Wacky Science

Session 1 Handout: Ice Cream Design Sheet

Names: _____

Combine two tastes to make a new ice cream flavor.

Idea #1

Ingredients: _____

This new flavor would be called: _____

Idea #2

Ingredients: _____

This new flavor would be called: _____

Idea #3

Ingredients: _____

This new flavor would be called: _____

The flavor we chose to mix: _____

How it tasted: _____

**TIME**

60 minutes

**SIZE**

20-25

**HANDOUTS**

Page 104

Session 2: Popping Corn

Supplies Needed

- Computer or projector
- Whiteboard or chart paper and marker
- Microwave or air popper
- Hand sanitizer or a space for hand washing
- Balloons (20)
- Popcorn, unpopped (4 brands)
- Pens or pencils (4)
- Calculators (optional)

Links to Resources

- Managing Food Allergies in Schools: [cdc.gov/healthyschools/foodallergies/pdf/teachers_508_tagged.pdf](https://www.cdc.gov/healthyschools/foodallergies/pdf/teachers_508_tagged.pdf)
- A-maize-ing Popcorn activity sheet: popcorn.org/Portals/0/Documents/Amazeing%20Popcorn%201.pdf?ver=2015-09-29-142933-667
- Popcorn in Slow Motion: [youtube.com/watch?v=ok9qdHZcVIA](https://www.youtube.com/watch?v=ok9qdHZcVIA)
- What Makes Popcorn Pop? wonderopolis.org/wonder/what-makes-popcorn-pop

Social-Emotional Skills

- Evaluating
- Teamwork

Academic Skills

- Collaboration
- Love of Learning
- Numeracy

Session Objective: Youth will explore the endothermic reaction that creates a classic snack food.

Preparation

Facilitator Note: Before doing any activity involving food, please look up youths' food allergies. If you don't have lists of youth food allergies, then send a note home asking about food allergies before starting this session. Also review the food handling safety tips and the CDC's recommendations for managing food allergies in school from the Links to Resources.

- **Ensure** you have the same amount of popcorn available from each brand. For a microwave, it would be a bag of each. For an air popper, pop a half cup of each brand.
- **Print** four copies of the Popcorn Lab Sheet handout.
- On a whiteboard or chart paper, **draw** a copy of the table found in the Popcorn Lab Sheet handout for this session.
- **Blow up** balloons for the Community Builder, and **store** them in a trash bag to keep them contained and easy to grab.
- Make sure to **sanitize** tables before using them for food.

Warm Welcome (2 minutes)

Greet youth by name as they enter your program area. **Engage** in meaningful conversation.

Community Builder: Popcorn Pop (15 minutes)**Step 1: Explain the Game**

- **Tell** youth to stand in a circle.
- **Say**, "Today we are going to play a game called Popcorn Pop.
 - › To play, everyone must work together to keep our balloons in the air.
 - › We will start with two balloons and then add more as time goes by.
 - › Everyone can only touch a balloon once in a row.
 - › If a balloon touches the ground, it cannot be picked up.
 - › We will count our score by how many balloons are in the air at the end of one minute."
- **Set** a timer for one minute.

Session 2

Ages 6-8

Wacky Science

100

Step 2: Play the Game

- **Toss** the first two balloons into the circle.
- **Throw** more balloons into the circle intermittently.
- **Challenge** youth to play again and improve their score.
- **Give** youth two minutes to talk as a team.
- **Play** again with improvements.

Group Agreements Review (2 minutes)

Reference the Group Agreements for this activity or your program area to remind youth of their commitment to one another. Use the following prompts to review the Agreements with your group.

- **Ask**, “Does everyone commit to our Agreements today?”
- **Ask**, “Is there anything we need to add?” (Youth who joined later can also add their ideas or sign their names to the Group Agreements.)

Main Activity: Popping Corn (30 minutes)**Introducing Youth to the Activity**

- **Invite** youth to raise their hands if they like to eat popcorn.
- **Instruct** youth to keep their hands up if they like to make popcorn at home.
- **Say**, “Today we are going to complete an experiment to see which brand of popcorn is the best to use at home. We will pick the winner by who pops the most kernels.”

1**Step-by-Step Directions****Step 1: Assemble Teams**

- **Divide** youth into four groups by asking who was born in the spring, summer, fall or winter. If groups are very unequal, **even** them out.
- **Distribute** a Popcorn Lab Sheet handout and pencil to each group.
- **Tell** each group to pick a team name and write it on their paper.
- **Assign** each group a brand of popcorn to count.
- **Tell** groups to pick someone to be their scribe; the person who will write their results.

Key Terms

- **Endothermic Reaction:** A chemical reaction in which heat is absorbed
- **Hypothesis:** An educated guess about what you think will happen
- **Hull:** The outside of a fruit or seed, especially the pod of peas and beans, or the husk of grain
- **Pressure:** Continuous physical force against an object
- **Kernel:** A softer, usually edible part of a nut, seed or fruit stone contained within its hard shell

Session 2

Ages 6-8
Wacky Science

2

Step 2: Pop the Corn

- **Place** the first bag of popcorn into the microwave.
 - › Each bag must be microwaved for the same amount of time for consistency.
 - › You could use the popcorn button on your microwave each time, or look at the recommended cook times of various bags of popcorn and use the mean amount of time.
 - › The only thing to change should be the brand of popcorn.
- **Pop** all the brands of popcorn individually, and then allow them to cool for a moment before handing them off to youth.
- While waiting on the popcorn to pop, **ask**, “Do you know what makes popcorn pop?”
- **Tell** youth to think of a hypothesis, or guess, and **share** a few of them.

Facilitator Note: *If using an air popper and traditional kernels, be sure to measure the same amount and pop for the same time for each brand.*

3

Step 3: Learn How It Pops

- **Show** the video “Popcorn in Slow Motion”:
[youtube.com/watch?v=ok9qdHZcVIA](https://www.youtube.com/watch?v=ok9qdHZcVIA)
- **Ask** youth if they have changed their minds about how popcorn pops, or if they have any new ideas.
- **Say**, “Here’s how popcorn pops:
 - › When popcorn is heated, the water inside the *kernel*, or edible part of the grain, turns to steam and expands.
 - › As it expands, the steam presses against the *hull*, or outside, of the kernel.
 - › This *pressure*, or force, builds until a tiny explosion cracks the *hull* and reveals the freshly popped *kernel*.
 - › This is a physical change because the heat causes the water to change from a liquid into a gas.”

4

Step 4: Conduct the Experiment

- **Ensure** youth wash their hands or use hand sanitizer before touching food.
- **Say**, “We will wait to eat the popcorn until after the experiment.”
- **Lead** youth in counting and recording the number of kernels popped, versus the number that didn’t. Tell youth to:
 - › **Divide** kernels into two piles – popped and un-popped – and count each.
 - › **Add** the numbers together to get the total number of kernels.

Session 2

Ages 6-8
Wacky Science

102

- **Provide** youth who struggle with organization tips, like grouping kernels by groups of 10 to count.
- **Show** youth how to use their numbers to calculate the percentage popped for each brand. (To calculate the percentage popped, divide the number of popped kernels by the total number of kernels.)

5**Step 5: Discuss the Results and Eat**

- **Write** each team's results on the whiteboard or chart paper table.
- **Discuss** the results and the winner.
- **Give** youth time to eat their popcorn with their groups.

Reflection (5 minutes)

Ask youth:

- “What did you learn about popcorn today?”
- “What does the popping of popcorn remind you of?”
- “What other foods or materials ‘pop’ like popcorn?”

Recognition (2 minutes)

- **Recognize** youth who made a correct hypothesis.
- **Allow** youth an opportunity to recognize others who worked well with their team.

Closing and Transition (2 minutes)

- **Ask** youth to clean up the space and be sure to put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Session 2

Ages 6-8
Wacky Science

Session 2 Handout: Popcorn Lab Sheet

Team Name: _____

What brand of popcorn pops the most popcorn kernels?

Prediction: _____

Brand of Popcorn	Total # of Kernels	# of Popped Kernels	# of Un-popped Kernels	% Popped (# of popped/total kernels)

Winner: _____

What did we learn about popcorn brands?

Session 3: Bubbly Ice



TIME
60 minutes



SIZE
20-25



HANDOUTS
Page 111

Session Objective: Youth will learn about dry ice and use it to carbonate a beverage.

Preparation

Facilitator Note: Before doing any activity involving food, please look up youths' food allergies. If you don't have lists of youth food allergies, then send a note home asking about food allergies before starting this session. Also review the food handling safety tips and the CDC's recommendations for managing food allergies in school from the Links to Resources. Dry ice is too cold to touch with bare hands, so wear thermal gloves and use tongs. Do not store it in an airtight container, because dry ice constantly "sublimes," meaning it changes from a solid to a gas. Do not let youth touch or drink any liquid that contains dry ice. Ingesting dry ice would be very dangerous.

- **Buy** dry ice right before the session, and **store** it in a non-airtight cooler away from youth.
- **Prepare** a space where youth can move around freely for the Community Builder.
- **Set up** a table for demonstrations, and find a pair of thermal gloves or an oven mitt to protect your hands. Dry ice is too cold to touch with bare hands, so wear thermal gloves and use tongs.
- **Watch** example videos for running demonstrations from the Links to Resources.
- **Print** the Dry Ice Observations handout, one copy per participant.
- **Create** a large version of the handout on a whiteboard or chart paper so youth can follow along.

Warm Welcome (2 minutes)

Greet youth by name as they enter your program area. **Engage** in meaningful conversation.

Community Builder: States of Matter (10 minutes)

Step 1: Explain States of Matter

- **Say**, "We are going to do an activity based on the states of matter."
- **Ask**, "Can anyone name a state of matter?"
- **Call on** youth until the group has identified all three (i.e., solid, liquid, gas).
- **Instruct** youth to stand in a circle in a large open space.

Supplies Needed

- Whiteboard or chart paper and marker
- Bag dry ice (This can be found at most grocery stores. Call and ask before you go, and bring your ID.)
- Strainer
- Non-airtight Styrofoam cooler for transporting dry ice
- Thermal gloves or oven mitts
- Safety goggles
- Empty plastic bottle
- Tongs for handling dry ice
- Balloon
- Large clear bowls (2)
- Birthday or tea candle (1)
- Lighter or match
- Pen or pencil (1 per participant)
- Dish soap
- Bottle of juice
- Ladle
- Cups for juice (1 per participant)

Links to Resources

- Spooky Halloween Drink: stevespanglerscience.com/lab/experiments/spooky-halloween-beverage/
- Awesome Dry Ice Experiments: utah4h.org/files/Volunteers/ResourceMaterials/science-technology/AwesomeDryIceExperiments1.pdf
- States of Matter Game: lauracandler.com/wp-content/uploads/2018/03/States-of-Matter-Game.pdf

Session 3

Ages 6-8
Wacky Science

Social-Emotional Skills

Evaluating

Academic Skills

- Curiosity
- Love of Learning

Key Terms

- **Molecule:** A group of atoms that form the smallest unit of a chemical compound
- **Observation:** Something someone saw, heard or noticed
- **Explanation:** The reason why something happened
- **States of Matter:** The different forms in which matter can exist (solid, liquid and gas)
- **Sublimation:** A chemical process where a solid turns directly into a gas without becoming a liquid

Step 2: Define Molecules

- **Say**, “When I call out a state of matter, we will all move like the molecules in that state.”
- **Ask**, “Does anyone know what a molecule is?”
- **Explain:**
 - › *Molecules* are the smallest possible amount of a substance.
 - › A water *molecule* is the smallest amount of water we could possibly have.
 - › *Molecules* are too small for our eyes to see, without help from a microscope.
 - › *Molecules* make up everything around us.
- **Ask**, “Would you like to learn how to move like molecules?”
- **Tell** youth and **demonstrate:**
 - › “A solid molecule makes small side to side movements.”
 - › “A liquid molecule will flow around in a circle.”
 - › “A gas molecule will walk quickly around the room in random directions.”

Step 3: Play the Game

- **Say**, “Let’s move around like molecules. Here’s how:
 - › I’ll call out a state of matter – solid, liquid or gas – and you move around the room like that kind of molecule.
 - › But when I say, ‘Freeze!’ everyone must stop.
 - › And one more rule... during the game, no one is to touch each other or any items in the room.”
- **Ask**, “Are you ready?”
- **Call out** a state of matter to start the game. Go through each state several times.

Group Agreements Review (2 minutes)

Reference the Group Agreements for this activity or your program area to remind youth of their commitment to one another. Use the following prompts to review the Agreements with your group.

- **Ask**, “Does everyone commit to our Agreements today?”
- **Ask**, “Is there anything we need to add?” (Youth who joined later can also add their ideas or sign their names to the Group Agreements.)

Session 3

Ages 6-8

Wacky Science

Main Activity: Bubbly Ice (35 minutes)

Introducing Youth to the Activity

- **Say**, “Today we are going to investigate something called dry ice.”
- **Ask**, “Does anyone know anything about dry ice?”
- **Say**, “Dry ice is really cold, so it is important that we are careful when using it. It is so cold that you can get a burn if it touches your skin. But don’t worry, you won’t have to touch the dry ice.”
- **Show** youth the gloves and goggles that you will wear for safety.
- **Say**, “In this activity, we will be using dry ice to make a cool drink, but we need to wait and make sure that none of the ice gets into the drinks. It is only safe to drink if we wait for the ice to change into a gas.”

Step-by-Step Directions

Facilitator Note: In these demos, you’ll see two properties of dry ice.

(1) When dropping dry ice into a plastic bottle with a small amount of water inside and sealing the bottle with a balloon, you’ll demonstrate that dry ice “sublimes,” meaning changes from a solid to a gas. As it turns into a gas, it fills up the balloon. (2) When you place dry ice near a candle, particularly inside of a clear container, you’ll see the gas produced by dry ice causes the candle to go out. This is because fire needs oxygen to burn, and dry ice is not oxygen. It is carbon dioxide (the gas we exhale). If you don’t feel safe performing either of these demos, skip them! You could always watch a video online of dry ice demonstrations instead.

1

Step 1: Safety Reminders

- **Ask**, “What is regular ice made of?” (Answer: Ice is solid water, which is H₂O.)
- **Say**, “Instead of water, dry ice is solid carbon dioxide.
 - › It is much colder than ice made with water.
 - › Water freezes at 32 degrees Fahrenheit.
 - › Dry Ice freezes at -78 degrees Fahrenheit. So it is much colder than regular ice.”
- **Remind** youth that to be safe, you will be the only one handling the dry ice, and everyone must stay seated during demonstrations.

Session 3

Ages 6-8
Wacky Science

2

Step 2: Balloon Demo

- **Say**, “For our first demonstration, I am going to use dry ice to blow up a balloon.”
- **Ask**, “Do you think it will work? Give me a thumbs up if you think it will work, or a thumbs down if you think it won’t.”
- **Pour** an inch of water into an empty plastic bottle.
- **Wear** safety goggles and thermal gloves, then **use** tongs to drop three marble-sized pieces of dry ice to the bottle, one at a time.
- **Stretch** a balloon over the mouth of the bottle. (If you put too much ice in, the balloon will pop.)
- **Watch** as the balloon expands.
- **Explain** the balloon blew up because dry ice sublimates, meaning it changes from a solid into a gas. As it turns into a gas, it fills up the balloon.

3

Step 3: Candle Demo

- **Ask**, “What do you think will happen if I put some dry ice next to a candle?”
- **Place** a candle in a clear bowl.
- **Light** the candle with a lighter or match.
- **Wear** safety goggles and thermal gloves, then **use** tongs to place three dry ice pellets around the candle.
- **Ask**, “Why do you think that happened? (Answer: Fire needs oxygen to keep burning, and the gas produced by the dry ice is not oxygen.)
- **Say**, “Can anyone think of a useful way we could use dry ice, since it seems to put out candles?” (Answer: The chemicals in dry ice are used in fire extinguishers.)
- **Say**, “Next we are going to use dry ice in two different experiments.”

4

Step 4: Set up the Water Experiment

- **Give** each young person a handout and a pen or pencil.
- **Show** youth the three sections, referring them to the large version of the handout you prepared.
- **Explain:**
 - › *Hypothesis* is what you think will happen.
 - › *Observations* are what you saw, heard, smelled, measured or noticed.
 - › *Explanations* are why those things happened.
- **Ask**, “Are you ready to begin our experiment?”
- **Fill** a clear plastic bowl 2/3 with water.
- **Mix** in 1 tablespoon of dish soap.

Session 3

Ages 6-8
Wacky Science

108

5

Step 5: Hypothesize the Result

- **Say**, “Remember, a hypothesis is an educated guess. I want everyone to think about what will happen when I add dry ice to this bowl of soapy water.”
- **Encourage** youth to write or draw what they think will happen.
- **Ask** youth to raise their hands and share their hypothesis.
- **Write** their hypothesis in the top left-hand box.
- **Recognize** the youth who shared.

6

Step 6: Complete the Water Experiment

- **Drop** small bouncy ball-sized pieces of dry ice to the soapy water in the clear bowl, one at a time.
- **Ask** youth to write or draw what they observed happening on their handout.
- **Discuss** the changes that youth observed, and **write** their observations in the top right-hand box.
- **Say**, “Here’s what happened:
 - › The bubbles formed because dry ice is made of carbon dioxide, not water like regular ice.
 - › When we add regular ice to water, it will eventually melt and make more water.
 - › When we add dry ice to water, it goes through a process called *sublimation*.
 - › *Sublimation* means the frozen carbon dioxide turns into a gas instead of a liquid.
 - › That gas tried to escape from the water, but was trapped inside the soap bubbles.”

Facilitator Note: Bubbles should form and fill up the glass. Depending on the size of the dry ice and soap added, it could overflow. Be sparing.

7

Step 7: Set up the Juice Experiment

- **Ask**, “What do you think would happen if we added dry ice to some juice?”
- **Tell** youth to draw or write what they think will happen in the bottom left box of their sheet.
- **Ask** a young person to share their hypothesis.
- **Write** the hypothesis in the bottom left box of the chart paper.

Session 3

Ages 6-8
Wacky Science

8**Step 8: Conduct the Experiment**

- **Place** a large clear bowl at the front of the program space on a flat surface.
- **Pour** juice into the bowl.
- **Drop** ping pong ball-sized chunks of dry ice into the bowl (one at a time).
- **Ask** youth, “Are you ready to taste this juice?”

9**Step 9: Serve the Juice**

Facilitator Note: *The liquid is safe to drink, but the dry ice is not safe for consumption. It can cause burns to the GI tract if ingested. Strain the juice before serving as a precautionary measure.*

- **Wait** for the dry ice to mostly sublime before serving the juice. You can tell it is mostly sublimated by the amount of smoke coming off of the punch bowl.
- **Ladle** juice into small cups. **DO NOT PUT ANY ICE IN THE CUPS.**
- **Give** each young person a cup of juice.

10**Step 10: Record the Result**

- **Tell** youth to draw or write about what they noticed about the juice in the bottom right hand box of their handout.
- **Call** on a young person to share their observations.
- **Write** the observation in the bottom right box on your whiteboard or chart paper.

Reflection (5 minutes)

Ask youth:

- “What differences did you notice between the soapy water and the juice?”
- “What similarities did you notice?”
- “How did the dry ice change the juice?”
- “How might what we saw today teach us something about soda or other carbonated drinks?”

Recognition (1 minute)

- **Recognize** youth who did a good job forming a hypothesis.
- **Allow** youth an opportunity to recognize others who made detailed observations.

Closing and Transition (2 minutes)

- **Ask** youth to clean up the space and be sure to put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Session 3

Ages 6-8
Wacky Science

Session 3 Handout: Dry Ice Observations

What I think will happen:

What I saw happen:

Why it happened:

What I think will happen:

What I saw happen:

Why it happened:

**TIME**

60 minutes

**SIZE**

20-25

**HANDOUTS**

Page 116

Session 4: Whip It!

Supplies Needed

- Whiteboard or chart paper and marker
- Hand sanitizer
- Heavy whipping cream (two cups)
- Stop watches or other timing device (1 per group)
- Small plastic containers with lids (one per group)
- Bowl of water (1 per group)
- Small paper plates (one per group)

Links to Resources

Shaking for Butter: [sciencebuddies.org/science-fair-projects/project-ideas/FoodSci_p050/cooking-food-science/shaking-for-butter#background](https://www.sciencebuddies.org/science-fair-projects/project-ideas/FoodSci_p050/cooking-food-science/shaking-for-butter#background)

Social-Emotional Skills

Self-Management

Academic Skills

- Collaboration
- Critical Thinking
- Love of Learning

Key Terms

- **Fat:** A natural oily or greasy substance in animals and some plants
- **Churn:** To mix or turn milk or cream to produce butter

Session Objective: Youth will discover what changes cream into butter versus whipped cream.

Preparation

Facilitator Note: Before doing any activity involving food, please look up your youths' food allergies. If you don't have lists of youth food allergies, then send a note home asking about food allergies before starting this session. Also review the food handling safety tips and the CDC's recommendations for managing food allergies in school from the *Links to Resources*.

- **Print** one copy of the Buttermilk Tag handout; **cut out** the cards and put them in a container.
- **Portion out** a few tablespoons of cream in each plastic container. **Make sure** the lids seal tightly so when youth shake them, they don't leak.
- **Place** half of the plastic containers with cream in the refrigerator, and leave the other half out at room temperature.
- **Draw** a chart on a markerboard or piece of chart paper. There should be a column each for:
 - › Group number
 - › Churn time
 - › Temperature
- **Set up** a table with a bowl of water and a plate for each group.

Warm Welcome (2 minutes)

Greet youth by name as they enter your program area. **Engage** in meaningful conversation.

Community Builder: Buttermilk Tag (12 minutes)

- **Instruct** all youth to stand in a circle in an open area with space to run.
- **Tell** youth that they will be playing Buttermilk Tag.

Session 4

Ages 6-8

Wacky Science

112

- **Say**, “Here’s how we play...
 - › One person will be the tagger.
 - › The person who is the tagger will pull a card from the pile.
 - › Each card has a secret rule that the tagger must follow.
 - › Everyone else must try to avoid being tagged.
 - › If you are tagged, link up with the tagger and follow their secret rule.”
- **Ask**, “Does anyone have any questions?”
- **Choose** a tagger and have them select a card from the pile.
- **Play** two rounds with different taggers and rules, or as many rounds as time permits.

Group Agreements Review (2 minutes)

Reference the Group Agreements for this activity or your program area to remind youth of their commitment to one another. Use the following prompts to review the Agreements with your group.

- **Ask**, “Does everyone commit to our Agreements today?”
- **Ask**, “Is there anything we need to add?” (Youth who joined later can also add their ideas or sign their names to the Group Agreements.)

Main Activity: Whip It! (35 minutes)

Introducing Youth to the Activity

- **Ask**, “Why do you think our game was called Buttermilk Tag?”
- **Say**, “Our game actually mimicked what we will be doing today when we make butter. The tagger acted like a *fat* molecule, and they used the rules to identify other fat molecules.”
- **Ask**, “Who knows what *fat* is?”
- **Say**, “*Fat* is an oily or greasy substance found in animals and some plants.”
- **Explain** today we are going to take containers of cream that are cold and containers of cream that are room temperature to see which will *churn* into butter first. *Churning* is the action of mixing up cream to make butter. When we *churn* the cream, all the fat molecules will ball up to form butter.

Session 4

Ages 6-8
Wacky Science

1**Step-by-Step Directions****Step 1: Set up the Experiment**

- **Divide** youth into small groups, with three or four participants each.
- **Give** each group a plastic container of cream, sealed with a lid.
 - › Half of the groups should have room-temperature cream.
 - › Half should have cold cream.
- **Ask**, “How do you think the temperature of the cream will impact how it churns?”
- On the prepared chart, **write** their hypothesis for which kind of cream will churn first, or if they think it will be the same.

2**Step 2: Shake That Cream**

- **Give** each participant some hand sanitizer, or have them wash their hands.
- **Make sure** the groups know whether they have cold or room temperature ice cream.
- **Say**, “Each group should choose a timekeeper. Everyone else will be shakers, and will shake the container of cream for one minute until they switch. If you’re the timekeeper, raise your hand.”
- **Hand** each group’s designated timekeeper a stopwatch, and **explain**:
 - › They will start the timer when you say, “Go!”
 - › They will tell their group members when to switch shakers at the end of each minute.
 - › But they should not stop the clock until the creams turns to butter.
- **Ask**, “How will you know when the cream becomes butter?”
- **Explain** when they shake the cream, it will divide into fat molecules and water molecules. When they see a lump of butter the size of a small bouncy ball formed in the container, stop the timer and bring it to the front.”
- **Say**, “Remember to stop the watch when you reach your goal, and raise your hands so I can come make sure your butter is ready.”

Facilitator Note: It can take up to 20 minutes to get butter to form, so you may want to have music to play while youth churn their butter to add an element of fun. Having a bouncy ball or other visual will help youth see their goal.

Session 4

Ages 6-8
Wacky Science

3

Step 3: Finish Your Butter

- **Give** each group a second squirt of hand sanitizer.
- **Remind** each group to write their time on the handout.
- **Say**, “The next step for making butter is to rinse off the buttermilk and clean the butter. So, groups, let’s take turns bringing your butter up to the rinsing table.”
- **Explain** when it’s their turn to rinse, they should:
 - › **Place** their lump of butter in the bowl of clean water.
 - › **Roll** it around.
 - › **Give** it a gentle squeeze. (If they squeeze too hard, the butter will melt.)
 - › **Put** the butter on the plate by the bowl.
- **Lead** youth in rinsing their butter and squeezing out the extra water.
- **Tell** everyone who helped rinse the butter to wash their hands.

Reflection (5 minutes)

Ask youth:

- “What did you learn about butter?”
- “Why does shaking cream cause it to turn into butter?”
- “Are there other foods that change when they are shaken?”
- “So how does the temperature of cream impact how butter is made?”
- “Why do you think temperature has that effect?”

Recognition (1 minute)

- **Recognize** teams who worked well together.
- **Allow** youth an opportunity to recognize others for the way they made butter.

Closing and Transition (2 minutes)

- **Ask** youth to clean up the space and be sure to put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Session 4

Ages 6-8
Wacky Science

Session 4 Handout: Buttermilk Tag Cards

**Tag everyone
wearing sneakers.**

**Tag everyone
wearing blue.**

**Tag everyone whose name
has 5 letters or less.**

**Tag everyone
making noise.**

**Tag everyone who
is older than you.**

**Tag everyone who
is wearing red.**

**Tag everyone who
is wearing black.**

**Tag everyone who
is taller than you.**

Session 5: Secret Sauce Showcase



TIME

60 minutes



SIZE

20-25



HANDOUTS

None

Session Objective: Youth will design a sauce that works well with a veggie tray, and then they will get to try each other's creations.

Preparation

Facilitator Note: Before doing any activity involving food, please look up your youths' food allergies. If you don't have lists of youth food allergies, then send a note home asking about food allergies before starting this session. Also review the food handling safety tips and the CDC's recommendations for managing food allergies in school from the [Links to Resources](#).

- **Make** sets of sauce components for each group. Put these on a tray with dip cups, bowls, spoons, and a pencil and index cards for feedback.
- **Cut up** trays of veggies for the final snack time, and set it out on a large table.
- **Invite** a chef or a good cook to your Club or Youth Center. **Ask** them to share about their career and then serve as a judge in the secret sauce showcase. (optional)

Warm Welcome (2 minutes)

Greet youth by name as they enter your program area. **Engage** in meaningful conversation.

Community Builder: Pizza Slice (12 minutes)

- **Instruct** youth to form a circle in an open area of the room.
- **Tell** youth they will be playing a game called Pizza Slice, and the whole group is now considered a pizza.
- **Say**, "For each round of this game, we will divide into different slices. For example, if you had a 20-person pizza and they were cut into two slices, each slice would have 10 youth. A 21-person pizza could have a slice of 11 and a slice of 10."
- **Tell** youth they should divide evenly if possible, but if not, then one slice can be a little bigger.
- **Lead** the youth in two practice rounds; one that divides evenly and another that doesn't.
 - › **Say**, "Our pizza has (x) slices."
 - › **Divide** the youth several times.
- **Challenge** youth to play without speaking. (optional)

Supplies Needed

- Sauce ingredients – soy sauce, spices, sour cream, honey, oil, vinegar, mayonnaise, avocados, lemon juice, etc. (some for each group)
- Vegetables for dipping – carrots, celery, broccoli, etc. (some for each group)
- Trays (one per group)
- Dip cups (several for each group)
- Tasting spoons (many for each group)
- Mixing spoons (a few for each group)
- Whisks (one per group, optional)
- Pens or pencils (one for each group)
- Index cards (three for each group)

Links to Resources

None

Social-Emotional Skills

- Evaluating
- Planning
- Self-Awareness

Academic Skills

- Collaboration
- Creativity
- Critical Thinking

Key Terms

None

Session 5

Ages 6-8
Wacky Science

117

Group Agreements Review (2 minutes)

Reference the Group Agreements for this activity or your program area to remind youth of their commitment to one another. Use the following prompts to review the Agreements with your group.

- **Ask**, “Does everyone commit to our Agreements today?”
- **Ask**, “Is there anything we need to add?” (Youth who joined later can also add their ideas or sign their names to the Group Agreements.)

Main Activity: Secret Sauce Showcase (35 minutes)**Introducing Youth to the Activity**

Say, “Today we are going to make a secret sauce recipe that would be good to use as a dip with vegetables.

- Everyone will make a small test batch to start.
- Then we will have everyone at another table try your sauce and give their feedback.
- Think about how to improve your test sauce with their feedback.
- Then make a final sauce to share with everyone.”

Step-by-Step Directions**1****Step 1: Prepare Mixologists**

- **Divide** youth into groups of four or five youth each.
- **Tell** each participant to wash their hands or use hand sanitizer.
- **Say**, “Everyone has seven minutes to mix ingredients and pick your favorite combination.”
- **Give** each group their sauce making supplies.

2**Step 2: Start Mixing**

- **Tell** groups to taste each ingredient and identify its main taste (salty, sour, bitter or sweet).
- **Tell** youth they need to use a new tasting spoon each time so there are no double dips.
- **Remind** youth to try ingredients together before making their three test sauces.
- **Walk** around to each group and ask about their sauces and if they need help.
- **Ensure** youth mix up three sauces to get feedback on.

3**Step 3: Switch and Taste Sauces**

- After seven minutes **say**, “Now it’s time to switch sauces with the group to your right.”
- **Make** sure all groups have switched sauces with another group and **say**, “Now you have three minutes to taste the other group’s sauces and give them feedback.”

Session 5

Ages 6-8
Wacky Science

- **Remind** youth they need to use a new tasting spoon each time so there are no double dips.
- After three minutes **say**, “Time’s up! Now visit the group whose sauces you tasted, and share your feedback with them. “

4

Step 4: Perfect and Taste Final Sauce

- **Say**, “Now please read your feedback and use that to decide on your final sauce mixture to share.”
- **Remind** youth to taste as they go (with a new spoon each time), and try to balance the flavors of their one final sauce.
- **Ask**, “Who’s ready to present their final sauce?”
- **Call** a group up to share their sauce and **ask** what they used to make it.
- **Repeat** until each group has presented their sauce.
- **Say**, “These all sound delicious. Now it’s time to taste all of these unique recipes. Please bring your sauce to the serving table, and we can sample them with these cut-up veggies.”
- **Serve** the veggies with final sauces.

Reflection (5 minutes)

Ask youth:

- “What did you think about the different sauces?”
- “Why do some combinations taste better than others?”
- “Now what will you notice when you eat other sauces?”

Recognition (1 minute)

- **Recognize** youth you made unique sauces.
- **Recognize** youth who overcame a challenge.
- **Allow** youth an opportunity to recognize others who created a tasty sauce.

Closing and Transition (2 minutes)

- **Ask** youth to clean up the space and be sure to put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Session 5

Ages 6-8
Wacky Science



**“My Family
Plays Music”**

READ Module 1

READ Module Title: “My Family Plays Music”

Book Summary

“My Family Plays Music” by Judy Cox is about a young girl who tries out different instruments and genres of music.

About This Module	
Overview	Facilitator will read “My Family Plays Music” to the group. Reading activities will include the opportunity to reflect on youths’ own families’ interests and share in musical activities together. The module ends with a family musical celebration.
Guiding Questions*	What does your family love to do together? How are you like your family, and how are you uniquely you?
Culminating Event	Youth will enjoy a musical celebration with family.
Session 1	Families Play Together Youth will listen to “My Family Plays Music” read aloud and explore different types of music referenced in the book.
Session 2	We Love Percussion! Youth will talk about the words percussion and percussionist and spend time learning a percussion instrument.
Session 3	Me in My Family Youth will consider their place in their families to determine how they are like their own families, and how they are also unique individuals.
Session 4	Families Inspire One Another Youth will listen to the book “Because” by Mo Willems as it is read aloud. Then they will spend some time thinking about cause and effect in their personal family stories.
Session 5	A Family Musical Celebration Youth will enjoy time with family members and musicians, sharing their new pen tapping skills and family reflections. Guests will share their instruments with the group and play examples of music.

*Guiding questions are intended to help you think about the theme, and how it might be relevant to young people, as you prepare to facilitate the module. Keep these questions top of mind so you can help youth make connections and capture key takeaways.

Key Terms	
Word	Definition
Musical genre	Type of music grouped together because the sound and songs come from shared traditions and cultures
Narrator	The person who tells a story
Percussion	Musical instruments played by striking with the hand or with something held, or by shaking – including drums, cymbals, xylophones, gongs, bells and rattles
Percussionist	A person who plays percussion instruments
Compare	Describing what two or more things have in common
Contrast	Describing how two or more things are different
Venn Diagram	A visual tool used to compare and contrast two or more ideas, objects, events or people
Composer	A person who creates music; either the words or the music itself
Conductor	A person who leads musicians as they practice and perform music
Profession	An occupation or a job that requires someone to learn skills and gain knowledge to accomplish important work

Supplies		
Facilitator Needs	1	“My Family Plays Music” by Judy Cox
	1	“Because” by Mo Willems
	1	Whiteboard or chart paper and marker
	1	Radio with speakers or music player (optional)
Each Group Needs	N/A	
Each Participant Needs	1	Pen or pencil
	Several	Blank pieces of paper
	Multiple	Colored pencils, markers or crayons
	1	Sharpie pen (can be dried out)
	3	Small round stickers or Post-it notes
	1	Invitation for family to attend the Family Celebration
	Multiple	Refreshments for Family Celebration (optional)

Literacy Strategies

During this module, readers will...

- Think Aloud
- Identify and Practice Key Words
- Examine Cause and Effect
- Make Connections Between the Text and Their Own Lives

Extension Books

If your Club or Youth Center wants to explore other books on this topic, we recommend:

- “Acoustic Rooster and His Barnyard Band” by Kwame Alexander
- “Drum Dream Girl” by Margarita Engle
- “Dancing Hands” by Margarita Engle
- “Never Play Music Right Next to the Zoo” by John Lithgow

Notes to Facilitator

Be aware that when discussing families, some youth will experience stressful thoughts when considering their families. This is especially true under circumstances where they have been in foster care or other situations where they are no longer living with their birth parents. You may want to have a private discussion before the session to prepare anyone you feel might need some time to process and define who they want to consider as their family. When discussing families, let youth know they can consider their family of origin or the people in the home where they currently live to be their family. They can define family in any way that is comfortable and authentic for themselves.

The final session includes a time for a family musical celebration.

- See the Preparation guidelines from Session 5 to prepare for this celebration, as waiting until the day of will be too late!
- In Session 1, you will find an invitation template. Ideally you will have personalized and distributed these invitations at the beginning of the summer so families can reserve the date early. If not, send them out as early as possible.
- If the timing does not allow for families to participate, or if none of your family members have musical experience, you can ask your local music teacher, older youth in the Club or Youth Center, or reach out to community groups to find musicians.
- Determine if you want to serve refreshments, and make plans accordingly.

Summer Brain Gain activities are designed to be safe and fun with a staff-to-youth ratio of 1:10-15: That means at least one staff member per 10-15 youth. Summer Brain Gain can be run with large groups of young people as long as adequate staffing is available. BGCA recommends that staff-to-youth ratios should not exceed 1:25 for any type of activity.

If you have not yet run Module 1: Group Agreements, consider making that the first week of your Summer Brain Gain programming. Group Agreements provide a sense of structure and standards of behavior among participating members of the group. This helps to create emotional safety. For more information about how to make a Group Agreement, see the Group Agreements/Positive Club Climate resources at [BGCA.net/ClubClimate](https://www.bgca.net/ClubClimate). An opportunity to revisit and reflect upon the Group Agreements is included in every Summer Brain Gain session.

The YDToolbox app provides immediate access to tips and activities for creating a high-quality Club experience. Look here for alternative community builders, reflection activities or groupers (quick, inclusive ways to divide a large group into smaller groups or teams). Download the free app from the Apple Store or Google Play, or access online at ydttoolbox.goodbarber.com.

Session 1: Families Play Together



TIME
60 minutes



SIZE
20-25



HANDOUTS
Pages 129-130

Session Objective: Youth will listen to “My Family Plays Music” read aloud and explore different types of music referenced in the book.

Preparation

- **Make** copies of the What Genres of Music Do I Like? handout, one per young person.
- **Determine** what music you will play, on what device.
- **Prepare** a large letter A and a large letter B for the Community Builder.

Warm Welcome (2 minutes)

Greet youth by name as they enter your program area. **Engage** in meaningful conversation.

Community Builder: Would You Rather, Family Edition (10 minutes)

Step 1: Introduce the Game

- **Place** a large letter A on one side of the room, and a large letter B on the other side.
- **Say**, “This week we will talk about doing things together as a family. So, let’s learn a little bit about each other’s families by playing a game. It’s called Would You Rather, Family Edition.
- **Ask**, “Who would like to play?”
- **Say**, “I am going to read a statement and you will go to either end of the room, depending on which choice sounds the most like your family. It may be that neither one sounds like your family, but choose the one you think they might prefer if they had to pick one.”

Step 2: Play the Game

- **Say**, “Here’s an example to get us started.”
- **Ask**, “Which of these things would your family rather do together on the weekend: Go to a high school football game (A)? Or go on a hike (B)?
 - › **Tell** those who think their family enjoys sports more to go over to A.
 - › **Tell** those who think their family prefers to be outside together in a park for a hike, to move to B.

Supplies Needed

- Radio with speakers or music player
- Chart paper and marker
- Pens or pencils (1 per participant)

Links to Resources

List of options for each musical genre mentioned in the book:
caldwellorganizedchaos.blogspot.com/2019/02/my-family-plays-music-exploring-musical.html

Social-Emotional Skills

- Adult Connection
- Communication
- Respect for Others

Academic Skills

- Curiosity
- Literacy
- Love of Learning

Key Terms

Musical genre: Type of music grouped together because the sound and songs come from shared traditions and cultures

Session 1

Ages 6-8
“My Family Plays Music”

125

- **Continue** with the questions below, or **make up** some of your own. The last question you pose should be the music question.
- **Ask**, “Would your family rather...
 - › Play a board game (A) or play a video game (B)?
 - › Go out to a restaurant (A) or cook a meal together (B)?
 - › Eat tacos (A) or pizza (B)?
 - › Listen to music (A) or play music together (B)?”
- **Ask** the group who selected “play music together” (B) to tell the group more about what instruments or types of music their families play.
- **Thank** everyone for their participation and direct them to return to their seats.

Group Agreements Review (2 minutes)

Reference the Group Agreements for this activity or your program area to remind youth of their commitment to one another. Use the following prompts to review the Agreements with your group.

- **Ask**, “Does everyone commit to our Agreements today?”
- **Ask**, “Is there anything we need to add?” (Youth who joined later can also add their ideas or sign their name to the Group Agreements.)

Main Activity: Families Play Together (35 minutes)

Introducing Youth to the Activity

Say, “Today we are going to start by reading the book ‘My Family Plays Music’ by Judy Cox. It’s about a family that loves music, and everyone plays some type of instrument.”

Step-by-Step Directions

1

Step 1: Read and Reflect

- **Read** the book “My Family Plays Music” aloud.
- **Ask** youth:
 - › “Do you know someone who plays an instrument?”
 - › “Have you ever played an instrument yourself? Which one(s)?”

2

Step 2: Discuss Genres of Music

- **Say**, “Let’s listen to some of these different *genres of music*.”
- **Ask**, “Does anyone know what we mean by *genre of music*?”
- **Explain** that *genres of music* mean different styles or types of music. A musical genre usually comes out of a community with shared experiences and traditions.

Session 1

Ages 6-8

“My Family Plays Music”

3

Step 3: Listen to Music

- **Distribute** What Genres of Music Do I Like? handouts and a pen or pencil, one per participant.
- **Say**, “We are going listen to different genres of music. You can walk around the room while the music is playing. When the music stops, find the nearest seat and we will talk about the type of music we just heard.”
- **Play** music and invite youth to stand and walk around the outside of the room.
- When the music stops, **instruct** youth to find a seat.
- **Identify** the type of music they just heard (country western, jazz, rock and roll, etc.).

4

Step 4: Discuss What Was Heard

- **Tell** youth to discuss two questions with those around them:
 - › Have you heard this genre of music before?
 - › Do you like this genre of music?
- **Invite** groups to share their responses to the questions.
- **Tell** youth to mark their sheets with how they feel about the music they heard and whether that instrument sounds interesting.

5

Step 5: And Repeat

- **Begin** again, playing another genre while youth move around the room to music.
- **Continue** with as many different forms of music as possible. It is important to keep the pace quick in order to share as many genres as possible.
- **Remind** youth to write their names on their handouts if they haven’t.
- **Collect** youth handouts to save and share with their families later in the week.

Session 1

Ages 6-8

“My Family Plays Music”

Reflection (8 minutes)

- **Say**, “The family in this story enjoys playing music together.”
- **Ask**, “Is there something your family does that everyone enjoys doing?” Possible answers may include:
 - › Cooking
 - › Hiking
 - › Camping
 - › Sports
 - › Playing board games
 - › Art
 - › Gardening
- **Make** a list on chart paper as youth share things their families enjoy.
- **Save** the list to display for the Family Musical Celebration on the final day of this session.

Recognition (1 minute)

- **Recognize** youth who responded to the prompts, and for being respectful and listening to others’ responses.
- **Ask** youth if there was anyone in their group who they would like to recognize for helping them learn more about music.
- **Allow** youth an opportunity to recognize others for sharing something about their families.

Closing and Transition (2 minutes)

- **Ask** youth to clean up the space and be sure to put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Session 1

Ages 6-8

“My Family Plays Music”

Session 1 Handout: What Genres of Music Do I Like?

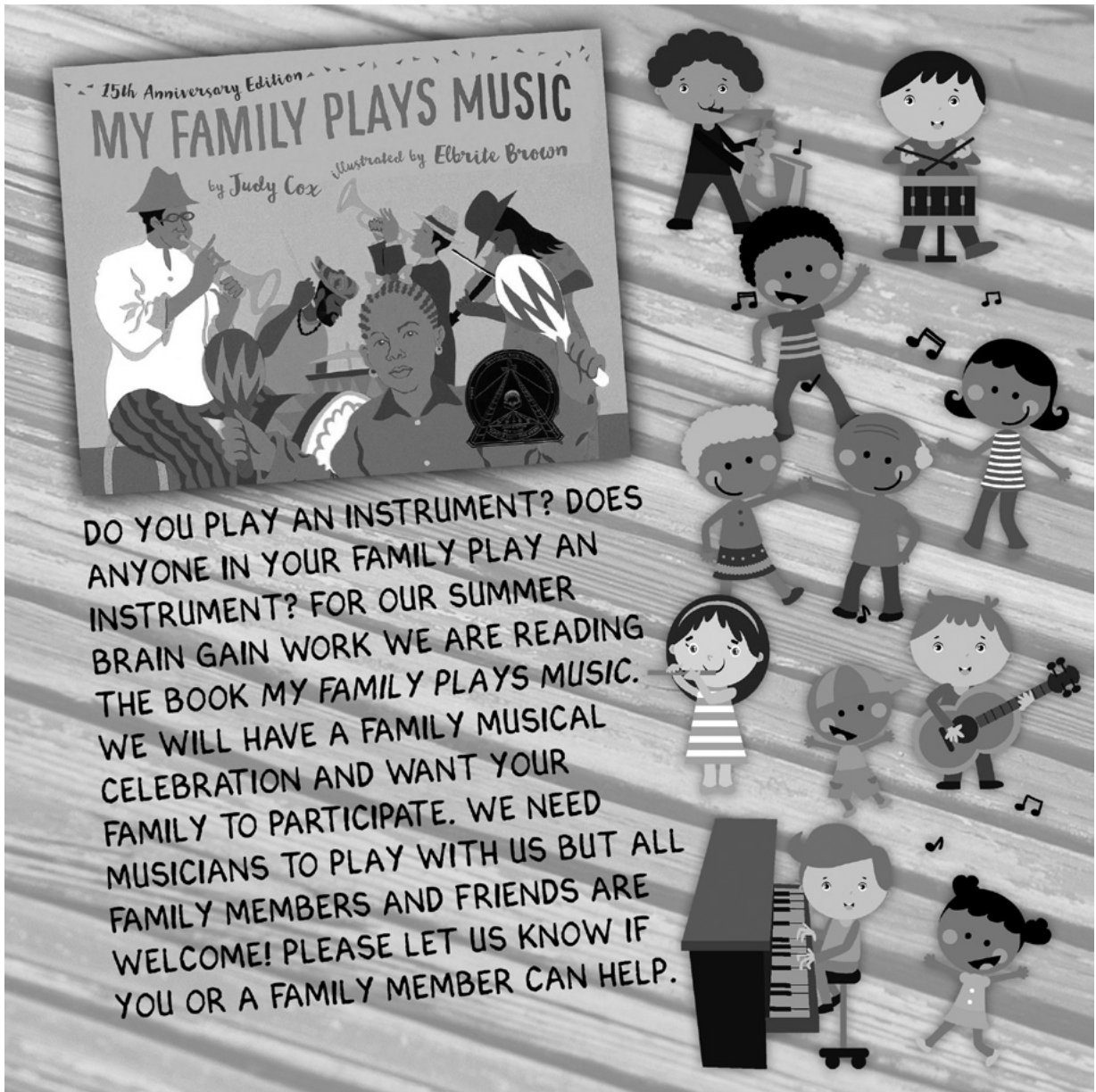
Name: _____

Listen to the example of each genre from “My Family Plays Music” and decide which ones you enjoy. Mark each row to let us know if you liked it, you might like it if you heard more, or you didn’t like it.

Are there instruments you want to try? Mark those too!

Family Member	Musical Genre	Like	Maybe	Dislike	Instrument	Want to try?
Mom	Country and Western				Fiddle	
Dad	String Quartet Classical				Cello	
Sister	Marching Band				Clarinet	
Brother	Rock and Roll				Guitar	
Aunt	Jazz				Vibraphone	
Uncle	Big Band				Saxophone	
Grandma	Bluegrass				Banjo	
Grandpa	Polka				Tuba	
Great Grandma	Hymns				Pipe organ	
Cousin	Beat Poetry; Spoken Word				Bongos	
Niece	Baby Noises				Pots and pans	
Me (narrator)	All!				Percussion	

Session 1 Handout: What Genres of Music Do I Like?



DO YOU PLAY AN INSTRUMENT? DOES ANYONE IN YOUR FAMILY PLAY AN INSTRUMENT? FOR OUR SUMMER BRAIN GAIN WORK WE ARE READING THE BOOK MY FAMILY PLAYS MUSIC. WE WILL HAVE A FAMILY MUSICAL CELEBRATION AND WANT YOUR FAMILY TO PARTICIPATE. WE NEED MUSICIANS TO PLAY WITH US BUT ALL FAMILY MEMBERS AND FRIENDS ARE WELCOME! PLEASE LET US KNOW IF YOU OR A FAMILY MEMBER CAN HELP.

DATE:

TIME:

LOCATION:

Session 2: We Love Percussion!



TIME

60 minutes



SIZE

20-25



HANDOUTS

None

Session Objective: Youth will listen to “My Family Plays Music” read aloud and explore different types of music referenced in the book.

Preparation

- **Load** different genres of music to play as part of the Community Builder. You may play some of the examples used yesterday or choose other music.
- **Watch** videos to get comfortable with pen tapping. **See** the series of videos from Kevin316 on YouTube (from Links to Resources above).

Warm Welcome (2 minutes)

Greet youth by name as they enter your program area. **Engage** in meaningful conversation.

Community Builder: Musical Masterpieces (15 minutes)

Step 1: First Song

- **Say**, “Let’s create collaborative drawings while listening to music.”
- **Distribute** a blank piece of paper to each young person, and colored pencils, markers or crayons to each table.
- **Say**, “Start by writing your name on the sheet in front of you. Listen to the music when it starts.”
- **Play** prepared music.
- **Say**, “Draw something this music makes you think about. It could be something you feel or imagine, something you remember from the weekend, or from sometime this summer.”
- **Say**, “When the music stops, go to another table.”

Step 2: Second Song

- **Tell** the group you will play a new song, and they should draw what comes to mind on another sheet of paper.
- **Distribute** a new sheet of paper to each participant.
- **Ask**, “Do you have any questions?”
- **Start** the music. After 30 seconds, encourage youth to start drawing if they haven’t already.
- **Stop** the music after one minute.

Supplies Needed

- Blank piece of paper (several per participant)
- Colored pencils, markers or crayons (some for each participant)
- Sharpie pen – may be dried out (1 per participant, or can be shared between 2 people)

Links to Resources

- “How to Pen Tap”: [wikihow.com/Pen-Tap](http://www.wikihow.com/Pen-Tap)
- “How to Pen Tap Tutorial: For Beginners”: [youtube.com/watch?v=mFDvtacIjVY](https://www.youtube.com/watch?v=mFDvtacIjVY)
- “How to Pen Tap Tutorial: For Beginners [2019]”: [youtube.com/watch?v=8_FRLC00Sro](https://www.youtube.com/watch?v=8_FRLC00Sro)

Social-Emotional Skills

- Communication
- Respect for Others
- Teamwork

Academic Skills

- Collaboration
- Creativity
- Curiosity
- Love of Learning

Session 2

Ages 6-8

“My Family Plays Music”

131

Key Terms

- **Narrator:** The person who tells a story
- **Percussion:** Musical instruments played by striking with the hand or with something held, or by shaking – including drums, cymbals, xylophones, gongs, bells and rattles
- **Percussionist:** A person who plays percussion instruments

Step 3: Third Song

- **Instruct** youth to move to the next table and select a place to sit.
- **Distribute** a blank sheet of paper to each participant.
- **Start** the music and **direct** youth to listen and then draw what comes to mind on the sheet in front of them.
- After one minute, **stop** the music.

Facilitator Note: Repeat as many times as possible, but ensure there are at least three rotations.

Step 4: Time to Reflect

- **Instruct** youth to return to their original drawings.
- **Ask** youth:
 - › “How did your picture change from what you first imagined?”
 - › “How did the music inspire you?”
 - › “Would your family enjoy drawing to music?”

Group Agreements Review (2 minutes)

Reference the Group Agreements for this activity or your program area to remind youth of their commitment to one another. Use the following prompts to review the Agreements with your group.

- **Ask**, “Does everyone commit to our Agreements today?”
- **Ask**, “Is there anything we need to add?” (Youth who joined later can also add their ideas or sign their name to the Group Agreements.)

Main Activity: We Love Percussion! (30 minutes)

Facilitator Note: There will be a lot of noise in today’s activity. Be sure to review and practice an attention getter to ensure you can bring the group back to order.

Introducing Youth to the Activity

- **Say**, “We read ‘My Family Plays Music’ yesterday.
- **Ask** youth:
 - › “Do you remember who told the story?” (Answer: A young girl)
 - › “Does everyone know what a narrator is?” (Answer: The one who tells a story)
 - › “Who was the narrator of ‘My Family Plays Music’?” (Answer: The same young girl)

Session 2

Ages 6-8

“My Family Plays Music”

1

Step-by-Step Directions**Step 1: Percussion Discussion**

- **Ask** youth:
 - › “What type of musician was the narrator?”
(Answer: Percussionist – she plays percussion instruments)
 - › “What were some of the percussion instruments she played?”
Possible answers:
 - Tambourine
 - Triangle
 - Cymbals
 - Cowbell
 - Woodblock
 - Maracas
 - Rhythm sticks
 - Hand bell
 - Wind chimes
 - Soup kettle
- **Show** a few pictures from the book of the girl playing her percussion instruments.
- **Explain** that all percussion instruments make sounds by being hit, either with a hand or something else.
- **Say**, “We are going to play a percussion instrument today. Not a drum, not cymbals ... but an old sharpie pen! It’s called pen tapping, and it can be a lot of fun.”

2

Step 2: Pen Tapping Instruction

- **Show** the video in the “Links to Resources” section ([wikihow.com/Pen-Tap](http://www.wikihow.com/Pen-Tap)), and have youth follow along, or you can demonstrate yourself.
- **Teach** youth how to tap three different sounds from the video:
 - › Bass drum – your wrist (number 1)
 - › High hat drum – tip of pen (number 2)
 - › Clap sound – flat pen onto table (number 3)
- **Ask**, “Any questions about the techniques we learned so far?”

Session 2

Ages 6-8
“My Family Plays Music”

3

Step 3: Beginner Beat

- **Say**, “Let’s put it together to play a beginner beat. We’ll try the pattern 1-3-2.”
- **Repeat** the pattern three times all together to ensure youth feel comfortable.
- **Invite** youth to speed up, still playing all together.
- **Create** another beat together using the number system and practice together.

4

Step 4: Make Your Own Beat

- **Allow** groups to work on individual beats at their tables.
- **Invite** volunteers to perform for the group.
- **Ask**, “Who at your table sounds like they have percussion talent?”

Reflection (8 minutes)

Ask youth:

- “How was your Sharpie a percussion instrument?”
- “What did you enjoy about it?”
- “What are other items might be used to create a variety of beats?”

Recognition (1 minute)

- **Recognize** youth for their bravery and willingness to try something new with pen tapping.
- **Allow** youth an opportunity to recognize others who showed percussion skills.

Closing and Transition (2 minutes)

- **Ask** youth to clean up the space and be sure to put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Session 2

Ages 6-8

“My Family Plays Music”

Session 3: Me in My Family



TIME
60 minutes



SIZE
20-25



HANDOUTS
Page 139

Session Objective: Youth will consider their place in their families to determine how they are like their own families, and how they are also unique individuals.

Preparation

Make copies of the Family Venn Diagram handout, one per participant.

Warm Welcome (2 minutes)

Greet youth by name as they enter your program area. **Engage** in meaningful conversation.

Community Builder: Pen Tapping Creations (20 minutes)

Step 1: Pick Your Groups

- **Say**, “We had fun yesterday learning about pen tapping. Let’s get into teams today and create some rhythms to share with one another.”
- **Use** the following grouper to divide youth into groups of four.
- **Say**, “When I play music, move around the room clapping, dancing, or in some way responding to the music. When the music stops, I will call out a number and you will get into a group of that size.”
- **Play** a variety of types of music. You could use the playlist from Session 1 or choose other songs.
- **After** each song, ask participants to get into groups of:
 - › Three
 - › Five
 - › Four (Be sure to end with this number.)

Step 2: Perform Pen Tapping

- **Give** each group two or four Sharpie pens.
- **Instruct** youth to create a pen tapping set of rhythms that they will share with the larger group.
- **Remind** participants to use what they learned from the previous session to guide them.
- **Invite** groups to perform their rhythms for everyone.

Supplies Needed

- Sharpie pen – may be dried out (1 per participant, or can be shared between 2 people)
- Whiteboard or chart paper and marker
- Colored pencils, markers or crayons

Links to Resources

Venn Diagram: [youtube.com/watch?v=CkV_uRErlqk](https://www.youtube.com/watch?v=CkV_uRErlqk)

Social-Emotional Skills

- Recognizing Strengths
- Respect for Others
- Self-Awareness

Academic Skills

- Analyzing and Interpreting Information
- Literacy

Key Terms

- **Compare:** Describing what two or more things have in common
- **Contrast:** Describing how two or more things are different
- **Venn Diagram:** A visual tool used to compare and contrast two or more ideas, objects, events or people

Session 3

Ages 6-8

“My Family Plays Music”

135

Group Agreements Review (2 minutes)

Reference the Group Agreements for this activity or your program area to remind youth of their commitment to one another. Use the following prompts to review the Agreements with your group.

- **Ask**, “Does everyone commit to our Agreements today?”
- **Ask**, “Is there anything we need to add?” (Youth who joined later can also add their ideas or sign their name to the Group Agreements.)

Main Activity: Me in My Family (25 minutes)**Introducing Youth to the Activity**

Say, “You are a part of your family. In your family, there are things everyone enjoys doing, loves to eat, or even has the same about the way you look. Today we will reflect upon things you have in common with your family, and things that are unique about you as an individual.”

Facilitator Note: *Be aware that when discussing families, some youth will experience stressful thoughts when considering their families. This is especially true under circumstances where they have been in foster care. For more information, see the Facilitator Note in the Session Overview.*

Step-by-Step Directions**1****Step 1: Compared to Your Family**

- **Say**, “To start, let’s *compare*, or find things you have in common, with your families.”
- **Ask**, “What are some ways you are like your family?”
- **Say**, “Let’s talk about four things you might have in common:
 - › Things you do
 - › Foods you eat
 - › Places you go
 - › Your appearance”
- **Write** those four categories, one per sheet, on the whiteboard or chart paper.
- **Ask** participants the following questions, and then note their responses under the appropriate headings on your whiteboard or chart paper.
 - › “What things do you and your family like to do?”
 - › “What foods do you like to eat?”
 - › “What places do you like to go?”
 - › “What is similar about your appearance, or how you look?”

Session 3

Ages 6-8

“My Family Plays Music”

2

Step 2: Contrasted With Your Family

- **Say**, “Now let’s take a moment to *contrast* you with your family.”
- **Ask**, “Who knows what *contrast* means?”
- **Say**, “To *contrast* is to describe things that are different. So we will discuss some ways you are different from others in your family.”
- **Ask** participants:
 - › “What things do you like to do that are different from what your family likes to do?”
 - › “What foods do you like to eat that are different from what your family likes to eat?”
 - › “What places do you like to go that are different from where your family likes to go?”
 - › “What is different about your appearance, or how you look, from the rest of your family?”
- **Note** on the whiteboard or chart paper ways youth share they are different from their families in each of these areas.

3

Step 3: Discuss the Venn Diagram

- **Ask**, “Do you know what a *Venn Diagram* is?”
- **Explain** what a *Venn Diagram* is by creating an example.
 - › **Draw** a *Venn Diagram* and label it: “Where do animals live?”
 - › **Choose** one circle to represent land and one circle to represent water.
 - › You could **draw** a whale in the water circle; draw a horse in the land circle; and then draw a duck where the two circles overlap, since ducks live on land and on the water.
- **Say**, “We are going to create a Venn Diagram of your and your family’s favorite things.
 - › **Using** this chart, you can write things that are true about only you or only true for your family.
 - › **But** in the center section, where the two circles overlap, you will include things that are true for both of you.”
- **Tell** youth they can use some of the words on the whiteboard or chart paper, or they can draw pictures.

4

Step 4: Complete the Handout

- **Give** each young person a copy of the Family Venn Diagram handout and colored pencils, markers or crayons.
- **Walk** around the room helping youth find the right words and stay on task.

Session 3

Ages 6-8

“My Family Plays Music”

- **You** may ask the following questions to help them come up with ideas:
 - › “What are some of your family’s favorite foods?”
 - › “Are there places you go every week?”
 - › “Have you ever been on a trip together?”
 - › “When does your family laugh the most?”
- **Collect** the handouts to display during the final session.

Reflection (8 minutes)

Ask youth:

- “In what ways are you like your family?”
- “In what ways are you different from your family?”
- “How did you feel about being like your family sometimes but different other times?”

Recognition (1 minute)

- **Recognize** youth who showed respect for their families.
- **Point out** that part of showing respect is seeing similarities and differences and accepting people as they are.
- **Allow** youth an opportunity to recognize others who shared something about themselves and their families.

Closing and Transition (2 minutes)

- **Ask** youth to clean up the space and be sure to put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

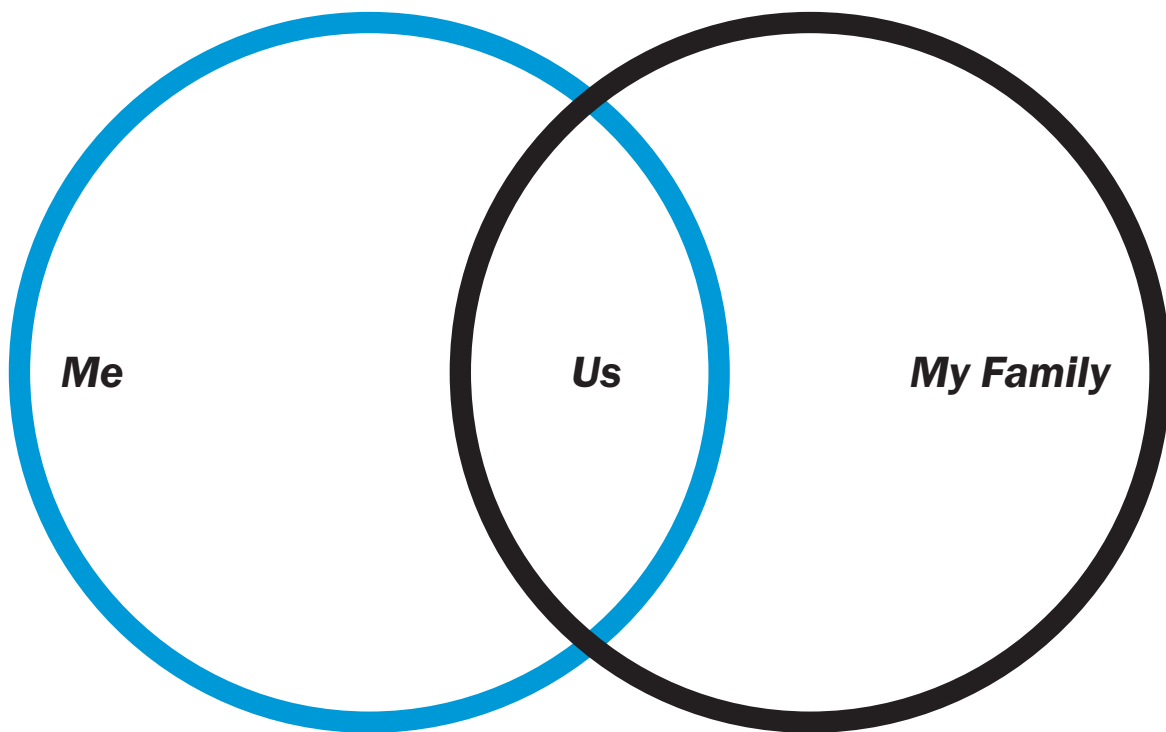
Session 3

Ages 6-8

“My Family Plays Music”

Session 3 Handout: Family Venn Diagram

**I'm Just Like My Family...
Sometimes!**



**TIME**

60 minutes

**SIZE**

20-25

**HANDOUTS**

None

Supplies Needed

- Chart paper and marker
- Small round stickers or Post-it notes (3 per participant)

Links to Resources

None

Social-Emotional Skills

- Respect for Others
- Self-Awareness

Academic Skills

- Analyzing and Interpreting Information
- Collaboration
- Creativity
- Curiosity
- Literacy
- Love of Learning

Key Terms

- **Composer:** A person who creates music; either the words or the music itself
- **Conductor:** A person who leads musicians as they practice and perform music
- **Profession:** An occupation or a job that requires someone to learn skills and gain knowledge to accomplish important work

Session 4: Families Inspire One Another

Session Objective: Youth will listen to the book “Because” by Mo Willems as it is read aloud. Then they will spend some time thinking about cause and effect in their personal family stories.

Preparation

- **Use** chart paper to create a graph of favorite types of music. **List** the types of music from the book, adding any others that might be culturally relevant to your community.
- **Copy** pages from the book that show different professions. Options include:
 - › Page 4 – Musician
 - › Page 8 – Graphic artist
 - › Page 9 – Train conductor
 - › Page 10 – Librarian
 - › Page 12 – Support staff
 - › Page 28 – Conductor

Warm Welcome (2 minutes)

Greet youth by name as they enter your program area. **Engage** in meaningful conversation.

Community Builder: Create a Graph (15 minutes)

- **Say**, “We have been listening to lots of music this week.”
- **Ask**, “Have you figured out what kind of music you like best?”
- **Say**, “Let’s create a graph of our favorite types of music.”
- **Give** each young person three small round stickers or Post-it notes.
- **Instruct** youth to place one sticker next to each of their top three favorite types of music.
- **Say**, “Let’s look at our graph.”
- **Ask**, “What can we learn about each other and our musical tastes?”
- **Save** the graph to display at the Family Musical Celebration on the final day.

Session 4

Ages 6-8

“My Family Plays Music”

Group Agreements Review (2 minutes)

Reference the Group Agreements for this activity or your program area to remind youth of their commitment to one another. Use the following prompts to review the Agreements with your group.

- **Ask**, “Does everyone commit to our Agreements today?”
- **Ask**, “Is there anything we need to add?” (Youth who joined later can also add their ideas or sign their name to the Group Agreements.)

Main Activity: Families Inspire One Another (30 minutes)

Introducing Youth to the Activity

- **Say**, “Sometimes the things we do with our families allow us to find interests and even eventually the jobs we want to do when we grow up. The little girl in this story becomes a *composer* and a *conductor*.”
- **Ask**, “Does anyone know what those jobs are?”
- **Explain** that a *composer* is someone who creates music – either the words or the music itself. And a *conductor* is someone who leads musicians as they practice and perform.
- **Say**, “Let’s listen to this story and spend a few minutes thinking about how the little girl in this story became a *conductor*.”

Step-by-Step Directions

1

Step 1: Read and Discuss “Because”

- **Read aloud** the book “Because” by Mo Willems.
- **Discuss** the story with the group by asking the following questions:
 - › “What were some things that happened so the little girl could go to the concert?”
 - › “Were all of those things good?”
 - › “What did the girl do to make it possible for her to have a job as a conductor?”

2

Step 2: Discuss Musical Careers

- **Say**, “Let’s look at pictures from the book to see if we can get an idea of how many *professions* went into making that concert happen.”
- **Ask**, “Does anyone know what a *profession* is?”
- **Explain** a *profession* is a job someone has that requires certain skills.
- **Distribute** one of the copied pages from the book to each table.
- **Ask** each table group to list the *professions*, or jobs, that are shown in their picture.
- **Invite** participants to share what they found.
- As youth share, **write** a list of jobs people might have in the music industry on the whiteboard or chart paper.

Session 4

Ages 6-8
“My Family Plays Music”

3

Step 3: Share Inspirational Moments

- **Read** this quote: “Because sometimes it’s the smallest moments that have the biggest impact.”
- **Ask**, “Can you think of big or small things you have done that helped you learn about yourself or about things you love?”
- **Share** an example from your own life to help youth feel more comfortable. For example:
 - › I love animals because my grandparents took me to the zoo all the time.
 - › I play music because my family does that when we get together.

Reflection (5 minutes)

- **Ask** youth:
 - › “Of the professions we learned about today, which sound most interesting to you?”
 - › “What would you need to do to prepare for one of those jobs?”
- **Say**, “In the story, it was the girl’s aunt who invited her to the concert.”
- **Ask**, “How has someone in your family helped you do fun or interesting things?”

Recognition (1 minute)

- **Recognize** youth who noticed patterns while reflecting on the graph of the groups’ favorite types of music.
- **Allow** youth an opportunity to recognize someone who used their imagination to think of a variety of jobs.

Closing and Transition (2 minutes)

- **Ask** youth to clean up the space and be sure to put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Session 4

Ages 6-8

“My Family Plays Music”

Session 5: A Family Musical Celebration



TIME
60 minutes



SIZE
20-25



HANDOUTS
None

Session Objective: Youth will enjoy time with family members and musicians, sharing their new pen tapping skills and family reflections. Guests will share their instruments with the group and play examples of music.

Preparation

Step 1: Before the Event

- **Determine** whether this will be an evening activity or a part of summer camp.
- **Recruit** musicians and **invite** family members to attend this event.
- **Invite** two youth to each share about one of the two books we read this week:
 - › “My Family Plays Music” by Judy Cox
 - › “Because” by Mo Willems
- **Invite** two youth to *teach* guests how to do pen tapping.
- **Invite** other youth to *perform* some pen tapping during the event.

Step 2: Day of the Event

- **Hang** the charts that were created during the week:
 - › Chart that lists things our families do together (Session 1)
 - › “I’m Just Like My Family” Venn Diagrams (Session 3)
 - › Graph about favorite types of music (Session 4)
- **Prepare** and set out refreshments, if serving.

Facilitator Note: *There will be a lot of noise in today’s activities. Be sure to review and practice an attention getter to ensure you can bring the group back to order.*

Warm Welcome (2 minutes)

Greet youth by name as they enter your program area. **Engage** in meaningful conversation.

Supplies Needed

- Refreshments for guests (optional)
- “My Family Plays Music” by Judy Cox
- “Because” by Mo Willems
- Sharpie pens (1 per participant)

Links to Resources

None

Social-Emotional Skills

- Adult Connections
- Communication
- Respect for Others
- Self-Awareness

Academic Skills

- Collaboration
- Love of Learning

Key Terms

None

Session 5

Ages 6-8

“My Family Plays Music”

Community Builder: Me Too! (15 minutes)

- **Welcome** guests to the event.
- **Tell** guests and youth: “This week we talked about many different genres of music. Today, let’s play “Me Too.”
- **Ask**, “Would everyone like to get into a circle?”
- **Say**, “Now let’s take turns stepping into the middle of the circle. When you are in the middle, tell us something about your musical likes and dislikes. For example:
 - › Is there an instrument you want to learn to play?
 - › Did you really like one genre of music – maybe even spoken word poetry?
 - › Or do you have a favorite song?”
- **Say**, “If we feel the same way as you, we’ll say, “Me too!”
- **Start** the game by going first.

Facilitator Note: *If you have a large number of guests, you may want to divide the group into two circles.*

Group Agreements Review (2 minutes)

Reference the Group Agreements for this activity or your program area to remind youth of their commitment to one another. Use the following prompts to review the Agreements with your group.

- **Ask**, “Does everyone commit to our Agreements today?”
- **Ask**, “Is there anything we need to add?” (Youth who joined later can also add their ideas or sign their name to the Group Agreements.)

Main Activity: A Family Musical Celebration (30 minutes)**Introducing Youth to the Activity**

- **Say**, “Let’s have our young people share with you something about the two books we read this week.”
- **Invite** youth up who prepared to share with the group about the two books, and **hand** them each the book they were instructed to share.
- **Invite** other youth to share something they learned and enjoyed about the week’s activities.

Step-by-Step Directions**1****Step 1: Guest Musicians Speak**

- **Say**, “We want to add to our musical experiences this week. Let’s learn from our guests what music they enjoy making.”
- **Give** each guest a few minutes to share their instrument.
- With the guests’ advance permission and supervision, **allow** at least a few youth to try the instruments.

Session 5

Ages 6-8

“My Family Plays Music”

2

Step 2: Pen Tapping Demo

- **Say**, “Now let’s let our youth share what they learned about a percussion instrument – the Sharpie.”
- **Invite** the two youth up who prepared to teach the group the basics of pen tapping, and **hand** them each a Sharpie.
- Afterwards, **invite** other youth to come forward and perform pen tapping for the group, either individually or in pairs. Hand them each a Sharpie, too.
- Working at their tables, **invite** youth to:
 - › Come get a Sharpie.
 - › Share with their parents how to do pen tapping.
 - › Give their parents a chance to try pen tapping.

Reflection (8 minutes)

- **Say**, “This week we learned that we can have fun being a part of our families, but we are also individuals within our families. Sometimes we see that in how we enjoy music, food, sports, movies and any other activity. Let’s end this week by reflecting on our families and how we enjoy being a part of them.”
- **Ask** youth:
 - › “What do you enjoy doing with your family?”
 - › “What makes you a unique individual in your family?”
 - › “What is something you want to do with your family soon?”

Recognition (1 minute)

- **Recognize** youth who shared summaries of the books.
- **Recognize** youth who performed pen tapping for the group.
- **Recognize** guests and thank them for coming and participating.

Closing and Transition (2 minutes)

- **Ask** youth to clean up the space and be sure to put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Session 5

Ages 6-8

“My Family Plays Music”



Mystery Stories

READ Module 2

READ Module Title: Mystery Stories

Book Summaries

- “Inspector Brunswick: The Case of the Missing Eyebrow” by Angela Keoghan and Chris Sam Lam, is about the world’s greatest cat detective. Inspector Brunswick is supported by his trusty assistant, Nelson, as they solve a mystery during their visit to the art museum.
- “Deductive Detective” by Brian Rock is about 12 animal bakers who try to solve the mystery of the stolen cake. Detective Duck tries to crack the case, by ruling out one suspect at a time.
- “The Case of the Miracle Pill” (a story from “Encyclopedia Brown and the Case of the Jumping Frogs”) by Donald J. Sobol is about crime-solving duo Encyclopedia Brown and Sally Kimball who solve crimes together.

About This Module	
Overview	Youth will explore a variety of mystery and detective books during the week as they build observation and logic skills.
Guiding Question*	What are good strategies for improving problem solving skills?
Culminating Event	Youth will visit with a local librarian to share what they learned and ask questions about mystery and puzzle books. If this isn't an option, youth could help write their own Readers' Theater.
Session 1	Look Closely! Youth will listen to "Inspector Brunswick: The Case of the Missing Eyebrow" and practice their observation skills through a community art activity.
Session 2	Think Carefully! Youth will work through "Deductive Detective" by Brian Rock and learn what deductive reasoning is and recognize when to use it.
Session 3	Readers Theater Youth will perform selected passages from a variety of mystery novels for beginning readers.
Session 4	Use What You Know! Youth will listen to "The Case of the Miracle Pill," a story from "Encyclopedia Brown and the Case of the Jumping Frog," and do a science experiment to solve the mystery.
Session 5	Visit With a Librarian Youth will visit with a librarian and share what they learned. If no librarian is available, see note below for other suggestions on guests.

*Guiding questions are intended to help you think about the theme, and how it might be relevant to young people, as you prepare to facilitate the module. Keep these questions top of mind so you can help youth make connections and capture key takeaways.

Key Terms	
Word	Definition
Observant	Watchful, quick to notice something
Inspector	A detective; or one who is employed to look closely at something to find out how or why something happened
Deductive reasoning	A process of using known facts to figure out an answer a question. It includes the idea that if this one thing is true, then this other fact must also be true.

Supplies		
Facilitator Needs	1	“Inspector Brunswick: The Case of the Missing Eyebrow” by Angela Keoghan and Chris Lam Sam
	1	“The Deductive Detective” by Brian Rock
	1	“The Case of the Snack Snatchers” from “West Meadows Detectives” by Liam O’Donnell
	1	“Mystery of the Troubled Toucan” by Lisa Travis from “Pack-n-Go Girls Adventures”
	1	“Nate the Great and the Tardy Tortoise” by Craig Sharmat and Marjorie W. Sharmat
	1	“Lost in the Tunnel of Time” by Sharon Draper from Clubhouse Mysteries
	1	“Cam Jansen and the Summer Camp Mysteries” by David Adler
	1	“Encyclopedia Brown and the Case of the Jumping Frogs” by Donald J. Sobol
	10-20	Small items (e.g., Legos, silverware, toys, pencils, books; optional)
	8 sheets	Blank paper
	1	Sharpie pen
	1	Tray to display small items (optional)
Each Group Needs	1	Set of colored pencils
	1	Empty water bottle with lid
	1	Cup
	1	Small bowl
Each Participant Needs	2	3x5 notecards
	1	Pen or pencil

Literacy Strategies

During this module, readers will...

- Read Aloud
- Think Aloud
- Use Critical Thinking Skills

Extension Books

If your Club or Youth Center wants to explore other books on this topic, we recommend:

- Picture books:
 - › “Pigeon PI” by Meg McLaren
 - › “Chapter Two Is Missing” by Kevin Cornell
 - › “Clothesline Clues to Jobs People Do” by Kathryn Heling and Deborah Hembrook
- Mystery series for ages 6-8
 - › “A to Z Mysteries” by Ron Roy
 - › “Bailey School Kids” Debbie Dadey and Marcia Thornton Jones
 - › “Ballpark Mysteries” by David A. Kelly
 - › “Buddy Files” by Dori Butler
 - › “Calendar Mysteries” by Ron Roy
 - › “Cam Jensen” by David Adler
 - › “The Chicken Squad” by Doreen Cronin
 - › “Clubhouse Mysteries” by Sharon M. Draper
 - › “Encyclopedia Brown” by Donald Sobol
 - › “Goldie Blox” by Stacy McAnulty
 - › “The Great Mouse Detective” by Eve Titus
 - › “Junie B. Jones” by Barbara Park
 - › “King and Kayla” by Dori Hillestad Butler
 - › “Magic Tree House” by Mary Pope Osbourne
 - › “Milo and Jazz Mysteries” by Lewis B. Montgomery
 - › “Nancy Clancy, Super Sleuth” by Jane O’Connor
 - › “Pack-n-Go Girls Adventures” by Lisa Travis
 - › “Nate the Great” by Marjorie Weinman Sharmat and Craig Sharmat
 - › “Sly the Sleuth” by Donna Jo Napoli
 - › “The Questioners” by Andrea Beaty
 - › “West Meadows Detectives” by Liam O’Donnell

Notes to Facilitator

The final session of this module includes a visit with a librarian, which will require planning. Work with your local librarian to determine whether:

- A visit to the library is possible
- The librarian could visit the Club or Youth Center
- There could be a visit from a bookmobile

If none of these options are possible, consider inviting parents, teachers who are off for the summer, or even administrative staff to the Club or Youth Center. Middle school youth might enjoy supporting the event, since many of these books are classics they would have read.

Summer Brain Gain activities are designed to be safe and fun with a staff-to-youth ratio of 1:10-15: That means at least one staff member per 10-15 youth. Summer Brain Gain can be run with large groups of young people as long as adequate staffing is available. BGCA recommends that staff-to-youth ratios should not exceed 1:25 for any type of activity.

If you have not yet run Module 1: Group Agreements, consider making that the first week of your Summer Brain Gain programming. Group Agreements provide a sense of structure and standards of behavior among participating members of the group. This helps to create emotional safety. For more information about how to make a Group Agreement, see the Group Agreements/Positive Club Climate resources at [BGCA.net/ClubClimate](https://www.bgsa.org/ClubClimate). An opportunity to revisit and reflect upon the Group Agreements is included in every Summer Brain Gain session.

The YDToolbox app provides immediate access to tips and activities for creating a high-quality Club experience. Look here for alternative community builders, reflection activities or groupers (quick, inclusive ways to divide a large group into smaller groups or teams). Download the free app from the Apple Store or Google Play, or access online at ydtoolbox.goodbarber.com.

Session 1: Look Closely!



TIME
60 minutes



SIZE
20-25



HANDOUTS
None

Session Objective: Youth will listen to “Inspector Brunswick: The Case of the Missing Eyebrow” and practice their observation skills through a community art activity.

Preparation

If you must adapt the Community Builder for a younger group of participants, **gather** 10-20 small items youth are familiar with, along with a tray to display them on.

Warm Welcome (2 minutes)

Greet youth by name as they enter your program area. **Engage** in meaningful conversation.

Community Builder: Mystery Leader (15 minutes)

Step 1: Explain the Game

- **Say**, “In order to solve a mystery, you have to be *observant*, or watchful, and look for clues. Let’s play a game called Mystery Leader. You’ll have to be very *observant* so that you can find the clues. Please come stand in a circle.”
- **Explain** that you’ll choose two people to leave the circle and close their eyes while everyone else chooses a mystery leader.
- **Say**, “If you’re the mystery leader, you have to move slowly, and everyone else will try to copy your movements. Then whoever left the circle will come back and try to figure out who the mystery leader is. I’ll be the mystery leader for a practice round.”
- To **demonstrate** being a mystery leader, slowly raise a hand, wave, touch your face, point, lift one leg, or do any other movements; and encourage everyone to copy your movements so you’re all moving together.
- **Remind** youth the goal will be to make it difficult for the people who leave the circle to guess who the mystery leader is.

Supplies Needed

- “Inspector Brunswick: The Case of the Missing Eyebrow” by Angela Keoghan and Chris Lam Sam
- 3x5 notecards (2 per participant)
- Colored pencils or crayons (1 set per group)
- Small items, such as Legos, silverware, toys, pencils, books (10-20 items, optional)

Links to Resources

None

Social-Emotional Skills

- Communication
- Planning
- Teamwork

Academic Skills

- Analyzing and Interpreting Information
- Cognitive Flexibility
- Creativity
- Literacy

Key Terms

- **Observant:** Watchful, quick to notice something
- **Inspector:** A detective; or one who is employed to look closely at something to find out how or why something happened

Session 1

Ages 6-8
Mystery Stories

Step 2: Play Round 1

- **Choose** two youth as guessers to leave the circle and close their eyes.
- **Help** the group in the circle to choose a mystery leader quietly, without the guessers hearing; then **invite** the two guessers to open their eyes and come stand in the middle of the circle.
- **Say**, “Mystery leader, you can begin moving.”
- **Give** the two youth in the middle of the circle time to guess who the mystery leader is.

Step 3: Play Again

- Once the guessers identify the mystery leader, **choose** two different volunteers to leave the circle, and select a new mystery leader for the next round.
- **Play** as many rounds as time allows.
- **Ask**, “What kinds of clues did you observe that helped you guess the mystery leader?”

Facilitator Note: *If you have a young group who will find this activity difficult, you may want to adapt this Community Builder. Another option could be to put a set of 10-20 small items that are familiar to participants on a tray. Select a leader to step over to remove one item while everyone else closes their eyes. Then choose a volunteer to come guess what was removed.*

Group Agreements Review (2 minutes)

Reference the Group Agreements for this activity or your program area to remind youth of their commitment to one another. Use the following prompts to review the Agreements with your group.

- **Ask**, “Does everyone commit to our Agreements today?”
- **Ask**, “Is there anything we need to add?” (Youth who joined later can also add their ideas or sign their name to the Group Agreements.)

Main Activity: Look Closely! (30 minutes)**Introducing Youth to the Activity**

- **Say**, “Let’s read this book.” (Hold up a copy of “Inspector Brunswick: The Case of the Missing Eyebrow.”)
- **Ask** youth:
 - › “What do you think this story will be about?”
 - › “Why do you think so?”
- **Point out** how youth did a good job observing details in order to answer that question.
- **Say**, “As I read this book, listen closely to figure out who’s the best detective in the story.”

Session 1

Ages 6-8
Mystery Stories

1

Step-by-Step Directions**Step 1: Read and Discuss**

- **Read** the story aloud.
- **Ask**, “Who was the best *inspector* in the story?”
- **Explain** that *inspector* is another word for detective, or someone who looks closely at clues to figure out how something happened.
- **Help** youth see that even though Inspector Brunswick is called the world’s greatest cat detective, it was his assistant who figured out all the clues.
- **Ask**, “How were Inspector Brunswick and Nelson able to figure out what happened to the eyebrow?” (Potential answer: By looking closely at tiny details.)
- **Explain** that being observant was crucial to solving the mystery.

2

Step 2: Draw a Scene

- **Say**, “Now we are each going to create a tiny picture – sort of like the caterpillar did in the story. Use colored pictures to create a scene with some details. Make sure you have a main subject along with some details that will tell a story.” (An example might be a picture of a person trying to grab a balloon that is flying away.)
- **Distribute** colored pencils and notecards to each table.
- **Allow** youth five minutes to draw.

3

Step 3: Write a Description

- **Say**, “Now use the second notecard I gave you to write a few words or sentences to describe what you drew. Think of it as a caption to your picture. Try to give clues, but don’t say exactly what is in the picture.”
- **Explain** if they drew a person with a balloon flying away, they might write, “Jamie tripped on the way home from a party.”
- **Ask**, “Do you have any questions about what to write?”

Session 1Ages 6-8
Mystery Stories

4

Step 4: Play a Game

- **Say**, “Let’s use your pictures to set up an observation game. Place your pictures on one side of the table. On the other side of the table, place the notecards with your stories about your picture. Make sure the matching pairs are not near one another.”
- **Rotate** youth to a new table, and **allow** them to work as groups to match the stories with the correct pictures.
- **Ask** groups to return to their original tables and check to see how many pictures and stories were correctly matched.
- **Invite** participants to share back to the group which pictures and stories were matched correctly, and which ones were not.
- **Congratulate** the teams that got the most matches correct.
- **Collect** all of the pictures along with their descriptions to **save** and use at the final session.

Reflection (8 minutes)

- **Ask** youth:
 - › “What made it easy or hard for you to match the stories with their pictures?”
 - › “How do you use careful observation skills here at the Club (or Youth Center), at home or at school?”
- **Say**, “Think about how the caterpillar felt – small and unimportant.”
- **Ask** youth:
 - › “Do you ever feel that way?”
 - › “What could you do to change that feeling?”

Recognition (1 minute)

- **Recognize** youth who worked well with their teams.
- **Allow** youth an opportunity to recognize others who created a clever or funny picture and story.

Closing and Transition (2 minutes)

- **Ask** youth to clean up the space and be sure to put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Session 1

Ages 6-8
Mystery Stories

Session 2: Think Carefully!



TIME
60 minutes



SIZE
20-25



HANDOUTS
None

Session Objective: Youth will work through “Deductive Detective” by Brian Rock and learn what deductive reasoning is and recognize when to use it.

Preparation

- **Print** copies of the final page of “The Deductive Detective” (includes pictures of all the bakers in the story), one per participant.
- **Select** from and **print** logic puzzles from the Link to Resources, one set of puzzles per group.
 - › **Determine** which topics, themes and difficulty levels would be most interesting for your youth.
 - › **Select** four to six puzzles, with at least one being at an intermediate level to provide a challenge for those who want it.

Warm Welcome (2 minutes)

Greet youth by name as they enter your program area. **Engage** in meaningful conversation.

Community Builder: Mystery Leader (15 minutes)

- **Invite** youth to line up in any order, and then fold the line to match partners.
 - › To fold the line, **have** a young person at one end of the line move to stand across from another young person at the other end of the line.
 - › **Instruct** the rest of the line to follow the line leader, with each person facing someone else in line.
 - › You can **find** a video in the YDToolbox/Quick Tools to demonstrate this simple technique for pairing youth.

Supplies Needed

- Pens or pencils
- “The Deductive Detective” by Brian Rock

Links to Resources

Printable Logic Puzzles for Kids: woojr.com/printable-logic-puzzles-for-kids/

Social-Emotional Skills

- Identifying and Solving Problems
- Organizational Skills
- Perseverance

Academic Skills

- Analyzing and Interpreting Information
- Cognitive Flexibility
- Collaboration
- Thinking About Thinking

Key Terms

Deductive reasoning: A process of using known facts to answer a question or make logical conclusions that must be true

Session 2

Ages 6-8
Mystery Stories

- **Read** this series of riddles, and have youth work with their partners to solve them:
 - › “I am always on the dinner table, but you don’t get to eat me. What am I?” Possible answers:
 - Plate
 - Silverware
 - Cup
 - › “What is bright orange with green on top and sounds like parrot?” (Answer: A carrot)
 - › “There is a one-story house where almost everything is pink. There is a pink person who sleeps in a pink bed, eats breakfast on pink dishes, and takes a bath in a pink tub. What color do you think the stairs are?” (Answer: There are no stairs. It is a one-story house.)

Group Agreements Review (2 minutes)

Reference the Group Agreements for this activity or your program area to remind youth of their commitment to one another. Use the following prompts to review the Agreements with your group.

- **Ask**, “Does everyone commit to our Agreements today?”
- **Ask**, “Is there anything we need to add?” (Youth who joined later can also add their ideas or sign their name to the Group Agreements.)

Main Activity: Think Carefully! (30 minutes)

Introducing Youth to the Activity

- **Ask** youth:
 - › “Remember the book we read yesterday, ‘Inspector Brunswick: The Case of the Missing Eyebrow’?”
 - › “What strategy did Inspector Brunswick and Nelson use to solve the mystery at the art museum?” (Possible answer: Careful observation of details at the museum)
- **Say**, “Today we have another inspector: Duck the Deductive Detective. He will use *deductive reasoning* to figure out who stole a cake.”
- **Ask**, “Does anyone know what *deductive reasoning* is?”
- **Explain** that *deductive reasoning* is using known facts to answer a question or draw a conclusion.
- **Say**, “For example, let’s say someone left their coat here. I see that it is a size small and it’s a football jacket. I have three options:
 - › It could be Jan’s, but she hates football and it wouldn’t fit her.
 - › It could be David’s since he wears a size small and likes football.
 - › It could belong to Charles, but he prefers basketball to football and usually wears a size medium.”
- **Ask**, “Who do you think the jacket belongs to?” (Answer: David)

Session 2

Ages 6-8
Mystery Stories

158

1

Step-by-Step Directions**Step 1: Read the Story**

- **Give** each participant a pen or pencil and a printed copy of the final page of the book.
- **Ask**, “Looking at this picture, do you have any idea who might have taken the cake?”
- **Say**, “As we read through the book, use your pen (or pencil) to mark off the suspects who you know didn’t steal the cake.”
- **Read** the story, stopping on each page to prompt youth to mark off the suspects.
- **Say**, “Duck the Deductive Detective found the answer by eliminating suspects one by one. He used one set of facts to figure out the answer to a question. This is *deductive reasoning*.”

2

Step 2: Solve Logic Puzzles

- **Distribute** a set of the logic puzzles you selected and printed to each table.
- **Work** with the large group to solve one of the logic puzzles.
- **Direct** youth to work with the person on their right at their table to solve the others.

Reflection (8 minutes)**Ask** youth:

- “What was fun about solving these puzzles?”
- “When would you do something like this in real life?”
- “Would you like to solve more puzzles like these?”

Recognition (1 minute)

- **Recognize** youth who didn’t give up in solving their puzzles.
- **Allow** youth an opportunity to recognize someone who helped them solve the puzzles.

Closing and Transition (2 minutes)

- **Ask** youth to clean up the space and be sure to put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Session 2Ages 6-8
Mystery Stories

**TIME**

60 minutes

**SIZE**

20-25

**HANDOUTS**

Pages 163-169

Session 3: Readers Theater

Supplies Needed

- “The Case of the Snack Snatchers” from “West Meadows Detectives” by Liam O’Donnell
- “Mystery of the Troubled Toucan” by Lisa Travis from “Pack-n-Go Girls Adventures”
- “Nate the Great and the Tardy Tortoise” by Craig Sharmat and Marjorie W. Sharmat
- “Lost in the Tunnel of Time” by Sharon Draper from “Clubhouse Mysteries”
- “Cam Jansen and the Summer Camp Mysteries” by David Adler

Links to Resources

None

Social-Emotional Skills

- Communication
- Identifying Emotion
- Inclusion
- Respect for Others
- Teamwork
- Youth Connections

Academic Skills

- Collaboration
- Creativity
- Literacy

Key Terms

None

Session Objective: Youth will perform selected passages from a variety of mystery novels for beginning readers.

Preparation

- **Print** enough copies of the Riddle Me handout for each individual to get a strip once you **cut** them.
- **Print** five copies of the Animal Grouper handout, and **cut** it into strips.
- **Print** the Reader’s Theater Mystery Adventures handout, enough so each youth has a reading part. There are enough parts for 25 youth, so adjust as needed. Each script has two or three main parts, with other parts only having one or two lines.

Warm Welcome (2 minutes)

Greet youth by name as they enter your program area. **Engage** in meaningful conversation.

Community Builder: Riddle Me! (15 minutes)

- **Say**, “I am going to pass out strips of paper, either with a riddle or with the answer to a riddle. Your job is to find your match – either the person with the answer to your riddle or the riddle for your answer. Riddles have a large R on them; Answers have a large A.”
- **Distribute** a strip from the Riddle Me Handout to each participant.
- **Ask** the group to move through the room to match up the riddles and their answers.
- **Encourage** youth to ask other youth their questions and share the answers if others can’t figure it out.

Session 3

Ages 6-8
Mystery Stories

160

Group Agreements Review (2 minutes)

Reference the Group Agreements for this activity or your program area to remind youth of their commitment to one another. Use the following prompts to review the Agreements with your group.

- **Ask**, “Does everyone commit to our Agreements today?”
- **Ask**, “Is there anything we need to add?” (Youth who joined later can also add their ideas or sign their name to the Group Agreements.)

Main Activity: Readers Theater (30 minutes)

Introducing Youth to the Activity

- **Say**, “Lots of people enjoy reading mysteries. There are many mystery series at the library to choose from.”
- **Ask**, “Which ones are your favorites?”
- **Say**, “We are going to explore lots of different mysteries today.”

1

Step-by-Step Directions

Step 1: Animal Sounds

- **Begin** by showing the books from the Material List above.
- **Explain** that youth will work in groups to prepare a skit based on those books.
- **Use** the Animal Grouper strips to split youth into groups of five.
- **Give** youth each a slip of paper with an animal name and sound.
- When you **say**, “go,” youth should find their group by tracking down those making the same sound.

2

Step 2: Reader’s Theater Mystery Adventure

- Once youth are in their groups, **give** each a Readers Theater Mystery Adventure handout to read together.
- **Rotate** around the tables and **assist** youth who might need help with some of the words.
- **Tell** groups to practice dramatic reading of their script. Scripts can be read multiple times with parts rotating around the group so everyone gets a chance to read the major parts, if they want.
- **Reserve** 10 minutes for groups to perform for one another.
- **Remind** participants to be kind and respectful by listening and being supporting while others perform.
- **Collect** scripts to save for use at the next session.

Session 3

Ages 6-8
Mystery Stories

Reflection (8 minutes)

Ask youth:

- “What did you like about this activity?”
- “Were you inspired to read any of these books?”
- “Are any of you willing to share your skit with the librarian when we visit with her later this week?”

Recognition (1 minute)

- **Recognize** youth who were inclusive and helped their entire group to contribute.
- **Allow** youth an opportunity to recognize others who did a good job reading their skits with feeling.

Closing and Transition (2 minutes)

- **Ask** youth to clean up the space and be sure to put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Session 3

Ages 6-8
Mystery Stories

Session 3 Handout: Riddle Me

R

I am an odd number. Take away a letter and I become even.
What number am I?

A

Seven

R

What has hands but doesn't clap?

A

A clock

R

What has to be broken before you can use it?

A

An egg

R

What goes up but can never come down?

A

Your age

R

What five-letter word becomes shorter when you add two letters
to it?

A

Short

R

I'm tall when I am young, and I'm short when I'm old. What am I?

A

A Candle

R

What is so fragile that saying its name breaks it?

A

Silence

R

What begins with an E but only has one letter?

A

An envelope

R

What word is spelled wrong in every dictionary?

A

Wrong

R

David's parents have three sons: Snap, Crackle and _____.

A

David

R

What question can you never answer yes to?

A

Are you asleep yet?

R

What's black and white and blue?

A

A sad zebra

R

Where can you find cities, towns, shops and streets,
but no people?

A

A map

Adapted from "The 37 Best Riddles for Kids That Aren't Too Confusing" on fatherly.com/play/the-best-riddles-for-kids-not-confusing

Print enough of these handouts so each participant gets one strip once you cut this into five.

HORSE

neigh

DOG

bark

CAT

meow

FROG

ribbit

BIRD

chirp

Session 3 Handout: Reader's Theater Mystery Adventures

Book 1: "The Case of the Snack Snatchers" by Liam O'Donnell

Series: West Meadows Detectives

Characters: (Characters in bold print read more than others.)

- **Myron**, a student detective who has autism
- **Hajrah**, Myron's partner who loves to have fun
- **Glitch**, class member who has good tech skills
- Smasher, the class bully
- Narrator

Narrator: Each morning the school kitchen is a mess and the snacks are stolen. Myron and his friends have set up a trap to catch the thief and came to school early to see if it worked.

Myron: I'm the first one here!

Glitch: That makes me second!

Myron: Look, here comes Hajrah! Now all three of us are here!

Glitch: Hi, Hajrah! Wonder if the Snack Snatcher struck again?

Hajrah: I hope your camera will help us find out! It is up really high so no one should be able to get to it.

Myron: Oh, no! This place is a wreck again! No one go in yet. We need to look for clues!

Glitch: And here is my camera. It is broken! Oh no! We won't find clues with the camera!

Myron: I see handprints in the flour that is all over the floor. Whose fingerprints could those be?

Hajrah: I don't know. But wait, did someone just go out the window?

Myron: Maybe, let's follow them... Hey, you can come out from behind the bush. We won't hurt you.

Smasher: You promise?

Hajrah: We promise.

Smasher: Okay

Myron, Hajrah, and Glitch: Smasher?? You're the Snack Snatcher?

Smasher: No, I'm not the Snack Snatcher!

Hajrah: She's telling the truth. She's not the Snack Snatcher!

Glitch: Then who is?

Narrator: Any ideas who stole the snacks and made a mess? You can read the book to find out!

Session 3 Handout: Reader's Theater Mystery Adventures

Book 2: "Mystery of the Troubled Toucan" by Lisa Travis**Series:** *Pack-n-Go Girls Adventures* (Established readers)**Characters:** (Characters in bold print read more than others.)

- **Sofia Diaz**, a visitor to the Rainforest
- **Julia Santos**, lives in the Rainforest with her father
- Mr. Diaz, Sofia's father who is on a business trip in the Rainforest
- **Señor Santos**, Julia's father who works with Mr. Diaz
- Narrator

Sofia: Can I just sleep here in the hammock all the time? This is the first place that feels relaxing!**Mr. Diaz:** No, you wouldn't get to see the Amazon Rain Forest if you did. And do you think you will find one of those beautiful blue morpho butterflies lying in a hammock? Sleep now and then we'll go out in the morning.**Narrator:** Sofia and her dad had just made their way down a river where the boat had broken and she was afraid of crocodiles, piranhas, and even anacondas that are sometimes in the water. Then when she reached land, a toucan flew at her, loudly squawking in her face.**Julia:** Good Morning! Let's go canoeing! Our dads will be right beside us, but we can paddle our own canoe. Don't worry!**Sofia:** But that crazy toucan is back. Listen to him. Squawk! Yelp!**Julia:** I know! It is so loud! Wait! I see something over there. I think it might be a pink dolphin.**Sofia:** I see them! Why are they tied up?**Julia:** Sometimes poachers capture them to use as bait. It is sad.**Sofia:** Hey! Where are our dads? Is someone else here on the shore?**Narrator:** Sofia and Julia paddle back quietly around the river bend and find their dads looking very worried.**Señor Santos:** Julia, why did you leave us? You know it is not safe to be alone on the river.**Sofia:** But we were scared of the toucan. It was chasing us again.**Julia:** And we saw 3 pink dolphins tied up. I think the poachers did it!**Señor Santos:** Stop making things up, Julia! I know you want to be a ranger, but this is silly.**Julia** (whispers to Sofia): We need to go back and save them. We may be their last chance before the poachers come back.**Sofia:** But how will we do that? We don't have a map and we can't go back by ourselves.**Narrator:** Why is the toucan chasing them? Will the girls be able to save the pink dolphins? You need to read the book so you can find out!

Session 3 Handout: Reader's Theater Mystery Adventures

Book 3: "Nate the Great and the Tardy Tortoise"

by Craig Sharmat and Marjorie W. Sharmat

Series: *Nate the Great* (Early readers)

Characters: (Characters in bold print read more than others.)

- **Nate the Great**
- **Rosamond**
- Claude
- Annie
- **Narrator**

Narrator: The great detective, Nate the Great, has found a turtle eating his mother's flowers. Where does it live? That's the mystery he needs to solve before all his mother's flowers have been eaten!

Nate: Hey Sludge! Look at this tortoise! He's eating all our flowers. He seems to be lost. We better find out where he lives.

Narrator: So, Nate left his mother a note that said, "Dear Mother, I am on a green case. I am helping a tortoise. I hope the case moves faster than he does. I will be back. Love, Nate the Great."

Nate: I wonder who would have a strange pet like a tortoise? I know! Rosamond would!

Rosamond: What do you have in your box?

Nate: A tortoise.

Rosamond: I don't want it. I only like cats. See, this is Little Hex, Plain Hex, Big Hex, and Super Hex. This thing in the box is not a cat.

Nate: And it is not a present. We are looking for his house.

Rosamond: I heard that Claude lost something. Ask him. Would you like a cat cupcake? They are made of tuna fish.

Nate: I am starving. But no, I do not want a tuna fish cupcake.

Narrator: Nate and Sludge go to Claude's house and knock on the door.

Nate: Hi, Claude. I am Nate the Great, and I am on a case. I need to find where this tortoise lives.

Claude: My case is bigger. I need to find my sock.

Nate: I will look for your sock.

Narrator: Sludge and Nate go to the Vet's office.

Nate: Hi, Annie. I am here on a case. I need to find out where this tortoise lives.

Annie: You can't bring a tortoise here. It is a reptile. They don't see reptiles here. I found that out last year when I tried.

Narrator: Nate and Sludge begin to look for a trail of bite marks since tortoise's bite many plants. They find one. Will the bites lead them to the tortoise's home? You should read the book to find out.

Session 3 Handout: Reader's Theater Mystery Adventures

Book 4: "Lost in the Tunnel of Time" by Sharon M. Draper**Series: Clubhouse Mysteries** (Established Readers)**Characters:** (Characters in bold print read more than others.)

- Rico
- Ziggy
- **Rashawn**
- Jerome
- **Narrator**

Jerome: Hey! Somebody give me a hand!**Rashawn:** When I count to three, we'll all pull. One—two—three—pull!**Narrator:** With the final pull, the 4 boys were able to lift the old wooden trapdoor at the back of the school stage.**Rico:** There are steps leading down. Who is going first?**Ziggy:** That would be me! Come on down. I think it is a hallway or a tunnel or something. I need more light. It is perfectly safe, mon. At least I think so.**Rashawn:** I wonder what this rope goes to? I think I'll try it!**Jerome, Ziggy, and Rico:** NO! Don't touch it!**Narrator:** But it was too late. The boys were locked in the tunnel with only their small flashlights to give a little light. They pounded on the door, but no one could hear them.**Ziggy:** Let's see if there is another way out. Look at this map. I think there is another door over here.**Rashawn:** There's a tunnel. Let's follow it. I think it is our only hope.**Rico:** Is this ever going to end? We've been crawling through this tunnel for over an hour.**Rashawn:** Yes! It looks like we might be almost to the end. I think I see something ahead.**Narrator:** The boys came out of the tunnel and into an underground room. They found some old stuff scattered around the room.**Jerome:** What is this? It looks like a shirt and maybe a slingshot.**Ziggy:** And here are Seven Special Stones of the Sun—just like the ones my grandmother gave to me!**Rashawn:** Oh no! All the flashlights went dead. I just want to go home. It is dark down here. Do you think we will ever get out?**Narrator:** Where are the boys? Will they be rescued? What did they find? You will need to read the book to find out!

Session 3 Handout: Reader's Theater Mystery Adventures

Book 5: "Cam Jansen and the Summer Camp Mysteries" by David Adler

Series: *Cam Jansen*

Characters: (Characters in bold print read more than others.)

- **Cam**
- Fran
- Terri
- Gina
- **Narrator**

Cam: Hey! What happened here?

Narrator: Cam and her friends were shocked when they walked into the G8 cabin. It was a mess! Beds were pushed into the middle. Sneakers and pants were piled on the beds. Shirts were hanging from the ceiling.

Fran: Don't be afraid. It's just a raid. We'll get even. Even-Steven. Raid! Raid! Raid!

Terri: That's funny Fran. But who did this? Maybe it was G9. Or maybe it was B8.

Gina: I think it was G8. They are always trying to beat us to the dining room.

Fran: B8 always says they are better than us. We played them in baseball yesterday.

Gina: You know what we'll do? We'll figure out who raided our bunk and we'll move all their beds onto the grass.

Fran: Or we could fill their left sneakers with popcorn. And hide their right sneakers.

Cam: No. We'll put potato chips in their sneakers. It will be so fun hearing them crunch as they walk.

Terri: But first we have to know who raided us. It's a mystery, and Cam has solved lots of those. Maybe she'll solve this one too.

Cam: Okay. But I would rather eat popcorn and potato chips than put them in shoes. Are you okay with that?

Narrator: Cam and the girls leave the cabin to go play baseball with the boys. Cam begins to examine the clues she has collected already about who might have made the mess during the raid on her cabin.

Cam: I can shut my eyes and imagine what the bunk looked like. Click. It's almost like I took a picture in my mind. Click.

Terri: The game is almost over. We need to take our gloves back to the bunk before we go to arts and crafts.

Cam: Click! I think I know who did it. Come with me.

Narrator: What did Cam see when she shut her eyes? What clue gave it away. And did they put potato chips in people's shoes? You will need to read the book to find out!

**TIME**

60 minutes

**SIZE**

20-25

**HANDOUTS**

None

Supplies Needed

- “The Case of the Miracle Pill” from “Encyclopedia Brown and the Case of the Jumping Frog” by Donald J. Sobol
- Blank paper (8 sheets)
- Sharpie pen
- Small cups (1 per group)
- Empty water bottles with lids (1 per group)
- Small disposable bowls (1 per group)

Links to Resources

Simple Science Experiment: Drip Drop Bottle: metrofamilymagazine.com/simple-science-experiment-drip-drop-bottle

Social-Emotional Skills

- Identifying and Solving Problems
- Teamwork
- Youth Connections

Academic Skills

- Analyzing and Interpreting Information
- Cognitive Flexibility
- Collaboration
- Love of Learning

Key Terms

None

Session 4:

Use What You Know!

Session Objective: Youth will listen to “The Case of the Miracle Pill,” a story from “Encyclopedia Brown and the Case of the Jumping Frog,” and do a science experiment to solve the mystery.

Preparation

- **Write** the numbers 1-4 each on a separate piece of paper, and **post** each in a separate corner of the room.
- **Write** these four book titles on a whiteboard or chart paper (no need to write what’s in parentheses).
 - › “The Case of the Snack Snatchers” by Liam O’Donnell (from “West Meadows Detectives”)
 - › “Mystery of the Troubled Toucan” by Lisa Travis (from “Pack-n-go Girls Adventures”)
 - › “Nate the Great and the Tardy Tortoise” by Craig Sharmat and Marjorie W. Sharmat
 - › “Lost in the Tunnel of Time” by Sharon Draper (from “Club House Mysteries”)
- **Write** these four phrases each on a separate sheet of paper:
 - › Nonfiction Books
 - › Mysteries
 - › Funny Stories
 - › Animal Stories
- **Cut** a small hole (near the bottom) in the side of each empty water bottle.
- **Fill** each small cup with about 8 ounces of water.
- **See** the Links to Resources to prepare for the experiment in the Main Activity.

Warm Welcome (2 minutes)

Greet youth by name as they enter your program area. **Engage** in meaningful conversation.

Session 4

Ages 6-8

Mystery Stories

170

Community Builder: Four Corners (15 minutes)

Step 1: Select a Favorite Mystery

- **Say**, “Let’s get into groups to discuss some books we might want to read. We’re going to play four corners. When I say go, you will select a corner based on which of the ideas or topics you like best.”
- **Say**, “For the first question, think about the books we read yesterday and decide which one seemed most interesting to you. I’ll call out a number and one of the book titles, and you go to the corner of the room that corresponds with it.”
- **Point** to the board where you wrote the options as you call out each book title:
 - › #1 “The Case of the Snack Snatchers”
 - › #2 “Mystery of the Troubled Toucan”
 - › #3 “Nate the Great and the Tardy Tortoise”
 - › #4 “Lost in the Tunnel of Time”
- **Say**, “Once you are in the corner you have chosen, discuss with one or two other people what you liked about the book. Then finish this sentence: ‘I think this book sounded interesting because ...’”
- While youth are discussing, **post** one of the prepared papers with a book genre written (Non-Fiction Books, Mysteries, Funny Stories, Animal Sounds) each under the number in a separate corner of the room.

Step 2: Select a Favorite Book Type

- After three to four minutes, **use** an attention getter and **say**, “Now travel to a new corner based on your favorite type of book to read.”
- **Point out** the new signs you posted, which represent four genres.
- **Say**, “Once you choose a corner, finish this sentence: ‘This kind of book is interesting to me because ...’”
- **Allow** everyone a few minutes to discuss what they enjoy about these books, and to share the titles of some of their favorites.
- **Walk** around the room, observing each group to see if anyone needs help to stay focused.
- **Thank** everyone for sharing.

Session 4

Ages 6-8
Mystery Stories

Group Agreements Review (2 minutes)

Reference the Group Agreements for this activity or your program area to remind youth of their commitment to one another. Use the following prompts to review the Agreements with your group.

- **Ask**, “Does everyone commit to our Agreements today?”
- **Ask**, “Is there anything we need to add?” (Youth who joined later can also add their ideas or sign their name to the Group Agreements.)

Main Activity: Use What You Know! (30 minutes)**Introducing Youth to the Activity**

Say, “All of our reading this week has been about solving mysteries. Today let’s read a story about how one of our main characters used STEM to solve a mystery.”

Step-by-Step Directions**1****Step 1: Read the Story**

- **Read aloud** “The Case of the Miracle Pill” from the book, “Encyclopedia Brown and the Case of the Jumping Frog” (pages 6-11).
- **Ask**, “How do you think Encyclopedia Brown knew the miracle pill, Antiflow, was a fake?”
- **Say**, “Let’s do an experiment to see what was going on with Antiflow.”
- **Distribute** to each table the following items:
 - › Empty water bottle with a small hole cut
 - › Cup of water
 - › Bowl to catch water

2**Step 2: Experiment**

- **Say**, “How can you use these supplies to determine if Wilford Wiggins is telling the truth?”
(*Answer: The ‘Antiflow pill’ was supposedly the reason the water did not leak out. So, if we can get the water to stop leaking without the pill, then the pill wasn’t doing anything.*)
- **Instruct** youth to:
 - › Put the water bottle inside the bowl.
 - › Fill the bottle with water.
 - › Quickly cover the top of the bottle with either their thumb or the lid.

Session 4

Ages 6-8
Mystery Stories

3

Step 3: Discuss**Ask** participants:

- “Can anyone tell us what happened when you covered the top of the bottle?” (Answer: The water stopped leaking out the bottom.)
- “Why do you think the water stopped flowing out when the top was covered?” (Answer: When you cover the lid to the bottle, the water is pulling down, but that air up in the top of the bottle is becoming a vacuum. That means “low pressure.” The air pressure outside the bottle is higher, so it actually tries to push into the bottle through the bottom hole. In doing so, it keeps the water in! When you release the hole on the top, there is no vacuum, so the water is free to flow out the hole. (See the website in the Links to Resources for more details to share.)
- **Collect** the water bottles and lids, bowls and cups to use again for the next session.

Reflection (8 minutes)**Ask** youth:

- “What technique did Encyclopedia Brown use to solve the mystery?”
- “Can you think of a way you have used what you learned to help make a good decision or solve a problem?”
- “Do you have any questions about what we learned today?”

Recognition (1 minute)

- **Recognize** youth who worked well together to complete the experiment.
- **Allow** youth an opportunity to recognize others who helped the group succeed.

Closing and Transition (2 minutes)

- **Ask** youth to clean up the space and be sure to put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Session 4Ages 6-8
Mystery Stories

**TIME**

60 minutes

**SIZE**

20-25

**HANDOUTS**

None

Supplies Needed

- Small cups (1 per group)
- Empty water bottles with lids (1 per group)
- Small disposable bowls (1 per group)
- Artwork (pictures and descriptions) from Session 1

Links to Resources

None

Social-Emotional Skills

- Adult Connections
- Communication
- Social Awareness
- Teamwork
- Youth Connections

Academic Skills

- Collaboration
- Curiosity
- Literacy

Key Terms

None

Session 5:

Visit With a Librarian

Session Objective: Youth will visit a librarian and share what they learned.

Preparation

Facilitator Note: If librarians are not available to participate, consider inviting parents, teachers who are off for the summer, or even administrative staff to the Club or Youth Center. Middle school youth might enjoy supporting the event, since many of these books are classics they would have read.

- **Select** five or six pictures with their descriptions to share from Session 1.
- **Select** volunteers each to share with the librarian (or other guests):
 - › Our Group Agreements
 - › How to play Mystery Leader
 - › What was learned while playing Mystery Leader
 - › Perform Readers Theater (with one of the selected scripts)
 - › A summary of the book: “Inspector Brunswick and the Case of the Missing Eyebrow” by Angela Keoghan and Chris Lam Sam
 - › A summary of “The Case of the Miracle Pill” by Donald J. Sobol
 - › Demonstration of how Encyclopedia Brown knew the Antiflow pill was fake

Warm Welcome (2 minutes)

Greet youth by name as they enter your program area. **Engage** in meaningful conversation.

Community Builder: Mystery Leader (15 minutes)**Step 1: Explain the Game**

- **Say**, “One of our favorite games this week was Mystery Leader. Let’s start by sharing the game with our guest(s).”
- **Invite** the volunteer who prepared to come forward and explain the game to everyone.
- **Explain** that we will ask the guest (librarian) to leave the circle and close their eyes while the members of the circle choose a mystery leader. This mystery leader is going to move – slowly – and the whole group will have to copy their movements so it looks like the whole group is moving in sync.
- **Share** that nobody except the mystery leader gets to lead a new movement. But if the group mimics the mystery leader well, it will be really hard to tell who is leading the movements.

Session 5

Ages 6-8
Mystery Stories

174

Step 2: Play the Game

- **Ask** your guest(s) to leave the circle and close their eyes. They'll be the ones guessing who the mystery leader is.
- **Quietly** help the group in the circle choose a mystery leader, and then invite the guest(s) to open their eyes and come stand in the middle of the circle.
- **Say**, "Mystery leader, you can begin moving."
- Once the guest(s) identify the mystery leader, **choose** different volunteers to leave the circle and choose a new mystery leader for the next round.
- **Play** as many rounds as time permits.
- **Invite** someone to share what they learned.

Group Agreements Review (2 minutes)

Reference the Group Agreements for this activity or your program area to remind youth of their commitment to one another. Use the following prompts to review the Agreements with your group.

- **Ask** a volunteer to show the Group Agreements to the guest(s).
- **Ask**, "Does everyone commit to our Agreements today?"
- **Ask**, "Is there anything we need to add?" (Youth who joined later can also add their ideas or sign their name to the Group Agreements.)

Main Activity: Visit With a Librarian (30 minutes)**Introducing Youth to the Activity**

Say, "We have read and learned about so many books this week. Let's start by sharing one of our Reader's Theater Mystery Adventures."

Step-by-Step Directions**1****Step 1: Mystery Theater**

- **Invite** the youth up who prepared to take turns reading through one of the mysteries.
- **Ask** for feedback from your guest(s).

2**Step 2: "Inspector Brunswick" and the Observation Game**

- **Say**, "This week, we also learned how important it is to observe carefully if you want to solve problems. Let's share some of our puzzles we drew when we read 'Inspector Brunswick: The Case of the Missing Eyebrow.'"
- **Invite** up the young person who prepared to share about this story.
- **Display** the five or six drawing/story combinations you selected, and ask if the guest(s) can match the pictures with their stories.

Session 5

Ages 6-8
Mystery Stories

3**Step 3: “The Case of the Miracle Pill”**

- **Invite** up the young person who prepared to share about this story.
- **Invite** the volunteers who prepared to:
 - › **Explain** the Antiflow mystery with Encyclopedia Brown
 - › **Demonstrate** how Encyclopedia knew the pill was fake
- **Give** the volunteers an empty water bottle and lid, small bowl and cup of water for their demonstration.

4**Step 4: Expert Advice**

- **Invite** the librarian/guest(s) to share what they enjoy about mysteries, and **ask** for book recommendations.
- If the event is held at the library, **make sure** everyone knows how to find mystery books.
- **Ask** youth, “Do you have any questions for me or our guest(s) about the library or mystery books?”

Reflection (8 minutes)**Ask** youth:

- “What did you enjoy about this week?”
- “What mystery book do you plan to read next?”
- “If you need help finding a book or getting ideas about what to read, where would you go for help?”
- “Has anyone helped you with that before?”

Recognition (2 minutes)

- **Recognize** youth who asked questions to the librarian.
- **Ask** youth to share what they enjoyed most about the visit. (**Use** this opportunity to thank the librarian/guest for specific things the group enjoyed.)
- **Allow** youth an opportunity to recognize others who shared in the presentation.

Closing and Transition (2 minutes)

- **Ask** youth to clean up the space and be sure to put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Session 5Ages 6-8
Mystery Stories



Appendix

Evidence Basis

Background

Research spanning 100 years shows that when young people do not engage in educational activities during the summer, they experience learning losses. Over the summer months, students lose an average of two months of grade-level equivalency in math; students from low-income families also lose more than two months in reading achievement.^{viii} Over the course of a young person's education, these yearly losses add up, contributing to a widening achievement gap between students from low-income families and their wealthier peers, who are less likely to experience summer learning loss.^{ix} Ultimately, this “summer slide” leads to lower high school graduation rates among youth from low-income families; that, in turn, has been tied to fewer economic prospects, higher rates of poverty and poorer health.^x

To address this need, Boys & Girls Clubs of America developed and tested Summer Brain Gain. The program integrates engaging educational activities into the typical summer camp experience for youth ages 6 to 18.

Research

Research into several key strategies informed the development of Summer Brain Gain. The curriculum and supporting tools were designed to support the following strategies.

- **Cultivating a Love of Learning.** In addition to building academic and social-emotional skills, Summer Brain Gain is designed to help youth fall in love with learning. A love of learning helps young people engage with content, approach the world with curiosity, and persevere through challenges. When facilitating Summer Brain Gain, staff are encouraged to cultivate a love of learning by modeling curiosity, serving as a “guide on the side” rather than a “sage on the stage,” helping youth connect new learning to previous experiences, asking questions to check for understanding and help youth think about their own thinking, attending to learner diversity, and providing the appropriate balance of challenge and support.
- **Project-Based Learning.** Project-based learning is a youth centered approach to learning by doing. Through active, inquiry-based experiences, youth create authentic products in response to real world problems or situations. Project-based learning is often collaborative and culminates in an opportunity for youth to share what they are learning. Many of the Summer Brain Gain modules culminate in youth sharing what they have created over the course of the week.
- **Integrating Career Exploration.** In order to prepare young people for postsecondary success, Boys & Girls Clubs facilitate experiences in which youth can explore a variety of careers, develop social-emotional skills, and apply their learning. In addition to supporting academic and social-emotional skills, Summer Brain Gain helps youth explore several career fields, including anthropology, architecture, food science, entrepreneurship, music, activism and law. By increasing exposure to a variety of careers, Clubs help youth to discover and develop their passions.

Evaluation

In 2013, Boys & Girls Clubs of America selected Metis Associates, a national research and evaluation firm with special expertise in education and youth development, to conduct a multi-year evaluation of the Summer Brain Gain initiative. Metis completed a formative evaluation of Summer Brain Gain in 2013 and 2014 to learn about program quality, implementation challenges, stakeholders' perceptions of the program, efficacy in preventing summer learning loss, and changes in youth outcomes over the course of the program.

Metis selected a stratified sample of Clubs, completed case studies, conducted reading and math pretests and post-tests, conducted pre- and post-program participant surveys, analyzed data from daily and weekly instructor implementation logs, and conducted a staff survey.

Metis found that, while the average U.S. student from a low-income family lost at least two months of learning during the summer, the average Summer Brain Gain participant did not experience learning loss, and instead maintained their reading and math skill levels. Some Club members actually experienced gains in learning – especially in vital 21st century social-emotional skills such as teamwork, collaboration, critical thinking and problem-solving.^{xi}

In 2015, Metis conducted a more rigorous evaluation designed as a randomized control trial. A sample of randomly selected Clubs served as treatment (implementation) sites, and a sample of randomly selected Clubs served as control (comparison) sites. The evaluation specifically focused on the Elementary modules, as the majority of participants fall into that age range. The evaluation further confirmed that youth benefit from participating in Summer Brain Gain. Youth participants experienced no significant losses in early literacy, math or reading, and in fact, there was a notable increase in math skills for members at the Summer Brain Gain sites. As activities are updated each year, the overall approach to Summer Brain Gain is consistent and continues to be informed by the findings in the Metis evaluation.

Theoretical Basis

All of BGCA's Education programs, including Summer Brain Gain, are designed to build the academic and social-emotional skills that enable youth to reach the Education goal of becoming effective, engaged learners who are on track to graduate with a plan for the future. In order to successfully learn and work, youth need to build not only academic skills, but social-emotional skills as well. Social-emotional skills help youth build healthy relationships with themselves and others, recognize and manage emotions, and solve problems. Summer Brain Gain specifically focuses on the following social-emotional skills: communication, collaboration, identifying and solving problems, planning and carrying out investigations, evaluating, and recognizing emotions.

Summer Brain Gain Logic Model

Research has shown that the evidence-based foundational skill development embedded in Summer Brain Gain can lead to short-term, intermediate and long-term outcomes. Summer Brain Gain was designed to help youth achieve the following.

<p>Objectives</p>	<p>All youth will be effective, engaged, adaptive learners who are on track to graduate with a plan for the future. Clubs will not only prevent summer learning loss, but will provide enrichment experiences each summer.</p>
<p>Short-Term Outcomes (0 to 3 months)</p>	<p>Youth participate in fun, educational programming during the Summer. Youth collaboratively engage in project-based learning with an emphasis on literacy and STEM.</p>
<p>Intermediate Outcomes (3 to 6 months)</p>	<p>Summer learning experiences increase academic and social-emotional skills, cultivating in youth a love of learning, academic perseverance and postsecondary educational opportunities.</p>
<p>Long-Term Outcomes (12 months or more)</p>	<p>Youth attendance, behavior and course progression demonstrate that they are on track to graduate with a plan for the future.</p>

Endnotes

- i Cooper, H.; Nye, B.; Charlton, K.; Lindsay, J. and Greathouse, S., "The Effects of Summer Vacation on Achievement Test Scores: A Narrative and Meta- Analytic Review," *Review of Educational Research*, Vol. 66, Issue 3, 227-268 (Fall 1996), rer.sagepub.com/content/66/3/227.abstract.
- ii Ibid.
- iii Alexander, K.L., Entwisle, D.R. & Olson, L.S. (2007). Lasting consequences of the summer learning gap. *American Sociological Review* 72, 167-180.
- iv Metis Associates (2015) Summer Brain Gain Evaluation.
- v CoreStandards.org (2019) Standards in Your State, corestandards.org/standards-in-your-state.
- vi For more information on youth development best practices, see youth.gov/youth-topics/positive-youth-development.
- vii Adapted with permission from RULER Resource Materials. Copyright ©2013-19 Yale University. All rights reserved. Please visit ei.yale.edu for more information.
- viii Cooper, H.; Nye, B.; Charlton, K.; Lindsay, J. and Greathouse, S., "The Effects of Summer Vacation on Achievement Test Scores: A Narrative and Meta- Analytic Review," *Review of Educational Research*, Vol. 66, Issue 3, 227-268 (Fall 1996), rer.sagepub.com/content/66/3/227.abstract.
- ix Alexander, K.L., Entwisle, D.R. & Olson, L.S. (2007). Lasting consequences of the summer learning gap. *American Sociological Review* 72, 167-180.
- x National Center on Afterschool and Summer Enrichment. (2016) *NCASE Summer Learning Brief* summerlearning.org/knowledge-center/summers-matter-summer-learning-brief.
- xi Metis Associates (2015) Summer Brain Gain Evaluation.

Acknowledgments

This year, BGCA's Education team worked with staff from local Boys & Girls Clubs to co-create the content for Summer Brain Gain. We are appreciative of those staff for developing engaging activities to promote academic and social-emotional skill building in this critical summer learning loss prevention program. Local Club staff lent their valuable insight to the entire creation process – from brainstorming ideas of new modules, to designing the program's scope and sequence, to writing and reviewing each lesson. The result is a guide to summer learning that is flexible enough for Club staff to use with their young people, wherever they may be located.

We are grateful to the Club professionals who offered their advice and suggestions. Their investment has resulted in a summer program that is both educational and fun. We sincerely thank those who served on the Summer Brain Gain Taskforce, giving up weekends and working over the holidays to ensure the Movement has a clear roadmap to high-quality summer learning experiences for our youth.

Summer Brain Gain Taskforce

Maxwell Fenster, Boys & Girls Clubs of Southern Nevada, NV

Tamara Korth, Boys & Girls Clubs of Spokane County, WA

Kristin Matus, Boys & Girls Clubs of Metro Atlanta, GA

Angela O'Neil, Boys & Girls Clubs of North Alabama, AL

Monica Post, Boys & Girls Clubs of Central Iowa, IA

Hannah Ritter, Boys & Girls Clubs of the Mississippi Valley, IL

BGCA Staff

Elizabeth Fowlkes, Senior Vice President, Youth Development

Crystal Brown, National Vice President, YD Programs

Danielle Morris, National Director, YD Programs

Chrissy Booth, Senior Director, YD Programs, Education

Susan Ciavolino, Director, YD Programs, Education

Lesia Sexton, Director, YD Programs, Education

Michelle McQuiston, Director, Editorial Services

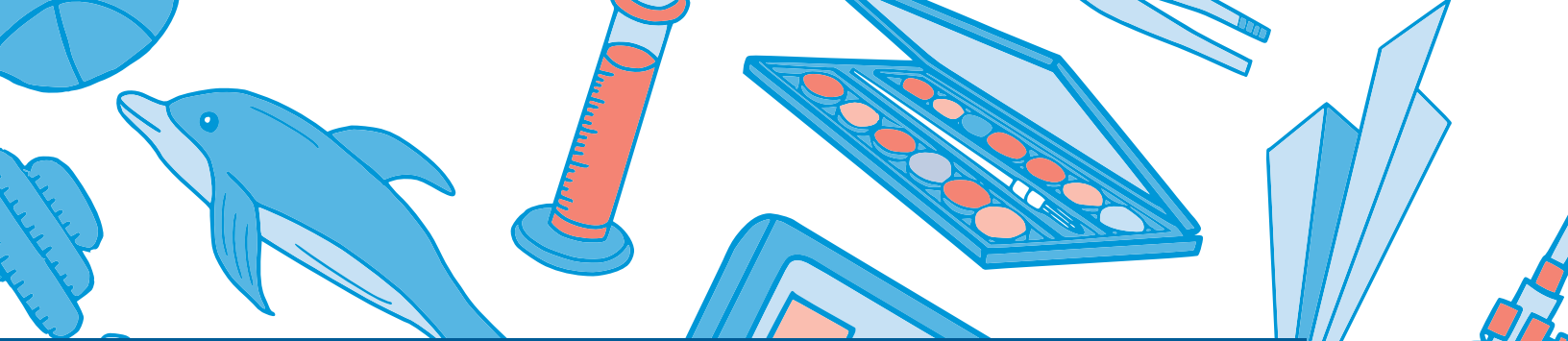
Brandie Barton, National Director, Creative Services

Chip Bailey, Director, Creative Projects and Brand Management

Matt Stepp, Senior Art Director

Editorial Services

Special thanks to **Nicole Crosby** of Crosby Creatives for her leadership in the editorial and publication process, as well as **West Bunting** for his support throughout the creative process.



Education

Programs in this Core Program Area complement and reinforce what youth learn during the school day, while creating experiences that invite them to fall in love with learning. Rooted in social-emotional development practices, programs in this area enable all youth to be effective, engaged learners who are on track to graduate with a plan for the future. As an informal learning space, Clubs have an opportunity to offer both remediation and enrichment, all while inviting youth to discover and pursue their passions through experiential learning. Targeted Programs and High-Yield Activities in this area are linked to the Academic Success priority outcome area.





GREAT FUTURES START HERE.



**BOYS & GIRLS CLUBS
OF AMERICA**

National Headquarters
1275 Peachtree Street NE
Atlanta, GA 30309
BGCA.org

©2020 BOYS & GIRLS CLUBS OF AMERICA • 19-YODV-0893

EDUCATION