



BOYS & GIRLS CLUBS

## 2020 Targeted Program Modules: Upper Elementary

Weeklong modules have youth exploring fun themes like international cultures, food science and mystery stories. Each week includes five sequential activities plus a culminating celebration that lets youth show off what they've learned.

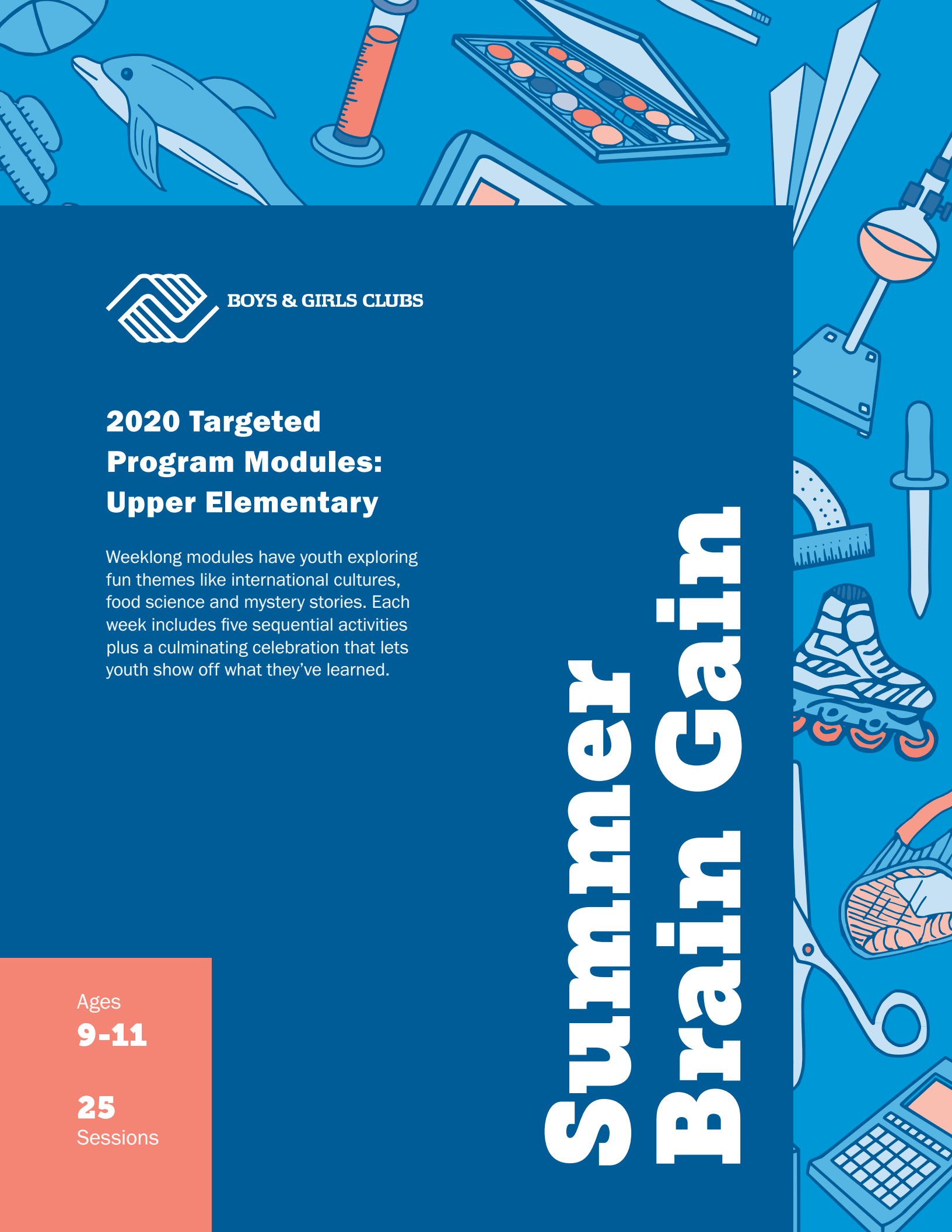
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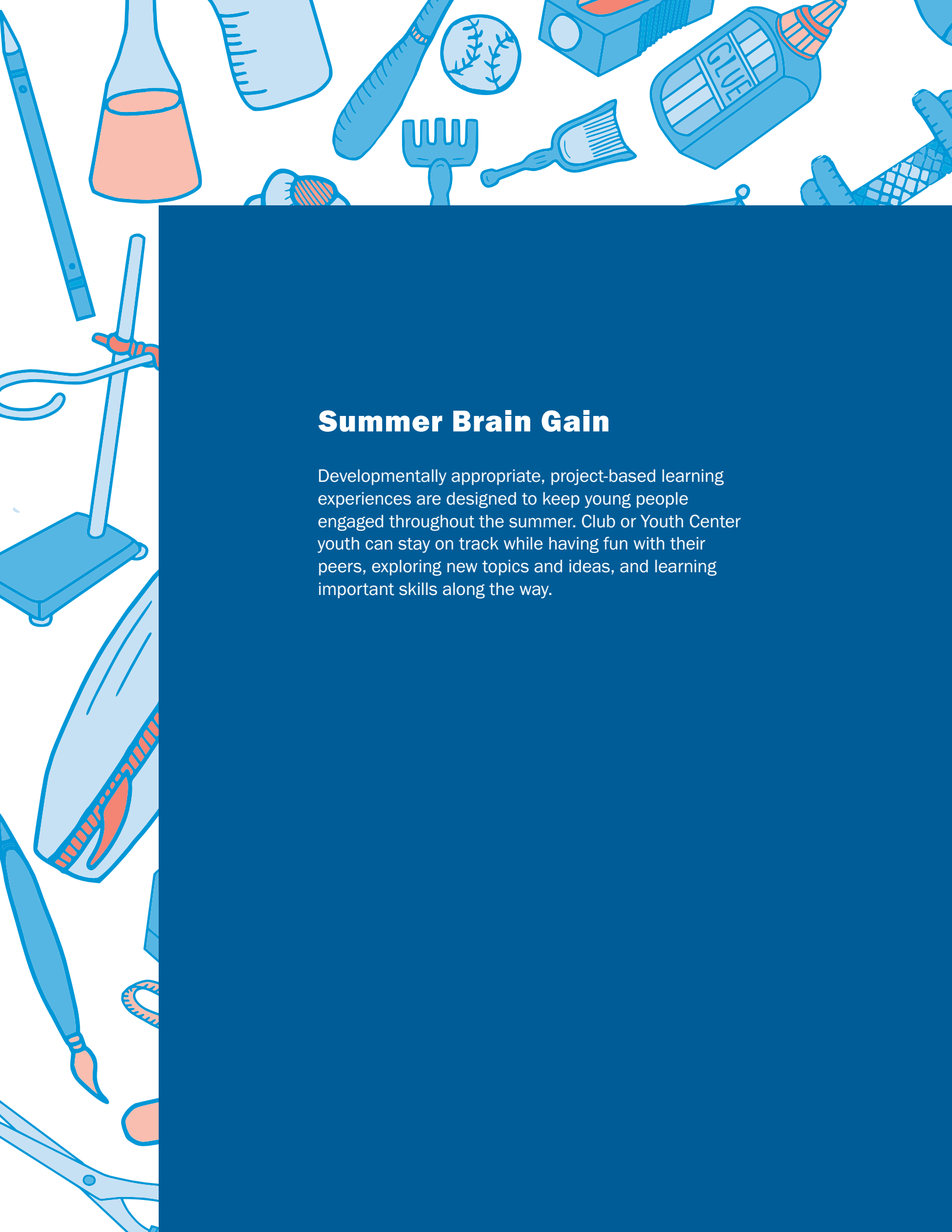
**9-11**

**25**

Sessions

# Summer Brain Gain





## 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

Introduction .....1

### Module 1: Group Agreements

Session 1: A World Without Rules ..... 24  
 Session 2: How Are You Feeling? Building Group Agreements, Part 1..... 27  
 Session 3: An Ideal Club Environment, Building Group Agreements, Part 2..... 31  
 Session 4: Don't Be Conflicted, Building Group Agreements, Part 3..... 34  
 Session 5: Agreements in Action!..... 44

### Module 2: Around the World

Session 1: Exploring Brazil Through Music..... 55  
 Session 2: Exploring Ghana Through Art ..... 63  
 Session 3: Exploring India Through Architecture..... 69  
 Session 4: Exploring England Through Games..... 77  
 Session 5: Our Community's Culture..... 86

### STEM Module 1: Food Scientist

Session 1: Spherification Science ..... 96  
 Session 2: Cup O'Frog Eggs ..... 101  
 Session 3: Edible Slime ..... 105  
 Session 4: Blobs of Butter ..... 110  
 Session 5: Volcano Celebration ..... 115

### READ Module 1: "Front Desk"

Session 1: Meet Mia Tang..... 123  
 Session 2: Secrets and Lies..... 128  
 Session 3: Create a Board Game ..... 134  
 Session 4: Game Time!..... 138  
 Session 5: Writing Letters ..... 140

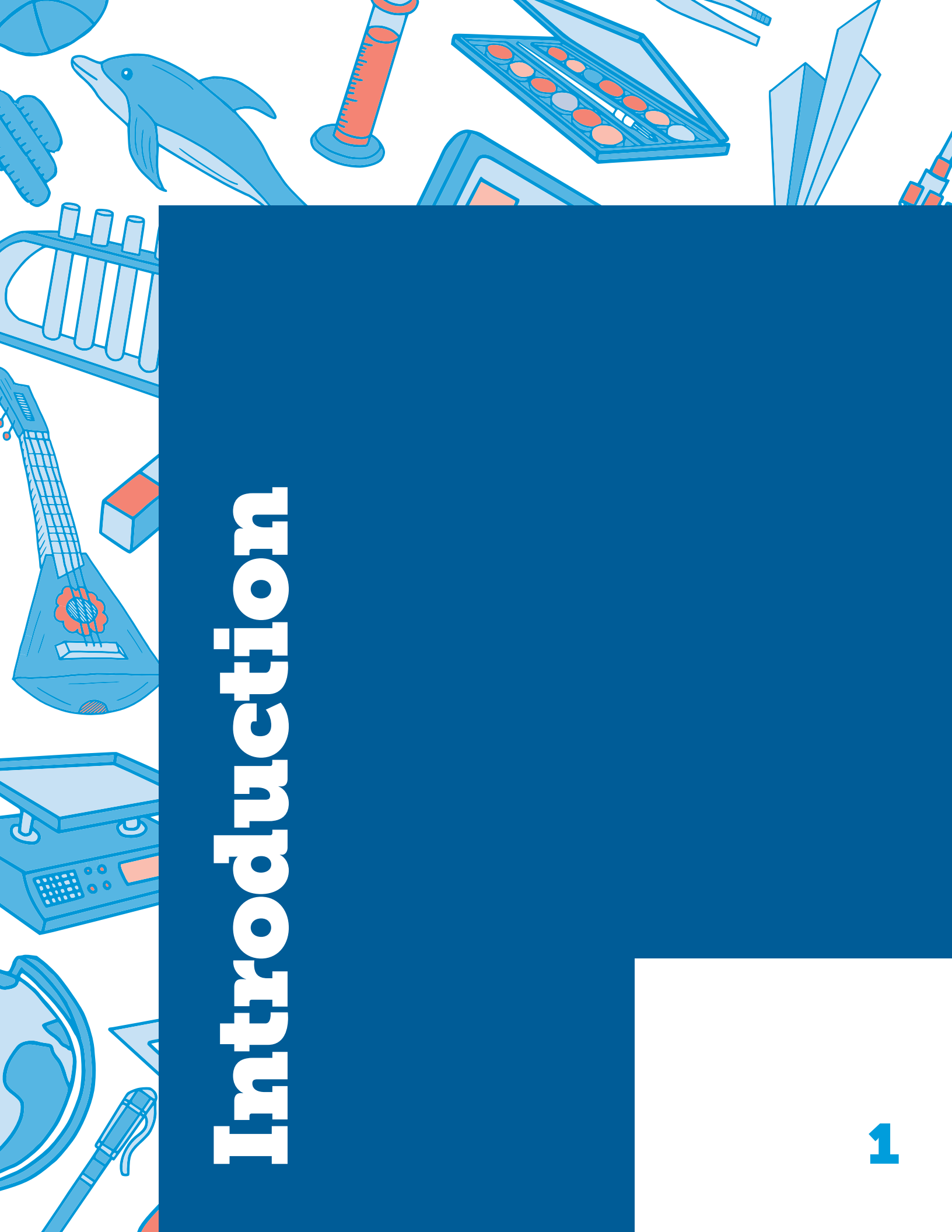
## Table of Contents

### **READ Module 2: “The Parker Inheritance”**

Session 1: Setting up the Mystery.....	154
Session 2: The Letter.....	160
Session 3: Bullies.....	169
Session 4: Puzzles and Clues .....	173
Session 5: Create Your Own Mystery Puzzle!.....	181

### **Appendix**

Evidence Basis .....	186
Acknowledgments.....	190



# 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 skills over the summer, they lose an average of two months' worth of math skills.<sup>i</sup> Youth from low-income families also lose an average of two months' worth of reading skills.<sup>ii</sup> Summer learning loss stacks up from year to year, broadening the achievement gap between lower- and higher-income youth.<sup>iii</sup> 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.<sup>iv</sup> 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.

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

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

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"> <li>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</li> </ul>
	<ul style="list-style-type: none"> <li>Habits of Mind: English Language Arts Standard: Come to understand other perspectives and cultures</li> </ul>
	<ul style="list-style-type: none"> <li>CASEL Core SEL Competencies: Self-Management: Impulse Control, Self-Discipline</li> </ul>
	<ul style="list-style-type: none"> <li>CASEL Core SEL Competencies: Social-Awareness: Perspective-Taking, Empathy, Appreciating Diversity, Respect for Others</li> </ul>
	<ul style="list-style-type: none"> <li>CASEL Core SEL Competencies: Relationship Skills: Communication, Social Engagement, Relationship-Building, Teamwork</li> </ul>

National Education Standards	
Around the World	<ul style="list-style-type: none"> <li>• Habits of Mind: English Language Arts Standard: Come to understand other perspectives and cultures</li> </ul>
	<ul style="list-style-type: none"> <li>• Habits of Mind: Standards of Mathematical Practice: Use appropriate tools strategically</li> </ul>
	<ul style="list-style-type: none"> <li>• CASEL Core SEL Competencies: Social-Awareness: Perspective-Taking, Empathy, Appreciating Diversity, Respect for Others</li> </ul>
STEM: Food Scientist	<ul style="list-style-type: none"> <li>• 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</li> </ul>
	<ul style="list-style-type: none"> <li>• 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</li> </ul>
	<ul style="list-style-type: none"> <li>• 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</li> </ul>
	<ul style="list-style-type: none"> <li>• Habits of Mind: Standards of Mathematical Practice: Look for and express regularity in repeated reasoning</li> </ul>
	<ul style="list-style-type: none"> <li>• CASEL Core SEL Competencies: Responsible Decision Making: Identifying Problems, Analyzing Situations, Solving Problems, Evaluating, Reflecting, Ethical Responsibility</li> </ul>
	<ul style="list-style-type: none"> <li>• CASEL Core SEL Competencies: Responsible Decision Making: Identifying Problems, Analyzing Situations, Solving Problems, Evaluating, Reflecting, Ethical Responsibility</li> </ul>

<b>National Education Standards</b>	
<b>READ: “Front Desk”</b>	<ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.CCRA.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text</li> </ul>
	<ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently</li> </ul>
	<ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence</li> </ul>
	<ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.CCRA.SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</li> </ul>
	<ul style="list-style-type: none"> <li>Habits of Mind: English Language Arts Standard: Comprehend and critique</li> </ul>
	<ul style="list-style-type: none"> <li>Habits of Mind: English Language Arts Standard: Come to understand other perspectives and cultures</li> </ul>
	<ul style="list-style-type: none"> <li>CASEL Core SEL Competencies: Social-awareness: Perspective-Taking, Empathy, Appreciating Diversity, Respect for Others</li> </ul>

National Education Standards	
READ: "The Parker Inheritance"	<ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.CCRA.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text</li> </ul>
	<ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.CCRA.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone</li> </ul>
	<ul style="list-style-type: none"> <li>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</li> </ul>
	<ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently</li> </ul>
	<ul style="list-style-type: none"> <li>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</li> </ul>
	<ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.CCRA.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</li> </ul>
	<ul style="list-style-type: none"> <li>Habits of Mind: English Language Arts Standard: Value evidence</li> </ul>
	<ul style="list-style-type: none"> <li>Habits of Mind: English Language Arts Standard: Comprehend and critique</li> </ul>
	<ul style="list-style-type: none"> <li>CASEL Core SEL Competencies: Responsible Decision Making: Identifying Problems, Analyzing Situations, Solving Problems, Evaluating, Reflecting, Ethical Responsibility</li> </ul>

For more information about the Common Core and CASEL standards, please review "Mapping Our Programs to National Standards" on [BGCA.net/ProgramBasics](https://www.bgca.net/ProgramBasics).

### **Youth Development Professional's Role in Academic Success**

Positive Youth Development (PYD) is an intentional 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.<sup>vi</sup>

Youth Development practices that support teaching and learning are essential for quality Education programs. Effective Education programs, when facilitated with high-quality youth development practice, will help youth develop the attitudes, behaviors, and skills needed to become effective and 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 coinquiry 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 to prompt youth to think about their thinking.
- Teach learning strategies in addition to content, so that while youth learn new things, they also learn 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.
- 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](http://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><b>Middle Childhood</b> Ages 6 to 9</p>	<ul style="list-style-type: none"> <li>• Power Hour</li> <li>• Summer Brain Gain</li> <li>• Computer Science Pathway</li> <li>• Digital Literacy Essentials</li> </ul>
<p><b>Late Childhood</b> Ages 10 to 12</p>	<ul style="list-style-type: none"> <li>• Power Hour</li> <li>• Summer Brain Gain</li> <li>• Computer Science Pathway</li> <li>• Digital Literacy Essentials</li> <li>• Ultimate Journey</li> <li>• DIY STEM</li> </ul>
<p><b>Early Adolescence/ Tween</b> Ages 13 to 15</p>	<ul style="list-style-type: none"> <li>• Power Hour</li> <li>• Summer Brain Gain</li> <li>• Computer Science Pathway</li> <li>• Digital Literacy Essentials</li> <li>• Ultimate Journey</li> <li>• DIY STEM</li> </ul>
<p><b>Adolescence/ Teen</b> Ages 16 to 18</p>	<ul style="list-style-type: none"> <li>• Power Hour</li> <li>• Summer Brain Gain</li> <li>• Computer Science Pathway</li> <li>• Career Launch</li> <li>• Money Matters</li> <li>• Diplomas to Degrees</li> <li>• Junior Staff</li> </ul>

### 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.

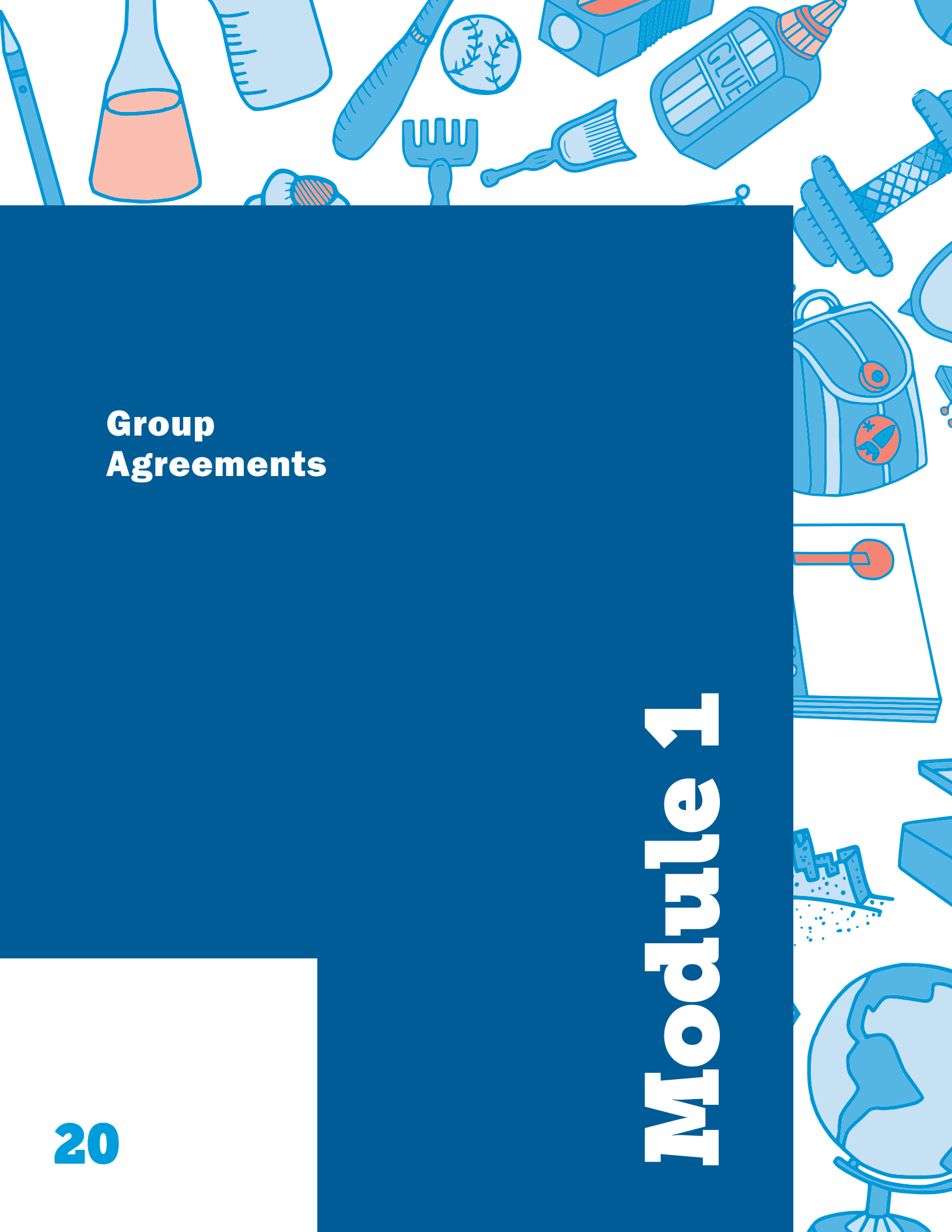
Summer Brain Gain: Upper Elementary Program			
#	Title	Skills	Learning Objectives
1	Group Agreements	<p><b>Academic Skills</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Analyzing and Interpreting Information</li> <li>• Asking Questions</li> <li>• Creativity</li> </ul>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

Summer Brain Gain: Upper Elementary Program			
2	Around the World	<p><b>Academic Skills</b></p> <ul style="list-style-type: none"> <li>Analyzing and Interpreting Information</li> <li>Collaboration</li> <li>Creativity</li> <li>Curiosity</li> <li>Love of Learning</li> </ul> <p><b>Social-Emotional Skills</b></p> <ul style="list-style-type: none"> <li>Communication</li> <li>Organizational Skills</li> <li>Planning</li> <li>Respect for Others</li> <li>Self-Discipline</li> <li>Self-Motivation</li> <li>Teamwork</li> <li>Youth Connections</li> </ul>	Youth will learn about cultural games, art, music and architecture from four countries: Brazil, Ghana, India and England. Youth will work to create a presentation about their own community's culture.

Summer Brain Gain: Upper Elementary Program			
3	STEM: Food Scientist	<p><b>Academic Skills</b></p> <ul style="list-style-type: none"> <li>Analyzing and Interpreting Information</li> <li>Asking Questions</li> <li>Collaboration</li> <li>Creativity</li> <li>Curiosity</li> <li>Designing and Constructing Explanations</li> <li>Love of Learning</li> <li>Time Management</li> </ul> <p><b>Social-Emotional Skills</b></p> <ul style="list-style-type: none"> <li>Adult Connections</li> <li>Communication</li> <li>Ethical Responsibility</li> <li>Evaluating</li> <li>Impulse Control</li> <li>Perseverance</li> <li>Planning</li> <li>Self-Discipline</li> </ul>	Youth will be introduced to molecular food science and learn about chemical and physical reactions related to food. They will also work to create an edible, erupting volcano.

Summer Brain Gain: Upper Elementary Program			
4	READ: "Front Desk"	<p><b>Academic Skills</b></p> <ul style="list-style-type: none"> <li>Analyzing and Interpreting Information</li> <li>Creativity</li> <li>Literacy</li> <li>Planning</li> <li>Professionalism</li> <li>Self-Advocacy</li> <li>Working Memory</li> </ul> <p><b>Social-Emotional Skills</b></p> <ul style="list-style-type: none"> <li>Communication</li> <li>Conflict Management and Resolution</li> <li>Empathy</li> <li>Ethical Responsibility</li> <li>Organizational Skills</li> <li>Planning</li> <li>Perspective-Taking</li> <li>Self-Awareness</li> <li>Social Awareness</li> </ul>	<p>Youth will read "Front Desk" by Kelly Yang and will engage with the text through independent reading, reader's theater and reflection. Because Mia and the weeklies love Monopoly, youth will create and play board games that reflect the story. In honor of Mia's advocacy through letter writing, they will write letters addressing issues that matter to them.</p>

Summer Brain Gain: Upper Elementary Program			
5	READ: "The Parker Inheritance"	<p><b>Academic Skills</b></p> <ul style="list-style-type: none"> <li>• Analyzing and Interpreting Information</li> <li>• Asking Questions</li> <li>• Cognitive Flexibility</li> <li>• Collaboration</li> <li>• Creativity</li> <li>• Designing and Constructing Explanations</li> <li>• Literacy</li> <li>• Working Memory</li> </ul> <p><b>Social-Emotional Skills</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Conflict Management and Resolution</li> <li>• Empathy</li> <li>• Evaluating</li> <li>• Identify Emotion</li> <li>• Identifying and Solving Problems</li> <li>• Perseverance</li> <li>• Perspective-Taking</li> <li>• Planning</li> <li>• Teamwork</li> </ul>	As youth read "The Parker Inheritance" they'll engage with puzzles alongside the book's characters.



## Group Agreements

# Module 1

## Module Title: Group Agreements<sup>vii</sup>

About This Module	
Overview	Youth will 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	<b>Skits demonstrating the different behaviors included in the Group Agreements</b>
Session 1	<b>A World Without Rules</b> Youth learn each other's names. They work in groups to create skits of what it would be like if we didn't follow certain rules.
Session 2	<b>How Are You Feeling?</b> <b>Building Group Agreements, Part 1</b> Youth continue getting to know each other. They work together to create the first part of their Group Agreements, describing the kind of Club environment they want.
Session 3	<b>Building an Ideal Club Environment</b> <b>Building Group Agreements, Part 2</b> Youth continue getting to know each other. They 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	<b>Don't Be Conflicted</b> <b>Building Group Agreements, Part 3</b> Youth continue getting to know each other. They work together to create the third part of their Group Agreements, detailing how they will handle conflict.
Session 5	<b>Agreements in Action!</b> Youth will create comic 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
<b>Rule</b>	An instruction that tells what you can and cannot do
<b>Norm</b>	An accepted standard way of behaving or doing things
<b>Group Agreement</b>	A shared vision about how to treat each other so everyone feels supported
<b>Optical illusion</b>	Something that tricks the eye by appearing to be other than it is
<b>Conflict</b>	A disagreement or argument
<b>Perspective</b>	Point of view
<b>Scenario</b>	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.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](https://ydtoolbox.goodbarber.com).

**TIME**

60 minutes

**SIZE**

20-25

**HANDOUTS**

None

**Supplies Needed**

- Whiteboard or chart paper and marker
- Nametags (1 per participant)
- Markers (1 per participant)
- Ball
- Pair of dice (1 per group)

**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:

## A World Without Rules

**Session Objective:** Youth will learn each other's names. Youth will be able to explain the purpose and importance of rules.

**Preparation**

- **Gather** supplies for the activity.
- **Write** the key term “rule” and its definition on the whiteboard or chart paper.
- **Prepare** a list of possible settings and roles for the skits youth will develop as part of the activity.
  - › For younger youth, assign the same setting (the Club) and roles (instructor/member) for all groups.
  - › For more advanced youth, different settings and roles may provide an additional challenge. Possible settings could include school, the Club, a restaurant or a park. Possible roles could include teacher, principal, customer, waiter or dogwalker.

**Warm Welcome (2 minutes)**

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

**Community Builder: Circle of Favorites (5 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, (for consistency, see preceding bullet) and toss the ball to them.

# Session 1

Ages 9-11  
Group Agreements

- **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).

### Main Activity: A World Without Rules (30 minutes)

#### Introducing Youth to the Activity

- **Organize** youth into teams of three or four, enough to make an even number of groups.
- **Say**, “Today you are going to play a game in your groups 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 aren’t playing.
  - › They will tell you because they don’t know what game to play or how to play it.
  - › This should prompt a discussion about the importance of rules.

## 1

#### Step-by-Step Directions

##### Step 1: The Importance of Rules

- **Ask** youth: “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 possibly play the game?!”
- **Say**, “Today we are going to talk about what directions and rules we want for our time together so we can get started doing fun activities!”

## Session 1

Ages 9-11  
Group Agreements

## 2

**Step 2: Illustrate Rules**

- **Keep** youth in their same groups.
- **Give** each group 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** groups to come up with a short skit and act out what it looks like when the rule *isn't* being followed.
  - › For younger youth, assign the *setting* and *roles*.
  - › For older youth, have them choose between possible settings and roles.
- Once groups prepare their skits, **invite** them to act out their skits in front of the other groups, who can guess the rules being demonstrated.
- After each skit, **lead** a discussion of why the rule is important to follow.

**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** groups that worked well together.
- **Recognize** groups that waited patiently and listened attentively while the other groups shared their skits.
- **Allow** youth an opportunity to recognize others who they worked well with while creating their skits.

**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 9-11  
Group Agreements

# Session 2:

## How Are You Feeling?



**TIME**  
60 minutes



**SIZE**  
20-25



**HANDOUTS**  
Page 30

**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 year.”
- **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 this summer.”

### Supplies Needed

- Whiteboard or chart paper and marker
- Crayons, markers or colored pencils (1 set per group)
- 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**  
Ages 9-11  
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 and **distribute** an Emoji Emotions handout and a marker (or stickers) to each group.
- **Ask** youth to look at the Emoji Emotions handout and think about which one most accurately represents how they are currently feeling and why.
- **Have** them put a dot/sticker on the feeling, and then take turns sharing with their group 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 that they would like to feel when they are at the Club, and write those on the board or large poster 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.
- If they are having a hard time coming up with other feelings, you can **suggest** some of the following to see if they resonate:
  - › Excited
  - › Safe
  - › Comfortable
  - › Successful
  - › Accepted
  - › Brave
  - › Relaxed
  - › Motivated

**Session 2**

Ages 9-11  
Group Agreements

## 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 staff member.
  - › **Option 2:** Youth can vote by raising their hands for their top three feelings.
  - › **Option 3:** Youth can come up one group at a time and use stickers to vote for their top three feelings.
- **Explain** 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.”

**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.

# 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**  
None

**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 the whiteboard or on separate sheets of poster paper, and **display** for all to see. This will be used at the end of the session to help consolidate the ideas generated.

## Warm Welcome (2 minutes)

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

## Community Builder: Blind Count Off (10 minutes)

**Facilitator Note:** This Community Builder can also be found in the YDToolbox as "It's a Numbers Game."

- **Have** youth stand in a circle with their backs to each other and eyes closed (or looking down if they feel more comfortable this way).
- **Tell** them they must count to 10 (or however high you choose) without speaking over each other and without discussing a strategy.
- **Allow** participants to randomly call out a number, but if two people speak at the same time, the counting starts over.

## Main Activity: Building an Ideal Club Environment

(30 minutes)

### Introducing Youth to the Activity

- **Say**, "In our Community Builder, we saw how great it feels when we work together effectively to accomplish something. We'll be doing a lot of group work this summer. Let's spend today discussing what we can do to create a positive environment that allows us to work well together all summer long."
- **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."

## Supplies Needed

- Whiteboard or chart paper and marker
- Stickers (optional)
- White paper (5 sheets per group)
- Markers (1 set per group)

## 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 9-11  
Group Agreements

## 1

**Step-by-Step Directions****Step 1: Brainstorm Acceptable Behaviors**

**Facilitator Note:** Make sure groups focus on behaviors that can realistically be done at the Club. 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.

- **Divide** participants into teams of four or five, to make an even number of groups.
- **Distribute** five pieces of paper and markers to each group. **Instruct** groups to write one of the top five feelings at the top of each piece of paper.
- For each feeling, **instruct** the groups to draw a picture of a behavior(s) that we can do at the Club to make sure everyone feels that way. In other words: “What actions can we do to help our peers feel \_\_\_\_\_ (fill in the feeling)?”
- **Use** the following questions to help groups that are struggling:
  - › “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?”
- **Repeat** with each of the feelings from the previous session’s list.

## 2

**Step 2: Select Those Most Important**

- **Allow** groups to share and explain their drawings. Make a list of their suggested behaviors on the whiteboard or chart paper.
- For each behavior, **ask** the group: “Is this something we can do every day at the Club?”
- After all suggestions have been shared, **work** with the group to narrow down the list.
- **Ask** youth:
  - › “Which behavior(s) do we want to hold ourselves to?”
  - › “Which ones can we really commit to doing every day?”
- **Choose at least** one behavior per feeling word to form this section of the Group Agreement.

**Session 3**

Ages 9-11  
Group Agreements

**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 don’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 their behavior 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 3**

Ages 9-11  
Group Agreements

**TIME**

60 minutes

**SIZE**

20-25

**HANDOUTS**

Pages 37-43

**Supplies Needed**

- Computer or projector (or printed Optical Illusion handout)
- Whiteboard or chart paper and marker
- Pens or pencils (1 per group)
- White paper (1 sheet per group)

**Links to Resources**

- Optical Illusions: [brisplay.com/optill/thisthat.htm](http://brisplay.com/optill/thisthat.htm)
- A Picture of Conflict: [civics.sites.unc.edu/files/2012/05/PictureofConflict.pdf](http://civics.sites.unc.edu/files/2012/05/PictureofConflict.pdf)

**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 on 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 group. (Additional images can also be found starting on page 6 of [civics.sites.unc.edu/files/2012/05/PictureofConflict.pdf](http://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 that you will be showing them some examples of *optical illusions*.
- **Project** the website of optical illusions, 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 9-11  
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 with 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 of the conflict resolution behaviors will be difficult for you?”
- “Which will be easy?”
- “What can you do to make sure you 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.

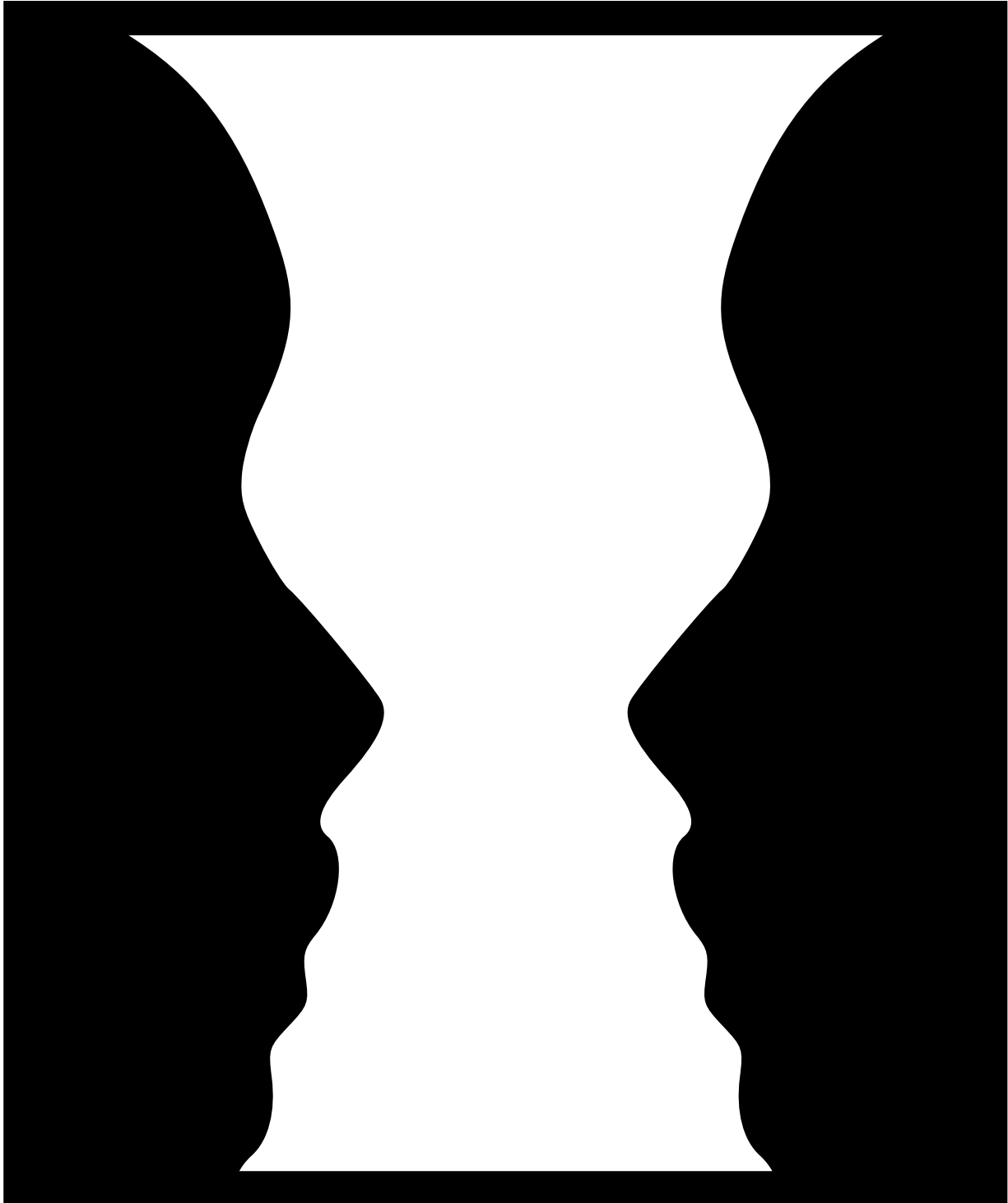
**Closing and Transition (2 minutes)**

- **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.

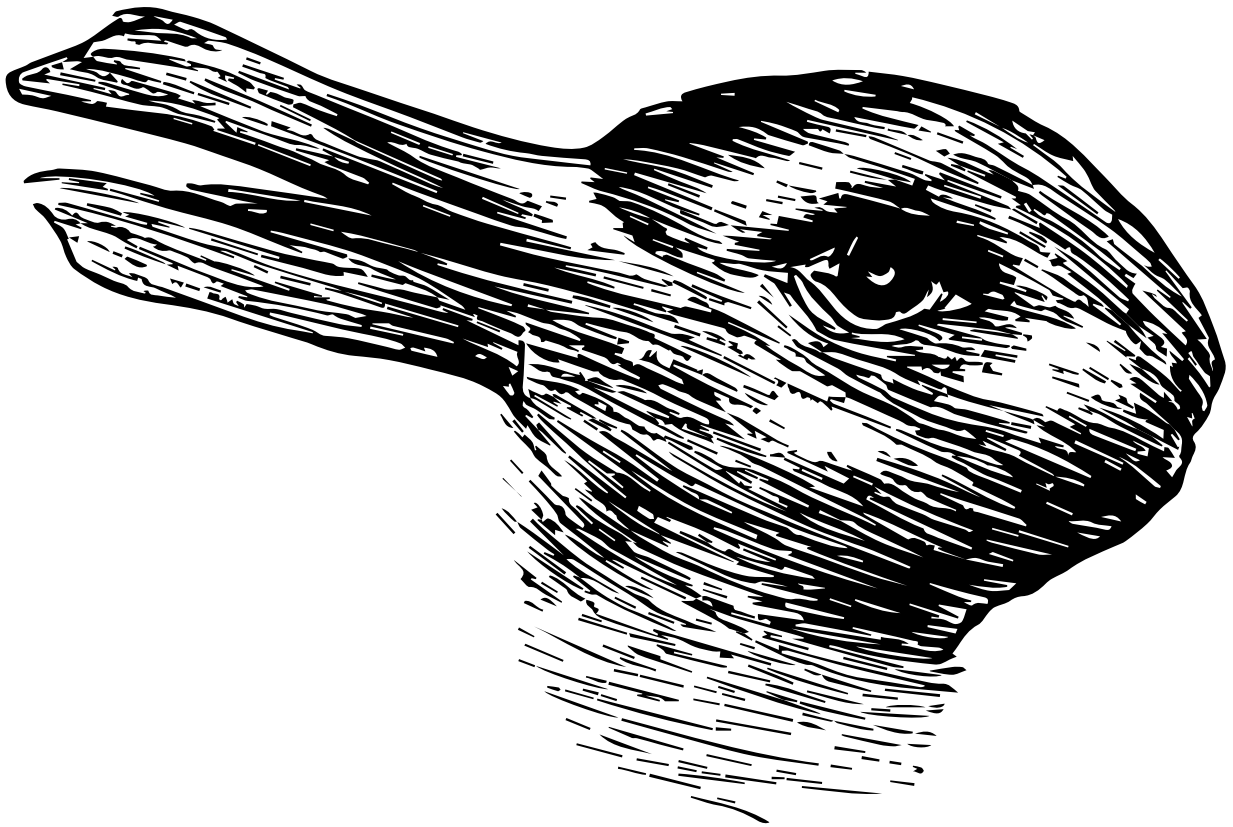
**Session 4**

Ages 9-11  
Group Agreements

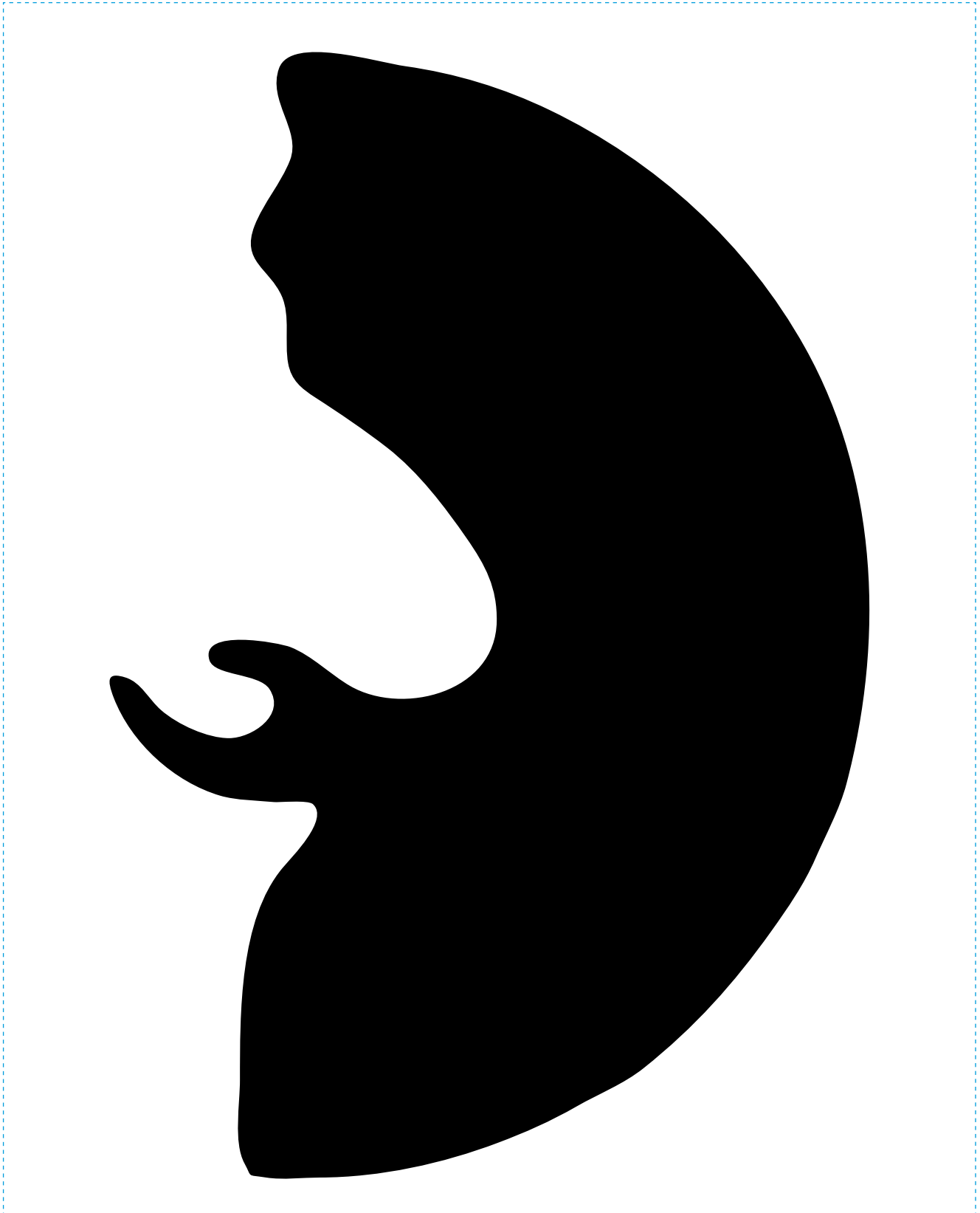
Session 4 Handout: Optical Illusions



Session 4 Handout: Optical Illusions



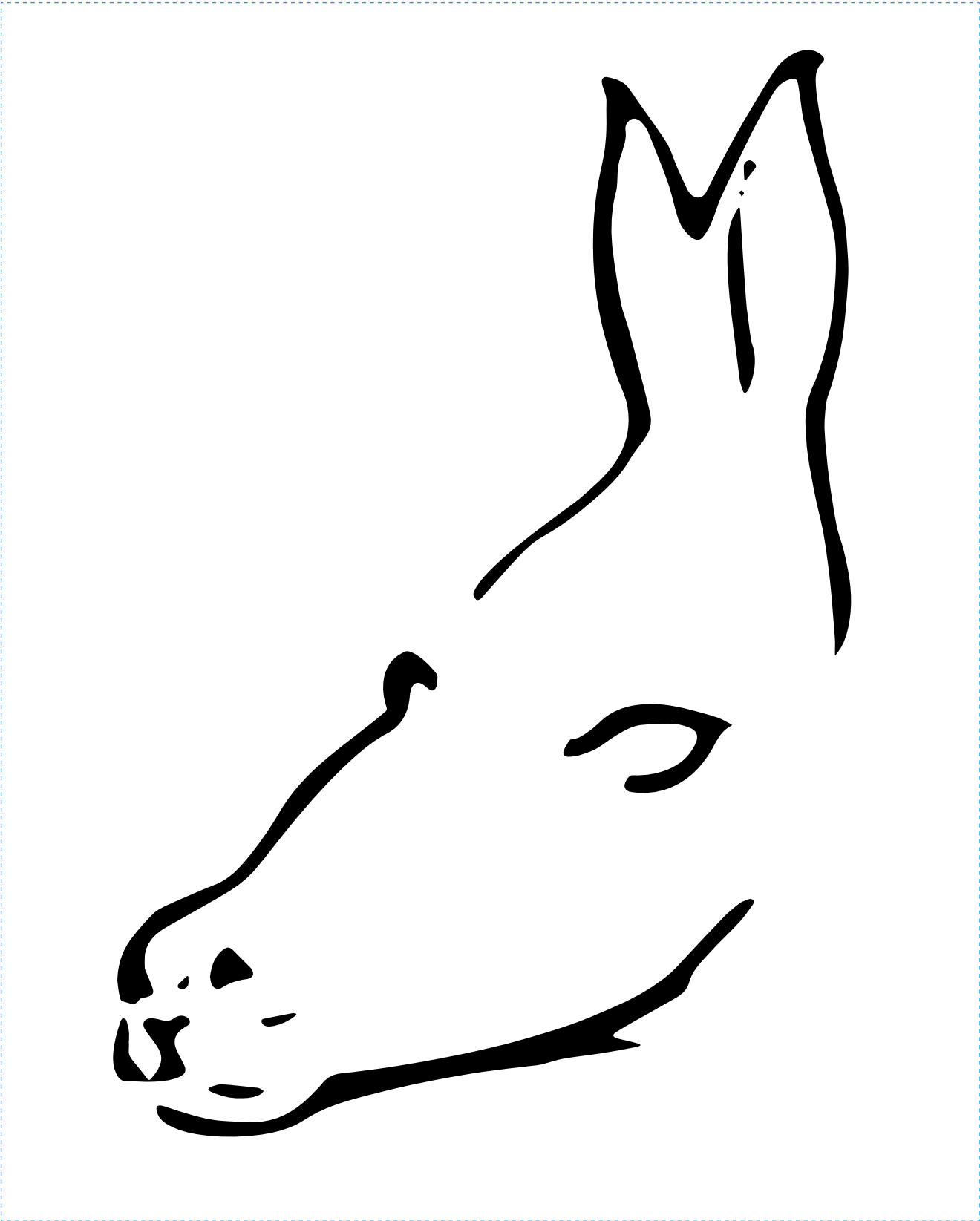
Session 4 Handout: Optical Illusions



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 47-48

**Supplies Needed**

- Pens or pencils (1 per group)
- Markers, crayons or colored pencils (1 set per group)

**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 work in pairs to create a comic strip panel that demonstrates 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 9-11  
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 different ways for resolving conflict.”
- **Ask**, “What are the different conflict-resolving behaviors 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 9-11  
Group Agreements

3

**Step 3: Share Scenario Illustrations**

- **Allow** time for volunteers to share their stories with the larger 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 conflicts 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**

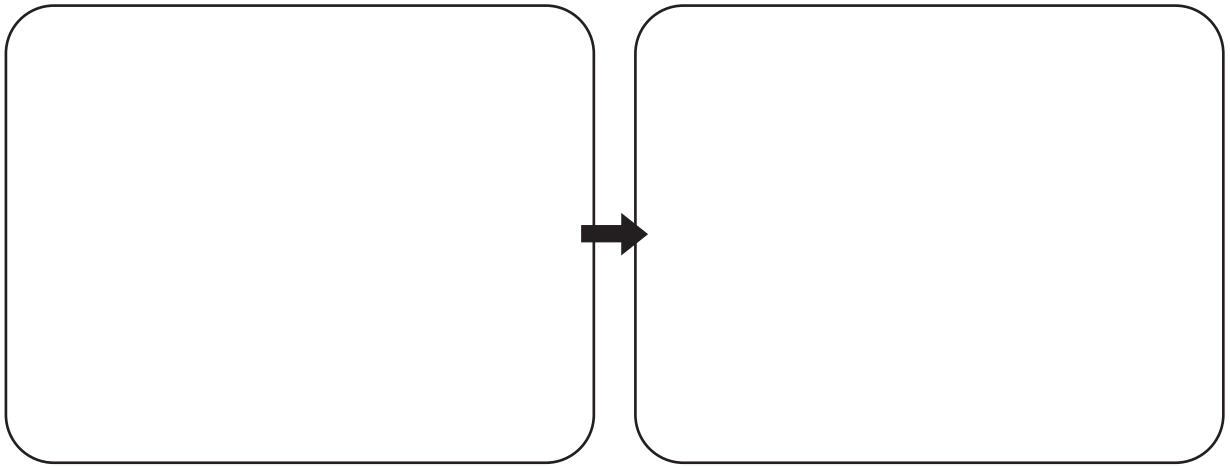
Ages 9-11  
Group Agreements

**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 other 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 learn about cultural games, art, music and architecture from four countries: Brazil, Ghana, India and England. Youth will work to create a presentation about their own community's culture.
Guiding Questions*	What music, art, architecture and games make up the culture of other countries? What does the culture of <i>my</i> community look like?
Culminating Project	<b>Youth will work in groups to create a presentation about their community's culture that they will share with each other.</b>
Session 1	<b>Exploring Brazil Through Music</b> Youth will learn about Brazilian music and make their own <i>ganzá</i> .
Session 2	<b>Exploring Ghana Through Art</b> Youth will learn about kente cloth from Ghana and create their own paper weave art.
Session 3	<b>Exploring India Through Architecture</b> Youth will learn about architecture from India and work in groups to create their own architectural marvels.
Session 4	<b>Exploring England Through Games</b> Youth will learn about puzzles from England and create their own jigsaw puzzles.
Session 5	<b>Our Community's Culture</b> Youth will work in groups to create a presentation about an aspect of their community's culture.

\*Guiding questions are not specifically asked in the sessions themselves, but are meant to guide your preparation and facilitation of the unit. Keep these questions top of mind so you can help youth make connections and capture key takeaways relating to the topic.

Key Terms	
Word	Definition
<b>Culture</b>	The customs and behaviors shared by a group of people including food, language, clothing, music, art, games and religion
<b>Samba</b>	A type of music and dance style that was created by African descendants in Brazil
<b>South America</b>	The fourth largest continent, made up of 12 countries
<b>Brazil</b>	The largest country in South America and the largest Portuguese-speaking country in the world
<b>Africa</b>	The second largest continent, made up of 54 countries
<b>Textile</b>	A type of cloth or fabric
<b>Ghana</b>	A country in West Africa
<b>Weaving</b>	Interlacing threads to make fabric
<b>Asana</b>	Yoga pose
<b>Meditate</b>	To think deeply and silence one's mind
<b>Asia</b>	The largest continent made up of 48 countries
<b>India</b>	A country in Southeast Asia and the world's second most populous country
<b>Ethnic group</b>	A community that shares a common background
<b>Architecture</b>	The way a building is designed
<b>Mausoleum</b>	A building that contains a tomb
<b>Island</b>	A body of land surrounded by water
<b>Europe</b>	The sixth largest continent, made up of 44 countries
<b>England</b>	A country in Europe
<b>Monarchy</b>	A type of government with a king or queen
<b>Community</b>	A group of people living in the same place

Supplies		
Facilitator Needs	1	Computer or projector
	1	Radio with speakers or music player
	1	Map or globe
	1	Whiteboard or chart paper and marker
Each Group Needs	1	Package of any food (optional: offer a variety of foods) that makes a sound when shaken, such as rice, beans, popcorn or macaroni
	1	Bowl (optional: 1 bowl for every optional food added)
	1	Tape
	1	Crayons, markers or colored pencils
	1	Set of supplies for building models (sets can be unique groupings from these materials or the same for each group): Sugar cubes, popsicle sticks, construction paper, Legos, cardboard boxes, Playdough, straws, toothpicks, paperclips, marshmallows
	1	Piece of paper
	Several	Paperclips
	1	Pen or pencil
Each Participant Needs	1	Stack of index cards
	1	Empty aluminum can (preferred) or plastic bottle
	1	Set of construction paper (red, yellow, blue, green, white, black)
	1	Scissors
	1	Glue or glue stick
	2	Large pieces of cardstock
	1	Small plastic baggie
	Refreshments (optional)	

### Extension Activities

- Invite a local samba group to perform for youth or teach them some dance steps.
- 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.
- 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 different cultures from around the world, or arrange 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](http://olympic.org/the-ioc/promote-olympism)) or the Olympic Museum’s website ([olympic-language.blog-tom.com/#](http://olympic-language.blog-tom.com/#)) for more resources and information.

### Notes to Facilitator

For the final session, consider extending an invitation for others to attend. Invite parents, caregivers, families and community members to participate by sharing something from their cultural heritage. You may also enlist the help of teen leaders to host a multicultural fair.

When preparing for the event and inviting families and community members, emphasize a broad definition of culture. Culture does not necessarily refer to traditions from a different country – it could simply be traditions from another part of the United States where the food, slang and music are a little different.

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](https://ydtoolbox.goodbarber.com).

# Session 1: Exploring Brazil Through Music



**TIME**  
60 minutes



**SIZE**  
20-25



**HANDOUTS**  
Page 62

## Session Objective: Youth will learn about Brazilian music and make their own ganzá.

### Preparation

- **Collect** aluminum cans or plastic bottles the week or month prior to ensure there are enough for every young person to make their own instrument.
- **Print** the Images of Ganzá handout, either one to display, or one for each participant.
- **Print** or **load** pictures of other Brazilian instruments for the Community Builder.
- **Prepare** a way to play music for the Community Builder and **load** samba music files.
- **Load** video clip of a ganzá being played ([honeyrock.net/sc-fhd/ganza.htm](https://honeyrock.net/sc-fhd/ganza.htm)) for the Main Activity.
- **Prepare** a ganzá instrument to serve as an example.
- **Gather** crayons, markers or colored pencils, scissors and glue for each group.
- **Portion out** the rice, beans, popcorn or macaroni in bowls for each table.
- **Check** to see if participants have any food allergies.

**Facilitator Note:** *Instead of selecting just one food, you can have multiple options available and invite youth to experiment with different combinations to produce different sounds.*

### Warm Welcome (2 minutes)

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

### Supplies Needed

- Computer or projector
- Radio with speakers or music player
- Map or globe
- Empty aluminum cans (preferred) or plastic bottles (1 per participant)
- Rice, beans, popcorn, macaroni or any food that makes a sound when shaken (1 set per group)
- Bowls (1 for each food per group)
- Tape (1 per group)
- Crayons, markers or colored pencils (1 set per group)
- Scissors (1 per group)
- Glue (1 per group)

### Links to Resources

- Samba Do Brasil-Ey Macalena: [youtube.com/watch?v=bqao21cZ5nM&list=RDbqao21cZ5nM&start\\_radio=1&t=5](https://youtube.com/watch?v=bqao21cZ5nM&list=RDbqao21cZ5nM&start_radio=1&t=5)
- Samba – Basic Step: [youtube.com/watch?v=kGHK0k-xzZk](https://youtube.com/watch?v=kGHK0k-xzZk) (optional)
- Ganzá: Percussion Instruments of Brazil (Caxibaça e Ganza Solo): [honeyrock.net/sc-fhd/ganza.htm](https://honeyrock.net/sc-fhd/ganza.htm)
- How to Make Shakers|Musical Instruments: [youtube.com/watch?v=U2Gkf\\_HFrMM](https://youtube.com/watch?v=U2Gkf_HFrMM)

### Social-Emotional Skills

Respect for Others

### Academic Skills

Love of Learning

## Session 1

Ages 9-11  
Around the World

### Key Terms

- **Culture:** The customs and behaviors shared by a group of people including food, language, clothing, music, art, games and religion
- **Samba:** A type of music and dance style that was created by African descendants in Brazil
- **South America:** The fourth largest continent, made up of 12 countries
- **Brazil:** The largest country in South America and the largest Portuguese-speaking country in the world

### Community Builder: Musical Pair and Share (10 minutes)

#### Step 1: What Is Culture?

- **Explain** this week youth will be learning about the *cultures* of other countries.
- **Ask** youth to explain what *culture* means.
- **Say**, “*Culture* means the customs and behaviors shared by a group of people. *Culture* includes food, language, clothing, music, art, games and religion.”
- **Ask**, “How might you describe the *culture* of our community?” Prompt youth by asking:
  - › “What languages are spoken in our community?”
  - › “What local foods or dishes do people eat?”
  - › “What type of clothing do people wear?”
  - › “What music do people listen to?”
  - › “What types of dances do people do?”
  - › “What kinds of art is made?”
  - › “What religions are practiced?”
- **Tell** youth that today they will be making a musical instrument from a different country – Brazil.

#### Step 2: Play a Game

- **Say**, “I’m going to play some popular music from Brazil. While the music is playing, you can walk or dance around the room. When the music stops, pair up with someone near you, and stand back-to-back while you listen for me to read a question. Once I read the question, you’ll share your answer with your partner.”
- **Play** a portion of samba music, then stop the music and **ask** one of the following questions, or ask some of your own.
  - › “What’s your favorite type of music?”
  - › “What’s your least favorite type of music?”
  - › “Who is your favorite musical artist or group?”
  - › “What’s your favorite song?”
  - › “What musical instrument would you like to learn how to play?”
  - › “If you started a band, what would you name it?”
  - › “What stage name would you give yourself?”
  - › “Do you like to dance? If so, what type of dance do you like to do?”
  - › “What does music mean to you?”

## Session 1

Ages 9-11  
Around the World

- **Allow** partners 10 seconds to share their answers before continuing onto the next question, asking as many questions as time or interest allows.
- **Ask** youth:
  - › “What were some things you discovered you have in common with other youth?”
  - › “What were some things you heard that were different?”
- **Explain** that the music they were listening to is called *samba*. *Samba* is both a type of music and dance style that was created by African descendants in Brazil. *Samba* dance is characterized by forward and backward steps and tilting, rocking body movements. The music is typically played using instruments such as the:
  - › “Cavaquinho” – stringed instrument similar to the guitar
  - › “Tamborim” – type of drum
  - › “Cuica” – another type of drum
  - › “Ganzá” – rattle or shaker

**Facilitator Note:** You could also show pictures of each type of instrument and ask youth to identify what other instrument it looks like.

### 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: Exploring Brazil Through Music

(35 minutes)

#### Introducing Youth to the Activity

- **Say**, “Today we are going to learn about an instrument from *South America*.”
- **Invite** a volunteer to locate *South America* on the map or globe.
- **Explain** that *South America* is the fourth largest continent and is made up of 12 countries.

## Session 1

Ages 9-11  
Around the World

- **Ask** youth if they can name any of the countries in *South America*. Possible answers:
  - › Argentina
  - › Bolivia
  - › Brazil
  - › Chile
  - › Colombia
  - › Ecuador
  - › Guyana
  - › Paraguay
  - › Peru
  - › Suriname
  - › Uruguay
  - › Venezuela

1

#### **Step-by-Step Directions**

##### **Step 1: Brazilian Geography**

- **Ask**, “What do you know about *Brazil*?”
- **Say**, “Today we will learn some facts about *Brazil* and think about how it is similar to or different from where we live. For example, the two biggest cities in Brazil are Sao Paolo and Rio de Janeiro.”
- **Ask**, “What are some of the biggest cities in our country?”
- **Say**, “A large part of the Amazon Rainforest is located in Brazil.”
- **Ask**, “What natural wonders are located where we live?”

2

##### **Step 2: Brazilian Culture**

- **Say**, “Soccer is the most popular sport in Brazil, and the country has produced famous soccer stars like Pelé, Ronaldo and Ronaldinho.”
- **Ask**, “What are some of the most popular sports where we live?”
- **Say**, “Every year Brazil throws a big festival called Carnival, which we know as Mardi Gras. Brazil is known for hosting the biggest Carnival celebration in the world, with over 2 million people joining the festivities every day.”
- **Ask**, “What big festivals or celebrations do we host where we live?”
- **Say**, “Brazilians enjoy doing capoeira (a type of martial arts) and dancing samba.”
- **Ask**, “What activities do people like to do where we live?”

## **Session 1**

Ages 9-11  
Around the World

3

**Step 3: Brazilian Music**

- **Say**, “During the Community Builder, we listened to samba music.
  - › Samba music is an important part of Brazilian culture.
  - › Brazilians even celebrate National Samba Day on Dec. 2, where there are shows, parades and free samba classes.”
- **Ask** if youth can remember any of the instruments used to play samba. Possible answers:
  - › Cavaquinho – stringed instrument similar to the guitar
  - › Tamborim – type of drum
  - › Cuica – another type of drum
  - › Ganzá – rattle or shaker
- **Mention** that we are going to make our very own ganzá instruments during today’s activity.

4

**Step 4: Brazilian Ganzá**

- **Show** images of different types of ganzá from the Images of Ganzá handout, and ask youth what they see.
- **Explain** that ganzá are percussion instruments similar to a rattle or a shaker.
- **Play** an audio clip of a ganzá ([honeyrock.net/sc-fhd/ganza.htm](http://honeyrock.net/sc-fhd/ganza.htm)).
- **Ask**, “What did you hear? What do you think might be inside?”
- **Tell** youth that ganzá can be filled with:
  - › Pebbles
  - › Beads
  - › Metal balls
  - › Other small items that make a sound when shaken

5

**Step 5: Create Your Own Ganzá**

- **Explain** today youth will be making their very own ganzá instrument. It will be filled with the food we have available, such as:
  - › Rice
  - › Beans
  - › Popcorn
  - › Macaroni
- **Give** each young person an aluminum can (preferred) or a plastic bottle.
- **Give** each group a bowl of rice, beans, popcorn, macaroni or any dry food that makes a sound when shaken.

**Session 1**Ages 9-11  
Around the World

- **Explain** each participant should fill their can or bottle partway. If they fill their cans all the way, there will be no way for their instruments to make noise.
- **Direct** youth to tape the top of their cans or put the lids back on their bottles.
- **Distribute** crayons, markers or colored pencils, glue and scissors (and whatever materials are available) to each table, and allow youth to decorate their instruments.

## 6

**Step 6: Compose an Original Song**

**Facilitator Note:** *It may get difficult for groups to hear if everyone is playing their instruments at the same time, so consider allowing groups to spread out and work in the hall as well. You can also have them mimic the sound by tapping a pen before eventually practicing with their instruments.*

- **Explain** that youth are going to work in groups to compose a unique ganzá song.
- **Divide** youth into groups of four by using the following grouper or another grouper of your choice from the YDToolbox.
- **Have** youth count off in Portuguese:
  - › Um (pronounced *oom*)
  - › Dois (pronounced *doy-z*)
  - › Tres (pronounced *treh-z*)
  - › Quatro (pronounced *kwah-troh*)
- **Explain** that groups should create a 30-second song using their instruments and **encourage** them to use creativity in thinking about different beats and rhythms.
- **Allow** groups seven minutes to compose their songs. If any groups finish early, invite them to add other components to their songs, such as lyrics or movement (e.g., jumping, clapping, dancing).
- **Invite** groups to take turns performing their ganzá songs, and remind other groups to be respectful and pay attention while groups are performing.

**Session 1**

Ages 9-11  
Around the World

**Reflection** (5 minutes)

**Ask** youth:

- “What was something you learned about Brazil and its culture?”
- “What music do we listen to in our community or in the U.S.?”
- “What is similar about Brazilian culture to the culture where we live? What is different?”

**Recognition** (1 minute)

- **Recognize** youth who remembered any facts about Brazil.
- **Allow** youth an opportunity to recognize groups for the original songs they created.

**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 9-11  
Around the World

Session 1 Handout: Images of Ganzá



# Session 2: Exploring Ghana Through Art



**TIME**  
60 minutes



**SIZE**  
20-25



**HANDOUTS**  
None

**Session Objective:** Youth will learn about kente cloth from Ghana and create their own paper weave art.

## Preparation

- **Watch** the video of how to play ampe, and **familiarize** yourself with how to play.
- **Create** a paper weave to use as a sample.
- **Print** or **load** pictures of kente cloth examples from the Links to Resources, along with images of the Ghanaian flag, money or other unfamiliar items you want to mention in the Main Activity.

## Warm Welcome (2 minutes)

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

## Community Builder: Ampe (10 minutes)

**Facilitator Note:** You can also show youth the video from the Links to Resources to help teach the game.

### Step 1: Introduce the Game

- **Remind** youth that this week is all about exploring the culture of other countries. For today's Community Builder, they'll play a game from the country of Ghana, which is located on the continent of Africa.
- **Instruct** youth to stand in a circle.
- **Say**, "This game is called ampe. I will select one of you to be the leader and you will move to the center of the circle. The leader will then choose someone in the circle and go stand in front of them."
- **Explain** that if the leader stands in front of a person, both they and the leader will clap once, jump with both feet, then jump and stick one foot out. Each person can choose which foot to stick out (left or right).
- **Practice** the movements all together with the group until everyone feels comfortable.
- **Say**, "If you and the leader put the same foot forward (left and left or right and right), the leader wins and moves to another player in the circle. If you and the leader put a different foot forward, the leader is out and you take the leader's place."

**Facilitator Note:** Since the leader and player will be facing opposite directions, putting the same foot forward means feet will be opposite each other.

## Supplies Needed

- Computer or projector
- Map or globe
- Crayons, markers or colored pencils (1 set per group)
- Construction paper in red, yellow, blue, green, white and black (1 set per participant)
- Scissors (1 per participant)
- Glue (1 per participant)
- Large pieces of cardstock to "frame" the paper weave art (1 per participant)

## Links to Resources

- Ampe: [youtube.com/watch?v=wZPeon377mM](https://www.youtube.com/watch?v=wZPeon377mM)
- Pictures of kente cloth: [en.wikipedia.org/wiki/Kente\\_cloth#/media/File:KenteCloth.jpg](https://en.wikipedia.org/wiki/Kente_cloth#/media/File:KenteCloth.jpg) or [smarthistory.org/kente-cloth](https://smarthistory.org/kente-cloth)

## Social-Emotional Skills

- Respect for Others
- Youth Connections

## Academic Skills

- Creativity
- Love of Learning

## Session 2

Ages 9-11  
Around the World

**Key Terms**

- **Africa:** The second largest continent made up of 54 countries
- **Textile:** A type of cloth or fabric
- **Ghana:** A country in West Africa
- **Weaving:** Interlacing threads to make fabric

**Step 2: Play the Game**

- **Select** one young person to be the leader and start the game.
- **Continue** to play until all players have had a turn to be the leader, or as time permits.
- **Explain** that ampe is a high-energy game played by school-age children in Ghana. The game can be played anywhere, as it doesn't require any materials or equipment.
- **Ask**, "Can you think of any games that you play that don't require any materials or equipment?"

**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: Exploring Ghana Through Art (35 minutes)****Introducing Youth to the Activity**

- **Say**, "Today we are going to learn about a type of *textile*, or cloth, that originated from the country of Ghana. Ghana is a country in *Africa*."
- **Invite** a young person to locate *Africa* on the map or globe.
- **Share** that *Africa* is the second largest continent and is made up of 54 countries.
- **Ask** youth if they can name any of the countries on the continent of *Africa*. Some possible answers:
  - › Egypt
  - › Ethiopia
  - › Ghana
  - › Kenya
  - › Madagascar
  - › Nigeria
  - › Rwanda
  - › Senegal
  - › South Africa
  - › Tanzania
  - › Zimbabwe

**Session 2**

Ages 9-11  
Around the World

1

**Step-by-Step Directions****Step 1: Ghana's Geography**

- **Point** to *Ghana* on the map/globe and say, "Ghana is a country in West Africa."
- **Ask**, "What do you know about this country?"
- **Say**, "Today we will learn some facts about *Ghana* and think about how it is similar to or different from where we live."
- **Say**, "For example, lots of animals live in Ghana, including lions, leopards, hyenas, elephants and chimpanzees."
- **Ask**, "What animals live in our community?"

2

**Step 2: Ghana's Government**

- **Say**, "The capital of Ghana is Accra."
- **Ask**, "What is the capital of our state?"
- **Say**, "Ghana's flag is striped with red, yellow and green with a black star in the middle."
- **Ask**, "What colors and shapes are in our country's flag?"
- **Say**, "The money used in Ghana is called the Ghanaian cedi."
- **Ask**, "What is the name of the money we use?"

3

**Step 3: Ghana's Culture**

- **Say**, "The official language of Ghana is English."
- **Ask**, "What is the official language where we live?" (Trick question – the U.S. has no official language!)
- **Say**, "The most popular local food in Ghana is jollof rice, which is rice prepared with tomato sauce and served with meat or fish."
- **Ask**, "What is a popular food where we live?"

4

**Step 4: Introduce Ghana's Kente Cloth**

- **Share** that Ghana is famous for their *kente* cloth.
- **Show** some pictures of *kente* cloth found online.
- **Explain** that *kente* cloth comes from the Ashanti (or Asante) people in Ghana.
  - › The name Asante means "warlike" and was well-earned as the Ashanti people fiercely resisted attempts to be conquered by the British.
  - › Even when they were eventually conquered, they paid little attention to their conquerors and largely stayed independent.

**Session 2**Ages 9-11  
Around the World

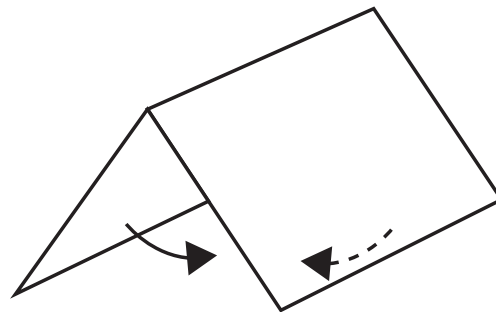
- **Tell** youth legend has it that *kente* cloth was developed by two Ashanti brothers who stumbled upon a beautiful spider web. The spider, named Ananse, offered to teach them how to weave similarly beautiful designs by interlacing threads over and under each other.

**5****Step 5: Kente Cloth Now and Then**

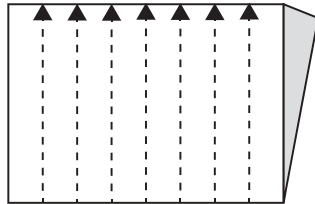
- **Ask**, “How would you like to make your own kente cloth today?”
- **Explain** that kente cloth was originally only for royalty to wear and only for special occasions. But now it is worn by everyone in Ghana, not just royalty.
- **Share** that the patterns and colors of kente cloth are chosen intentionally. Different patterns and colors send different messages, such as what tribe (group or community) a person belongs to, or whether it’s a sad or happy occasion.
- **Ask**, “What feelings or ideas do you think are represented by:
  - › Red?” (Answer: Love, passion, anger)
  - › Yellow?” (Answer: Wealth, gold, glory, joy)
  - › Blue?” (Answer: Wisdom, peace)”
  - › Green?” (Answer: Life, growth, harmony)
  - › White?” (Answer: Innocence, spirituality)
  - › Black?” (Answer: Darkness, mystery)

**6****Step 6: Weave Paper Kente Cloths**

- **Allow** youth to choose two different colors of construction paper. Encourage them to think about what feelings or ideas they want to convey through their choice of color.
- **Instruct** youth to fold one of their pieces of paper in half the “hamburger way” (short way).

**Session 2**Ages 9-11  
Around the World

- **Instruct** youth to cut slits in their folded pieces of paper. The slits should be cut on the folded edge of the paper approximately two fingers apart per slit, and ending two fingers from the top of the paper.

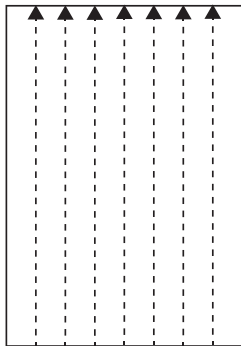


- **Tell** youth to unfold their papers and set them aside for now.
- **Ask**, “Does anyone have any questions so far?”

## 7

### Step 7: Keep Weaving

- **Instruct** youth to cut strips from their second piece of paper along the long edge (hotdog way). Strips should be approximately two fingers wide each.



- **Instruct** youth to weave a strip of paper through the first sheet of paper by sliding it over and under slits.
- **Have** youth slide the woven strips to the top, snugly against the uncut top of paper, and emphasize the importance of keeping the strip edges touching each other so the weave has minimal gaps.
- **Instruct** youth to weave the next strip in the opposite pattern of the first (over and under versus under and over), and to continue alternating for each subsequent strip until they fill the first paper to its uncut bottom border.
- **Walk** around to provide help as needed.

## Session 2

Ages 9-11  
Around the World

8

#### Step 8: Glue and Embellish

- **Say**, “Now please flip your paper over.”
- **Instruct** youth to fold both ends of each strip neatly against the back of their artwork and glue them in place.
- **Demonstrate** this step for the group.
- **Distribute** a sheet of cardstock to each participant, and tell youth to glue the sides with all the folded strip edges onto the cardstock to frame their paper weaves.
- **Encourage** youth to decorate their frames with crayons, markers, colored pencils and any other available arts and crafts supplies.

9

#### Step 9: Share Completed Kente Cloths

- **Invite** youth to share their finished paper weavings with the whole group.
- **Ask** youth,
  - › “What colors did you choose?”
  - › “Why did you choose those colors?”

#### Reflection (6 minutes)

**Ask** youth,

- “What was something you learned about Ghana and Ghanaian culture today?”
- “What are examples of traditional clothing we wear in our community or in the larger U.S.?”
- “What is similar about Ghanaian culture to the culture where we live? What is different?”

#### Recognition (1 minute)

- **Recognize** youth who remembered any facts about Ghana.
- **Recognize** youth who helped their peers while making the paper weaves.
- **Allow** youth an opportunity to recognize others for their colorful and creative kente cloth weavings.

#### 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 9-11  
Around the World

# Session 3: Exploring India Through Architecture



**TIME**  
60 minutes



**SIZE**  
20-25



**HANDOUTS**  
Pages 74-76

**Session Objective:** Youth will learn about architecture from India and work in groups to create their own architectural marvels.

## Preparation

- **Make** sure there is plenty of space available to perform the Community Builder. If there is not a lot of space, you can have youth take turns.
- **Practice** the yoga positions in the Community Builder so you will be able to demonstrate them.
- **Print** pictures from the Indian Architecture handout; a different picture for each group.
- **Gather** model building supplies for each group. They can be the same for each group, or each group can have a different mix of materials.

## Warm Welcome (2 minutes)

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

## Community Builder: Yoga (10 minutes)

### Step 1: Learn About Yoga

- **Ask** youth:
  - › “Who has heard of yoga?”
  - › “Have any of you ever done it?”
  - › “How did doing yoga make you feel?”
- **Say**, “Many of us know yoga as an exercise to help us stay physically fit, but it actually began as a spiritual practice in ancient India. It is known for its spiritual, mental and physical benefits as it can increase mindfulness, reduce stress and improve flexibility. It’s commonly practiced by Hindus and Buddhists.”
- **Tell** youth they are going to prepare their bodies and minds to learn about Asia by doing some light yoga.
- **Explain** that you will demonstrate a certain yoga pose, or *asana*, that youth should mimic. They will stay in the pose for 30 seconds, concentrating on their breathing, before moving into the next pose.
- **Tell** youth you will call out the name of each pose and ask that they think about why the pose might be named that.

## Supplies Needed

- Computer or projector
- Map or globe
- Supplies for building models (1 set per group; sets can be unique groupings from these materials or the same for each group: Sugar cubes, popsicle sticks, construction paper, Legos, cardboard boxes, Playdough, straws, toothpicks, paperclips, marshmallows)
- Glue (1 per group)
- Tape (1 per group)
- Paperclips (several per group)
- Paper (1 piece per group)
- Pens or pencils (1 per group)

## Links to Resources

Architecture in India: [famous-historic-buildings.org.uk/india\\_14.html](http://famous-historic-buildings.org.uk/india_14.html) or [indianholiday.com/blog/stunning-architectural-marvels-in-india](http://indianholiday.com/blog/stunning-architectural-marvels-in-india)

## Social-Emotional Skills

- Organizational Skills
- Planning
- Respect for Others
- Teamwork
- Youth Connections

## Session 3

Ages 9-11  
Around the World

**Academic Skills**

- Collaboration
- Creativity
- Love of Learning

**Key Terms**

- **Asana:** Yoga pose
- **Meditate:** To think deeply and silence one's mind
- **Asia:** The largest continent in land area, made up of 48 countries
- **India:** A country in Southeast Asia and the world's second most populous country
- **Ethnic group:** A community that shares a common background
- **Architecture:** The way a building is designed
- **Mausoleum:** A building that contains a tomb

**Step 2: Try Some Yoga Poses**

**Facilitator Note:** *In case youth start to get squirmy, encourage them to listen to their breathing and take slow, deep breaths.*

- **Demonstrate** the following *asana*, or yoga poses.
  - › **Butterfly** – Sit on the floor with the bottoms of your feet together in front of you. Sit up straight and rest your hands on top of your feet.
  - › **Star** – Stand up with your feet apart and holding your arms out at your sides as wide as you can.
  - › **Warrior** – Start by standing up straight, then lunge one leg forward, bending at the knee while keeping your body straight up and down. Raise your arms straight above your head.
  - › **Mountain** – Stand with your feet together and holding your arms above your head. Bring the palms of your hands together above your head.
  - › **Cat Cow** – Get on all fours with your hands placed below your shoulders. Arch your back and hold for five seconds before dropping your stomach towards the floor.
- **Ask**, “How do you feel after doing those *asanas*, or yoga poses?”
- **Explain** that yoga started as a way to *meditate*, or think deeply and silence one's mind. It is popular around the world and has a lot of benefits for people who practice it, including greater flexibility, better muscle strength and reduced stress.

**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: Exploring India Through Architecture (40 minutes)****Introducing Youth to the Activity**

- **Say**, “Today we will be learning about styles of architecture from *Asia*.”
- **Invite** a young person to locate *Asia* on the map/globe.
- **Share** that *Asia* is the largest continent in land area.
- **Say**, “There are 48 countries in *Asia*.”

**Session 3**

Ages 9-11  
Around the World

- **Ask**, “Can you name any of them?” Some possible answers:
  - › Cambodia
  - › China
  - › India
  - › Indonesia
  - › Japan
  - › Korea
  - › Thailand
  - › Vietnam
- **Say**, “Even though Africa has more countries, the countries in Asia are larger.”

### Step-by-Step Directions

1

#### Step 1: Introduce India

- **Say**, “In our Community Builder we did some yoga.”
- **Ask**, “What country in Asia do you think yoga comes from?”
- **Point** to *India* on the map or globe and say, “*India* is in Southeast Asia.”
- **Ask**, “What do you know about *India*?”

2

#### Step 2: India’s Population

- **Say**, “Today we will learn some facts about *India* and think about how it is similar to or different from where we live. For example, India is the second most populous country in the world, with over 1.3 billion people.”
- **Ask**, “How many people live in our country? (Answer: Over 327 million people live in the U.S., so there are almost four times as many people living in India.)”
- **Say**, “India has over 2,000 *ethnic groups*, or communities, that share a common background. That means there are a lot of special festivals there, such as Holi and Diwali.”
- **Ask**, “Can you name some *ethnic groups* that live in the U.S.?”  
Some possible answers:
  - › Hispanics
  - › Native Americans
  - › Asian Americans
  - › Pacific Islanders
- **Ask**, “What special festivals do we celebrate where we live?”

## Session 3

Ages 9-11  
Around the World

**3****Step 3: India's People**

- **Say**, “Gandhi is a famous Indian social rights activist who led a non-violent movement for independence from the British.”
- **Ask**, “Who are some famous social activists from where we live?”
- **Say**, “Many of the women in India wear saris, which are long pieces of cotton or silk draped around their bodies.”
- **Ask**, “What special clothes do we wear where we live?”

**4****Step 4: India's Architecture**

- **Share** that India has a lot of unique *architecture*. Explain that *architecture* refers to the way a building is designed.
- **Show** pictures of buildings from India from the Indian Architecture handout:
  - › Taj Mahal in Agra
  - › Meenakshi Amman Temple in Madurai
  - › Lotus Temple in Delhi
  - › Jama Masjid in Delhi
  - › Charminar in Hyderabad
- For each building, **ask** youth:
  - › “Can you describe the building?”
  - › “What shapes and colors do you see?”
  - › “What do you think the building is used for?”

**5****Step 5: India's Taj Mahal**

- **Say**, “The Taj Mahal is a *mausoleum* located in Accra, India.”
- **Ask**, “What do you think the word *mausoleum* means?”
- **Explain** that a *mausoleum* is a building that contains a tomb where someone is buried. The Taj Mahal is a *mausoleum* and was built by an emperor to bury his wife who died in childbirth.
- **Say**, “The Taj Mahal is one of the Seven Wonders of the World because of its beautiful architecture. Today we’re going to work in groups to design our own architectural marvels.”

**6****Step 6: Explain the Architecture Activity**

- **Divide** youth into groups of four using a grouper of your choice from the YDToolbox.
- **Distribute** images of Indian architecture from the handout, one image per group.
- **Explain** that each group will be given a different supply with which to re-create a building similar to (or inspired by) the one seen in their handout.

**Session 3**

Ages 9-11  
Around the World

**Facilitator Note:** You could also choose to give each group the same building supplies and challenge them to see who can re-create the most realistic model.

7

### Step 7: Build and Share

- **Distribute** building supplies, glue, tape, paperclips, paper, and a pen or pencil to each group.
- **Tell** groups to first discuss and sketch out their designs before starting to build, and **mention** they have 20 minutes to finish.
- **Walk** around to support groups while building.
- **Ask** questions to encourage youth to think about how to use their supplies, and **help** them troubleshoot engineering flaws.
- **Invite** groups to share their finished designs.

### Reflection (5 minutes)

Ask youth:

- “What was something you learned about India and Indian culture?”
- “What types of buildings do you see in our community or in the larger U.S.?”
- “What is similar about Indian culture to the culture where we live?”
- “What is different about our culture here?”

### Recognition (1 minute)

- **Recognize** youth who remembered any facts about India.
- **Recognize** youth who worked well with their group members.
- **Allow** youth an opportunity to recognize their group members for problem solving while creating their buildings.

### 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 9-11  
Around the World

Session 3 Handout: Indian Architecture

Taj Mahal

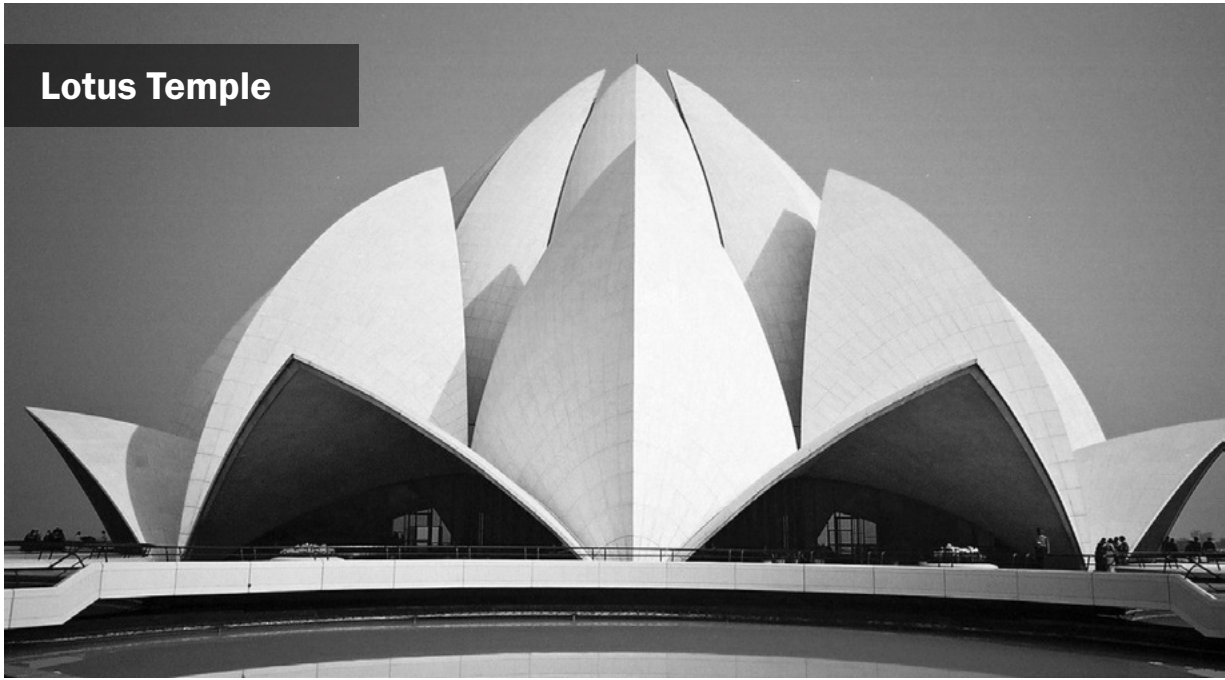


Meenakshi Amman Temple



Session 3 Handout: Indian Architecture

Lotus Temple



Jama Masjid



Charminar



# Session 4: Exploring England Through Games



**TIME**  
60 minutes



**SIZE**  
20-25



**HANDOUTS**  
Pages 82-85

**Session Objective:** Youth will learn about puzzles from England and create their own jigsaw puzzles.

## Preparation

**Print** the Images of England handout, so each participant has one image. You may also choose to print the images in black and white and invite youth to color them.

## Warm Welcome (2 minutes)

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

## Community Builder: Ships and Sailors (10 minutes)

**Facilitator Note:** You can play so youth are out if they don't complete the action quickly, or you can just play for fun with no eliminations.

- **Explain** that today youth will be visiting a country that is an *island*, meaning it is surrounded by water.
- **Ask**, "What are some things that might be important to an *island*?" Possible answers:
  - › Ships
  - › Boats
  - › Access to water
  - › Lifeguards
  - › Life preservers
  - › Ports
- **Say**, "This country has a lot of ships, so we're going to play Ships and Sailors. This game is like Simon Says because you have to follow the commands the leader gives."

## Supplies Needed

- Computer or projector
- Map or globe
- Whiteboard or chart paper and marker
- Scissors (1 per participant)
- Large pieces of cardstock (1 per participant)
- Glue or glue sticks (1 per participant)
- Markers, crayons or colored pencils (optional)
- Small plastic baggies (1 per participant)

## Links to Resources

None

## Social-Emotional Skills

- Planning
- Self-Discipline
- Self-Motivation

## Academic Skills

- Analyzing and Interpreting Information
- Creativity
- Curiosity

## Key Terms

- **Island:** A body of land surrounded by water
- **Europe:** The sixth largest continent, made up of 44 countries
- **England:** A country in Europe
- **Monarchy:** A type of government with a king or queen

## Session 4

Ages 9-11  
Around the World

- **Teach** each of the following commands by first explaining, then practicing. Be sure to **practice** each with the ones previously taught to help youth remember them all.
  - › **Captain's coming:** Stand straight and with your hand in a salute
  - › **At ease:** Relax
  - › **Ships:** Move to the left
  - › **Sailors:** Move to the right
  - › **Hit the deck:** Drop to the floor
  - › **Seasick:** Pretend to throw up
  - › **Person overboard:** Form a pair with one person lying on the ground with their hands up in the air and the second person standing up and reaching out to them
  - › **Rowing:** Form a group of three and pretend to row, switching from rowing over the left side to rowing over the right side
  - › **Eating:** Form a group of four and pretend to sit around eating together
- **Select** a leader and **begin**.
- **Play** 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: Exploring England Through Games (35 minutes)

#### Introducing Youth to the Activity

- **Say**, "Today we are going to learn about a game from *Europe*."
- **Invite** a volunteer to locate *Europe* on the map or globe.
- **Explain** that *Europe* is the sixth largest continent and is made up of 44 countries.

## Session 4

Ages 9-11  
Around the World

- **Ask** youth if they can name any of the countries in *Europe*. Some possible answers:
  - › England
  - › France
  - › Germany
  - › Ireland
  - › Italy
  - › Portugal
  - › Spain
- **Tell** youth that the activity they will be doing comes from *England*, a country in Europe.
- **Point** to *England* on the map or globe.

### Step-by-Step Directions

1

#### Step 1: England's Government

- **Ask**, "What do you know about the country of *England*?"
- **Say**, "Today we will learn some facts about *England* and think about how it is similar to or different from where we live. For example, England is ruled by a *monarchy*, a type of government with a king and queen."
- **Ask**, "What type of government are we governed by?"

2

#### Step 2: England's Famous For...

- **Say**, "England is known for having produced the Beatles (a famous rock band from the 1960s), David Bowie, Coldplay, Amy Winehouse, Adele and One Direction."
- **Ask**, "What are famous music bands where we live?"
- **Say**, "The English are known for drinking lots of tea."
- **Ask**, "What types of drinks do people like where we live?"
- **Say**, "England is known for having some excellent universities, such as Oxford and Cambridge."
- **Ask**, "What good universities do we have where we live?"
- **Say**, "There are many famous English authors, such as Shakespeare, Charles Dickens (who wrote 'A Christmas Carol'), Jane Austen (who wrote 'Pride and Prejudice'), and J.K. Rowling (who wrote 'Harry Potter')."
- **Ask**, "Do you know any famous American authors?"

## Session 4

Ages 9-11  
Around the World

3

**Step 3: England's Puzzles**

- **Say**, “England is also where the jigsaw puzzle was created, by a mapmaker named John Spilsbury.
  - › In a jigsaw puzzle, you assemble interlocking pieces to reveal a picture.
  - › The idea came about because European mapmakers would paste or paint maps onto wood and then cut them into small pieces.”
- **Ask** youth:
  - › “Have any of you ever done a jigsaw puzzle?”
  - › “What was the puzzle a picture of?”
- **Explain** that there are jigsaw puzzles of everything from nature to buildings to optical illusions. Some puzzles are even 3D!
- **Say**, “Today you will make your own jigsaw puzzles using different images of England. When you’re finished, you can swap puzzles with a friend to see if you can put it back together.”
- **Ask** for volunteers to draw examples of what a puzzle piece might look like.



4

**Step 4: Create a Jigsaw Puzzle**

- **Distribute** an image of England from the handout to each young person, along with cardstock and glue. If youth will be coloring black and white images, then also distribute markers, crayons or colored pencils.
- **Instruct** youth to glue their image onto the cardstock, but to be careful not to use too much glue, otherwise it will be hard to cut the pieces out.
- **Invite** youth to decide how many pieces they want their puzzle to be and then to cut that many pieces out.

**Session 4**

Ages 9-11  
Around the World

- **Encourage** youth to be creative in the way they cut their puzzle pieces so they are not just simple squares, rectangles or triangles. However, be sure to also emphasize the importance of cutting neatly to ensure the puzzle pieces will fit together snugly.
- **Distribute** small plastic baggies and tell youth to each label their bag with their name and the name of the image; then put the puzzle pieces into the bag.

## 5

**Step 5: Share and Compare**

- **Invite** youth to exchange puzzles with others at their table and try putting them together.
- **Invite** youth to look online to learn more about their image with any time remaining.

**Reflection (5 minutes)**

**Ask** youth:

- “What was something you learned about England and its culture?”
- “What is similar about English culture to the culture where we live?”
- “What is different?”
- “What other types of puzzles can you think of?” Possible answers:
  - › Crossword puzzles
  - › Riddles
  - › Sudoku
  - › Rubrik’s Cube

**Recognition (1 minute)**

- **Recognize** youth who showed good sportsmanship during the Community Builder.
- **Allow** youth an opportunity to recognize others for the challenging puzzles they created.

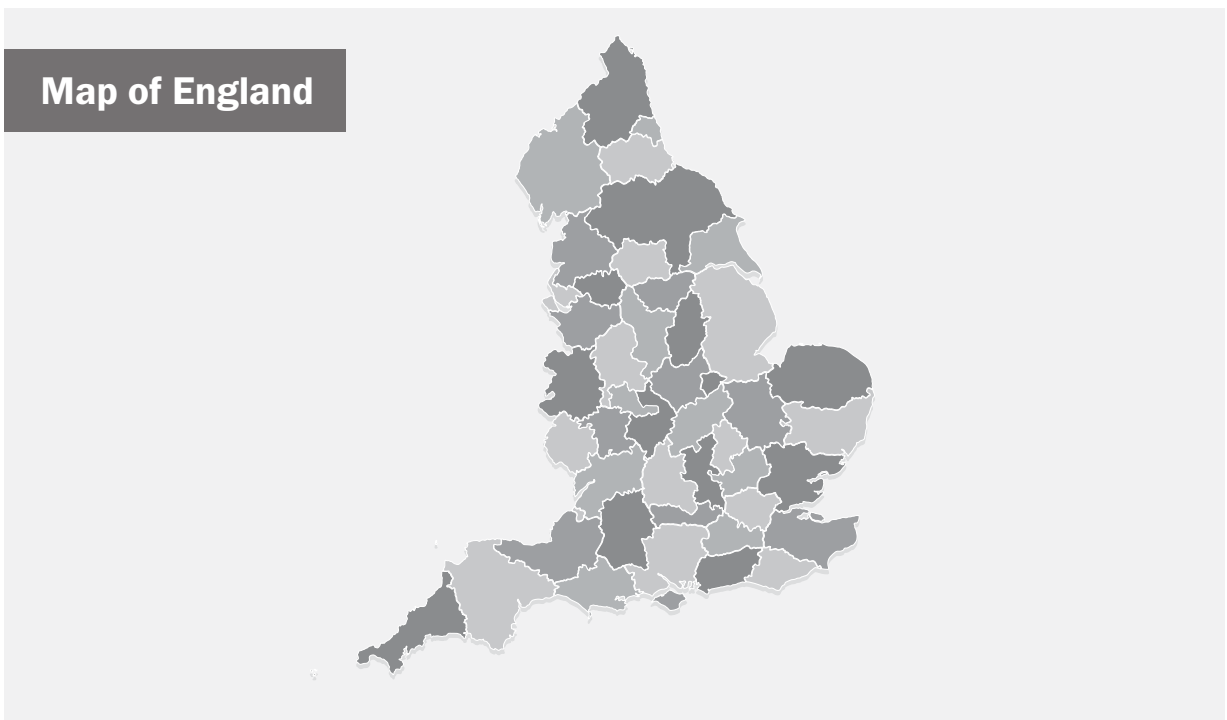
**Closing and Transition (2 minutes)**

- **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 9-11  
Around the World

Session 4 Handout: Images of England



Session 4 Handout: Images of England

Big Ben



Tea



**Stonehenge**



**Changing of the Guard at Buckingham Palace**



Session 4 Handout: Images of England

Red Telephone Booth



London Eye



**TIME**

60 minutes

**SIZE**

20-25

**HANDOUTS**

None

**Supplies Needed**

- Computer or projector
- Index cards (1 stack per group)
- Pens or pencils (1 per group)
- Refreshments (optional)

**Links to Resources**

None

**Social-Emotional Skills**

- Communication
- Organizational Skills
- Planning
- Respect for Others
- Teamwork
- Youth Connections

**Academic Skills**

- Collaboration
- Creativity
- Love of Learning

**Key Terms**

**Community:** A group of people living in the same place

# Session 5: Our Community's Culture

**Session Objective:** Youth will work in groups to create a presentation about an aspect of their community's culture.

**Preparation**

**Determine** if food will be offered during this event, and **make** the necessary preparations, including checking to see if youth have any food allergies.

**Warm Welcome (2 minutes)**

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

**Community Builder: Common Card Tower (10 minutes)**

- **Say**, "This week we've learned a lot about what makes us similar to and different from people around the world. Now let's think about what we have in common with the people around us in our Club or Youth Center!"
- **Divide** youth into groups of four by having them count off, or use a grouper of your choice from the YDToolbox.
- **Give** each group a stack of index cards and a pen or pencil.
- **Instruct** each group to build the tallest card tower possible in five minutes. However, before a card can be added to their tower, the group must write something on it that every member of the group has in common.
- **Encourage** youth to think about their favorite games, dances, places, foods, places visited, hobbies, dislikes, etc., when drafting their cards.
- **Call** time after five minutes.
- **Ask** youth:
  - › "What did you and your group members have in common?"
  - › "What were you surprised to discover?"

**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 9-11  
Around the World

## Main Activity: Our Community's Culture (35 minutes)

### Introducing Youth to the Activity

- **Say**, "This week we learned about cultures around the world."
- **Ask**, "Who can remind us of some of the places we visited and the activities we did?" Answers:
  - › Brazil, South America: Music
  - › Ghana, Africa: Art
  - › India, Asia: Architecture
  - › England, Europe: Games
- **Explain** that youth are going to spend today reflecting on their own cultures. They may choose to reflect on the culture of their country, state, *community* (those who live around them), family, or a group with which they identify.

**Facilitator Note:** For youth who may not identify with the surrounding community's culture, encourage them to think broadly of other groups with which they identify (*break dancers, anime fans, VSCO girls, writers, etc.*), or even the culture of their family or friend groups.

1

### Step-by-Step Directions

#### Step 1: Select Groups

- **Explain** that youth are going to work in groups to think about different aspects of their culture. In their groups they will also think of a way to share this aspect of their culture with the other groups.
- **Allow** youth to choose their groups based on what aspect of culture they want to work on:
  - › Sports
  - › Games
  - › Music
  - › Dance
  - › Clothing
  - › Art
  - › Language
  - › Festivals and celebrations
  - › Food
- If any group is too large, you can **split** it in two and have each subgroup do a presentation on a different thing in that category.

## Session 5

Ages 9-11  
Around the World

2

### Step 2: Cultural Discussion

- **Say**, “Now that you’ve found a group, work together to discuss the answers to these questions:
  - › What does this aspect of culture look like in my community?
  - › How can we share this part of our culture with other groups?”
- **Tell** groups they should come up with a two- to three-minute presentation to share the community culture with others.
- **Explain** their presentation should be as interactive as possible so it’s exciting for their audience.
- **Share** the following presentation examples:
  - › Make a PowerPoint presentation to teach the group the rules of a sport
  - › Teach a game
  - › Play some music while youth dance
  - › Demonstrate a dance
  - › Model some clothing
  - › Make art with the group
  - › Make a dictionary of local slang
  - › Write a poem about a festival or celebration

3

### Step 3: Create and Share Presentations

- **Walk** around to support groups while building.
- **Encourage** them to communicate their ideas and overcome creative roadblocks.
- **Invite** each group to share their presentation.
- **Remind** groups to be respectful while others are presenting.

## Session 5

Ages 9-11  
Around the World

**Reflection** (5 minutes)

**Ask** youth:

- “What did you enjoy learning about other cultures?”
- “Where would you like to travel next?”
- “What are you proud of about your own culture?”

**Recognition** (1 minute)

- **Recognize** youth for working together and sharing their culture with their peers.
- **Allow** youth an opportunity to recognize any of their group members for helping to plan their 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 5**

Ages 9-11  
Around the World



**Food Scientist**

# STEM Module 1

## Module Title: Food Scientist

About This Module	
Overview	Youth will be introduced to molecular food science and learn about chemical and physical reactions related to food. They will also work to create an edible erupting volcano.
Guiding Questions*	What is happening when we make edible slime, erupting volcanos, colloids and butter?
Culminating Project	<b>Youth will experience a Volcano Celebration when they create an erupting volcano they can eat.</b>
Session 1	<b>Spherification Science</b> Youth will learn about chemical reactions when they create edible containers that hold liquids.
Session 2	<b>Cup O'Frog Eggs</b> Youth will experience a fun physical reaction that creates edible colloids.
Session 3	<b>Edible Slime</b> Youth will participate in a polymer chemical reaction that's yummy.
Session 4	<b>Blobs of Butter</b> Youth will contribute to a yummy physical reaction that converts a liquid containing solid molecules to a solid containing liquid molecules.
Session 5	<b>Volcano Celebration</b> Youth will enjoy a tasty chemical reaction that bubbles over.

\*Guiding questions are not specifically asked in the sessions themselves, but are meant to guide your preparation and facilitation of the unit. Keep these questions top of mind so you can help youth make connections and capture key takeaways relating to the topic.

Key Terms	
Word	Definition
<b>Sphere</b>	A round solid figure, or its surface, with every point on its surface equidistant from its center
<b>Membrane</b>	A thin, pliable sheet of material forming a barrier or lining
<b>Bond</b>	To glue or adhere two things together
<b>Colloid</b>	A substance dispersed evenly throughout another substance
<b>Absorption</b>	When particles take in or soak up other particles or molecules
<b>Polymer</b>	A substance made up of strings of molecules
<b>Crosslink</b>	A chemical bond between different chains of molecules
<b>Edible</b>	Suitable for people to eat
<b>Activator</b>	A substance that stimulates or initiates a chemical process
<b>Molecule</b>	The smallest unit of a chemical compound

Materials		
Facilitator Needs	1	Beach ball or large balloon
	1	Permanent marker
	4 tsps.	Food-grade calcium lactate gluconate
	1	Egg carton (Styrofoam or cardboard) with eggs
	2 oz.	Sodium alginate ( <a href="#">available online</a> )
	½ gal.	Fruit juice
	½ gal.	Distilled water
	2	Large bowls
	1	Wire strainer or slotted spoon
	1	Large mixing spoon or whisk
	1 lb.	Dry spaghetti
	1	Small cooking pot
	1	Pitcher
	1	½-cup measuring cup
	1	¼-cup measuring cup
	1	Tablespoon measuring spoon
	1	Scissors
	1	½-teaspoon measuring spoon
	3	12-ounce bottles Diet Coke or other dark cola
	1	9-inch balloon
Each Group Needs	1	Hula hoop
	2	Small bowls

Materials		
Each Participant Needs	5	Index cards
	2	3-mL plastic pipettes (search online for <i>plastic transfer pipettes</i> )
	3	Small disposable cups
	3	Plastic spoons
	1	Pen or pencil
	1	Nametag
	1	Marker
	2 tbsps.	Lime- or green apple-flavored gelatin
	½ cup	Cornstarch
	½ pkg.	Sugar-free flavored gelatin
	1	Zip-top sandwich bag
	1	2-ounce disposable condiment cup with lid
	1-2 ozs.	Heavy whipping cream
	5	Mini saltine crackers
	2	Craft sticks
	1	Prepared cupcake or muffin without frosting
	2 tbsps.	Prepared chocolate frosting
	1	Small paper plate
½ tbsp.	Nerds candies	

### Career Connections

Youth could meet or learn more about local chefs, molecular scientists, flavor chemists, food scientists, molecular engineers and/or microbiologists and their careers.

## Facilitator Notes

To help youth keep track of their experiments, you can have them create Wacky Science Recipe Cards. You can use index cards and write the recipes for each session on one side and the underlying science on the back side.

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](https://ydtoolbox.goodbarber.com).

**TIME**

60 minutes

**SIZE**

20-25

**HANDOUTS**

None

**Supplies Needed**

- Beach ball or large balloon
- Permanent marker
- Index cards (2 per participant, optional)
- Egg carton (Styrofoam or cardboard) with eggs
- 2 ounces sodium alginate
- ½ gallon fruit juice
- ½ gallon distilled water
- 3-milliliter plastic pipettes (1 per participant)
- Large bowls (2)
- Wire strainer or slotted spoon
- Large mixing spoon or whisk
- Small disposable cups (1 per participant)
- Plastic spoons (1 per participant)
- Pens or pencils (1 per participant, optional)

**Links to Resources**

Molecular Gastronomy – Surprise Bubbles:  
[youtube.com/watch?v=0IJKpt74Tvl](https://www.youtube.com/watch?v=0IJKpt74Tvl)

**Social-Emotional Skills**

- Evaluating
- Planning

# Session 1:

## Spherification Science

**Session Objective:** Youth will learn about chemical reactions when they create edible containers that hold liquids.

**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*.

- **Create** a sample of the Wacky Science Recipe Cards . Use two index cards-one for a cover ("Wacky Science Recipe Cards") and the other for the Session's recipe. (optional)
- **View** the video from the *Links to Resources* to learn how to make the edible water bottles.
- **Separate** the top and bottom of the egg carton.
- **Write** the following questions on a beach ball or balloon:
  - › What is your favorite thing you own?
  - › What scares you?
  - › What job do you want to have when you grow up?
  - › What makes you happiest?
  - › What is your favorite color?
  - › What is your favorite food?
  - › What is your favorite book?
  - › What is your favorite movie?
- **Prepare** the "bath" to pour the juice into for the Main Activity.
  - › **Dissolve** two teaspoons of sodium alginate in 6 cups of distilled water in a large bowl.
  - › **Whisk** to dissolve.
  - › **Let sit** for about 15 minutes while the bubbles dissipate.

## Session 1

Ages 9-11  
 Food Scientist

**Warm Welcome** (2 minutes)

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

**Community Builder: ORB** (10 minutes)

- **Gather** youth into a circle, and instruct them to either sit on the floor or in chairs.
- **Toss** the ORB (prepared beach ball or balloon) to one young person.
- **Instruct** them to read and answer a question under one of their thumbs, or the question closest to their thumb.
- **Continue** encouraging youth to pass the ball and answering questions until everyone has had a turn, or 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: Juice Spheres** (35 minutes)**Introducing Youth to the Activity**

- **Ask** youth:
  - › “What is the shape of water?” (Answer: Water is the shape of the container in which it sits.)
  - › “How can we change the shape of water?” (Answer: Put it into a differently shaped container, or put it into a different shape of container and freeze it.)
  - › “What if we could put water into a container that we can eat?”
- **Say**, “Today that is just what we are going to do!”
- **Say**, “Before we do that with water, let’s try it with juice. Juice also takes the shape of the container in which it sits.”
- **Ask**, “But what if we could make that container flavorless, transparent and edible?”

**Academic Skills**

- Analyzing and Interpreting Information
- Applying New Methods to Create New Outcomes

**Key Terms**

- **Sphere:** A round solid figure, or its surface, with every point on its surface equidistant from its center
- **Membrane:** A thin, pliable sheet of material forming a barrier or lining
- **Bond:** To glue or adhere two things together

**Session 1**

Ages 9-11  
Food Scientist

**1****Step-by-Step Directions****Step 1: Discuss Spheres**

- **Say**, “Let’s try it. We are going to make liquid *spheres*.”
- **Ask**, “Who can tell me what a *sphere* is?” Possible answers:
  - › A ball
  - › A globe
  - › A round object
- **Ask**, “What are some examples of a *sphere*?” Possible answers:
  - › The Earth
  - › A basketball
  - › A marble
- **Ask**, “Is a dinner plate a sphere? How about this circle on the floor? Is this a sphere?”  
(Answer: No. Round, flat objects are not spheres.)
- **Say**, “A *sphere* looks round from all angles – like a ball or a marble. But a circle only looks round from above or below, like a dinner plate. If we make spheres of liquid, they will look round from above, below and on each side.”
- **Explain**:
  - › Liquid spheres are made when a liquid drops into a solution and the outside of the drop turns into a coating, but the inside of the liquid stays the same.
  - › We’ll call that outside coating a *membrane*, and it forms because the calcium at the surface of the spherification bath reacts with the outside of the juice droplet.

**2****Step 2: Make Juice Spheres**

- **Open** the bottle of juice and in it, gently **dissolve** 4 teaspoons of powdered calcium lactate gluconate. Do not mix too vigorously to prevent air bubbles.
- **Say**, “This powder that I’m dissolving in the juice, calcium lactate gluconate, is a type of salt that can be found in cheese and gum.”
- **Follow** these instructions:
  - › **Use** your finger to **cover** the top of the pipette and suck up juice into it.
  - › **Holding** the pipette about 6 inches above the prepared bath (mixture of sodium alginate in 6 cups of distilled water), **drip** a single drop of fruit juice into the bath.

**Session 1**Ages 9-11  
Food Scientist

- **Say**, “See how this drop almost automatically forms a sphere? Notice how that sphere does not mix with the water.”
- **Ask**, “Would anyone like to take a turn?”
- **Invite** youth up to make their own spheres.
- Using a small slotted spoon or hand-held strainer, **fish** the spheres out and **serve** to youth in cups with spoons.

3

### Step 3: Apply Logic Learned

- **Show** youth the egg carton with the top and bottom separated.
- **Say**, “Imagine that the top and bottom of the egg carton are strands of thickener (sodium alginate) and they float around in the water bath separately.
- **Move** the carton pieces around in the air like they are floating.
- **Say**, “When calcium in the juice touches the sodium alginate, the calcium glues two strands of sodium alginate together.”
- **Set** the eggs into the bottom carton and cover the top carton.
- **Say**, “The eggs are calcium (the glue), and they *bond* (glue) the sodium alginate strands together. These bonded calcium lactate/sodium alginate pieces form a membrane on the outside of the sphere that keeps the sphere together.”

4

### Step 4: Wacky Science Card Packs (optional)

- **Distribute** Wacky Science Recipe Cards (if prepared) and a pen or pencil to each participant.
- **Give** them time to write their observations about today’s experiment.
- **Tell** youth to put their names on their card packs.
- **Explain** youth may look at their card packs throughout the module to gain a better understanding of the science. They will keep them at the Club or Youth Center for the week, and then take them home at the end of the week.
- **Collect** the card packs and keep them in a safe place until the next session.

## Session 1

Ages 9-11  
Food Scientist

### Reflection (5 minutes)

Ask youth:

- “What happened when the liquids (juice with calcium and water with thickener) came into contact?”
- “What are some other applications for this type of reaction?”

### Recognition (3 minutes)

- **Recognize** individuals who waited patiently while the others were making their fruit juice spheres.
- **Recognize** youth who listened attentively and participated in the discussion.
- **Allow** youth an opportunity to recognize others who made good observations today.

### Closing and Transition (2 minutes)

- **Rinse** out pipettes to use again on Days 2 and 5.
- **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 9-11  
Food Scientist

# 100

# Session 2: Cup O' Frog Eggs



**TIME**  
60 minutes



**SIZE**  
20-25



**HANDOUTS**  
None

**Session Objective:** Youth will experience a fun physical reaction that creates edible colloids.

## 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](#).

- **Create** Wacky Science Recipe Cards for this Session, and **print** a copy for each participant. (optional)
- **Place** about two tablespoons of the green gelatin in a small disposable cup, one per participant.
- **Fill** another disposable cup with water, one per participant.

## Warm Welcome (2 minutes)

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

## Community Builder: Pompadour (12 minutes)

### Step 1: Start the Chain

- **Distribute** a nametag and marker to each young person, and **instruct** them to write their name or nickname on the nametag.
- **Instruct** youth to go around the room, trying to find other people with at least four of the same letters in their name as are in their own.
- **Tell** those with four similar letters to join hands.
- **Say**, "Is anyone feeling left out?"

### Step 2: Complete the Chain

- **Instruct** remaining youth to go around the room to join hands with someone who has at least two of the same letters in their name as are in their own.
- **Ask**, "Is anyone still alone?"
- **Instruct** the remaining youth to join hands with someone with the same first or last letter of their name.
- **Continue** creating rules similar to the above prompts ("Join hands with someone who...") by which youth join hands until the entire group is holding hands as one long chain.

## Supplies Needed

- Nametags (1 per participant)
- Markers (1 per participant)
- Lime- or green apple-flavored gelatin (approximately 2 tablespoons per participant)
- Small disposable cups (2 per participant)
- 3-milliliter plastic transfer pipettes, cleaned from last activity (1 per participant)
- Plastic spoons (1 per participant)
- Pens or pencils (1 per participant, optional)

## Links to Resources

None

## Social-Emotional Skills

- Impulse Control
- Self-Discipline

## Academic Skills

- Asking Questions
- Analyzing and Interpreting Information

## Key Terms

- **Colloid:** A substance dispersed evenly throughout another substance
- **Absorption:** When particles take in or soak up other particles or molecules

## Session 2

Ages 9-11  
Food Scientist

101

**Group Agreements Review (5 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: Cup O’ Frog Eggs (30 minutes)****Introducing Youth to the Activity**

- **Ask** youth:
  - › “Who can tell me what frog eggs look like?”  
Possible answers:
    - Tiny
    - Round
    - Clear with a black dot
  - › “What do they feel like?” Possible answers:
    - Slimy
    - Squishy
- **Say**, “Frogs and toads have to lay their eggs in moist places – places that have water, lakes, ponds or puddles.”
- **Ask**, “Who knows why?” (Answer: Because frog and toad eggs don’t have shells. So to keep from drying out, they have to be laid in water.)
- **Say**, “We are going to explore the physical reaction that frogs use when producing their eggs.”

**Step-by-Step Directions****1****Step 1: Make a “Frog Egg”**

- **Give** each young person a pipette, a cup prepared with the gelatin and a cup filled with water.
- **Say**, “This is important...Do NOT let your pipette touch the powder in the cup. You need it to be high above the cup.”
- **Demonstrate** each step, and have youth follow:
  - › **Load** your pipette with water.
  - › Holding the pipette about 3 inches above the other cup, **drop** one drop of water into the powdered gelatin cup.
  - › **Swirl** the cup around.
- **Ask**, “Did you notice the gelatin in the cup *absorbed*, or soaked up, the water?”
- **Say**, “It formed a sphere the size of the water drop, which kind of looks like the frog eggs we’ve been talking about!”

**Session 2**

Ages 9-11  
Food Scientist

2

**Step 2: Make More “Frog Eggs”**

- **Say**, “Let’s make more “frog eggs!”
- **Instruct** youth to continue dripping one drop at a time and swirling the cup until they have as many “frog eggs” as they would like to eat.
- **Give** youth each young person a spoon to eat their “frog eggs.”

**Facilitator Note:** *Remind any youth who are allergic to gelatin not to taste the “eggs.”*

3

**Step 3: Learn About Colloids**

- While youth are enjoying their “frog eggs,” **say**:
  - › “As we learned – and demonstrated – real frog eggs must be laid in a moist environment.
  - › When the egg comes in contact with water, the outer layer absorbs the water and swells.
  - › This creates the squishy, jelly-like cover that keeps the egg from drying out, and it protects the developing tadpole.”
- **Ask**, “Did you know that covering has a special name?”
- **Say**, “The jelly-like covering is a *colloid* – particles of one substance evenly dispersed in another substance. A gel is created when particles of water, or another liquid, float within the particles of a solid.”
- **Ask**, “Can anyone guess what the powder was in the cup I gave you?”
- **Say**, “It’s called gelatin, and gelatin is a *colloid*. It is made up of water particles within solid protein particles. Other *colloids* include whipped cream, mayonnaise and muddy water.”

4

**Step 4: Wacky Science Card Packs (optional)**

- **Distribute** Wacky Science Recipe Cards (if prepared) and a pen or pencil to each participant.
- **Give** them time to write their observations about today’s experiment.
- **Tell** youth to put their names on their cards.
- **Collect** the packs and keep them in a safe place until the next session.

**Session 2**

Ages 9-11  
Food Scientist

### Reflection (5 minutes)

Ask youth:

- “What are some other colloids you can eat?” Possible answers:
  - › Milk
  - › Gummy bears
  - › Pudding
  - › Gravy
- “Why was it important to hold the pipette above the cup several inches?” (Answer: The height gave the liquid drop time to form a sphere.)
- “What would have happened if the pipette touched the gelatin in the cup?” (Possible answer: The gelatin would have absorbed into the dropper and contaminated it, and possibly clogged it.)

### Recognition (3 minutes)

- **Recognize** youth who listened and followed directions.
- **Recognize** youth who shared their observations.
- **Allow** youth an opportunity to recognize others who asked good questions today.

### Closing and Transition (2 minutes)

- **Rinse out** the pipettes to use again on Day 5.
- **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 9-11  
Food Scientist

# Session 3: Edible Slime



**TIME**  
60 minutes



**SIZE**  
20-25



**HANDOUTS**  
None

**Session Objective:** Youth will participate in a polymer chemical reaction that's yummy.

## 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.

- **Create** Wacky Science Recipe Cards for this session, and **print** a copy for each participant. (optional)
- **Make** a small pot of spaghetti.
- When it is cooked, **drain** some of the water and **leave** half of the noodles in the pot to dry out a little.
- **Drain** the other half of the noodles and **store** them in a zip-top bag: You want these to stay wet and pliable.
- **Set up** three stations around the room:
  - › Cornstarch Station – with zip-top bags, cornstarch and the ½-cup measuring cup
  - › Gelatin Station – with the boxes of gelatin and the tablespoon
  - › Water Station – with a pitcher of water and the ¼-cup measuring cup

## Warm Welcome (2 minutes)

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

## Community Builder: Polymer Tag (15 minutes)

### Step 1: Become Polymers

- **Set up** a playing area by pointing out boundaries.
- **Have** two youth link elbows. These players are “it.”
- **Explain** when the players who are “it” tag someone else, that person must link elbows and becomes a part of “it.”
- **Play** until everyone has formed one long string.

## Supplies Needed

- Dry spaghetti (1 pound)
- Small cooking pot
- ½-cup measuring cup
- ¼-cup measuring cup
- Tablespoon measuring spoon
- Cornstarch (½-cup per participant)
- Sugar-free flavored gelatin (1 large package per 2 youth)
- Pitcher of drinking water
- Zip-top sandwich bag (1 per participant)

## Links to Resources

None

## Social-Emotional Skills

- Communication
- Perseverance
- Planning

## Academic Skills

- Collaboration
- Designing and Constructing Explanations
- Love of Learning

## Session 3

Ages 9-11  
Food Scientist

**Key Terms**

- **Polymer:** A substance that stimulates or initiates a chemical process
- **Crosslink:** A chemical bond between different chains of molecules
- **Edible:** Suitable for people to eat
- **Activator:** A substance that stimulates or initiates a chemical process
- **Molecule:** The smallest unit of a chemical compound
- **Viscosity:** The state of being thick, sticky and semifluid in consistency due to internal friction; resistance to flow

**Step 2: Crosslink Polymers**

- **Explain** that *polymers* are long strings of molecules. Before youth were tagged, they were monomers (single molecules), but when they joined it, they became a part of the string, or *polymers*.
- Now **break up** your giant string of youth into two or three shorter strings.
- **Instruct** the shorter strings to walk alongside the other strings, but not to connect.
- **Assign** three youth to step in between the polymer strings and link arms with one member of each string. (Like a rung in a ladder.)
- **Explain** when these three youth connected with the polymer strings, they became like *crosslinking* polymers.

**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: Edible Slime (30 minutes)****Introducing Youth to the Activity**

- **Say**, “Last night I made spaghetti. It was delicious and it looked like this.”
- **Show** the spaghetti in the bag.
- **Say**, “But I forgot about it and left some more spaghetti in the pan.”
- **Ask**, “What do you think it looks like today?”
- **Show** the spaghetti in the pan.
- **Say**, “It looks way different today than it did last night.”

**Step-by-Step Directions****Step 1: Noodles Show and Tell**

- **Ask** youth:
  - › “See how the spaghetti all sticks together?”
  - › “Why do you suppose it does that?” (Answer: The spaghetti in the pan dried out, and the starch in the water “glued” the spaghetti noodles together.)
- **Say**, “When the noodles were wet in the pan, they were flexible and their shape changed. But, when they sat in the pan overnight, they dried into curly shapes, and so they couldn’t slide past one another as easily.”

**1****Session 3**

Ages 9-11  
Food Scientist

- **Invite** youth to touch the wet noodles in the bag.
- **Ask**, “How do they feel?” (Answer: Slippery)
- **Invite** youth to touch the dry noodles in the pan.
- **Ask**, “How do they feel?” (Answer: Dry or super sticky)

**2****Step 2: Slime Time**

- **Ask** youth:
  - › “Have you ever made slime before?”
  - › “Do you know if there are kinds of slime that you can eat?”
- **Say**, “Most slime is not *edible*, since it has ingredients that are dangerous to eat.”
- **Ask**, “Would you like to make slime that is *edible*, or safe to eat, without any dangerous ingredients?”
- **Say**, “Well, you’re in luck! Because today we are making *edible* slime. Since we will be handling food, everyone needs to wash their hands before we begin.”

**3****Step 3: Gather Dry Ingredients**

- **Invite** youth up to the cornstarch station.
- **Instruct** them to each take a plastic bag and measure  $\frac{1}{2}$  cup of cornstarch to pour into their bags.
- **Invite** each participant to move to the gelatin station.
- **Instruct** everyone to measure 1 tablespoon of the gelatin and add it to their zip-top bags.
- **Tell** youth to close their zip-bags and shake to mix the two powders together.

**4****Step 4: Just Add Water**

- **Invite** everyone to move to the water station.
- **Instruct** them to add  $\frac{1}{4}$  cup water to their mixture in the bag.
- **Say**, “Now close your bags tightly and gently massage the mixture. If anyone’s mixture is still crumbly, raise your hand.”
- **Invite** those youth who raised their hands to return to the water station and add a small amount of water.
- **Say**, “Be careful ... too much water and the slime will be too runny.”
- **Tell** everyone to close their bags and knead their mixture for several minutes. This gives the gelatin time to absorb the water and cornstarch.”

**Session 3**

Ages 9-11  
Food Scientist

5

**Step 5: More About Polymers**

- **Say**, “Slime is all about *polymers*!”
  - › Remember, *polymers* are large chains of *molecules*, the smallest units of a chemical compound.
  - › The gelatin we use to make edible slime is made up of long chains of gelatin *molecules*.
  - › These chains slide past one another easily – like last night’s spaghetti in the bag!
  - › And like the polymer chains that we made in Polymer Tag.”
- **Explain** that chemical bonds formed when they mixed the gelatin and corn starch together.
  - › The cornstarch and water act as a slime *activator*, or something that started a chemical process.
  - › Instead of flowing freely as before, the gelatin molecules become tangled and stick together – like the spaghetti in the pot.
  - › And like three youth who *cross-linked* the polymer strings in Polymer Tag.
- **Say**, “*Cross-linking* – both in the spaghetti and the slime – changes the *viscosity* or flow of the new substance.”
- **Say**, “Go ahead and taste your edible slime!”

**Facilitator Note:** *The dye in the gelatin may get on youth’ hands, but it washes off in about a day.*

6

**Step 6: Wacky Science Card Packs (optional)**

- **Distribute** Wacky Science Recipe Cards (if prepared) and a pen or pencil to each participant.
- **Give** them time to write their observations about today’s experiment.
- **Tell** youth to put their names on their cards.
- **Collect** the packs and keep them in a safe place until the next session.

**Session 3**

Ages 9-11  
Food Scientist

**108**

**Reflection** (5 minutes)

**Ask** youth:

- “What happened that made the gelatin grab onto itself to make slime?”
- “What changes can you make to this recipe to make it still slimy, but a different consistency?”
- “Are there other ways to apply what you learned about making slime to doing something with food?”

**Recognition** (3 minutes)

- **Recognize** youth who were actively listening and making connections.
- **Allow** youth an opportunity to investigate others’ slime and note differences.

**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 9-11  
Food Scientist

**TIME**

60 minutes

**SIZE**

20-25

**HANDOUTS**

Page 114

**Supplies Needed**

- 2-ounce disposable condiment cups with lids (1 per participant)
- Heavy whipping cream (1-2 ounces per participant)
- Mini saltine crackers (5 per participant)
- Craft sticks (1 per participant)

**Links to Resources**

Let's Make Butter!: [youtube.com/watch?v=e1LYWF8T8g0&t=85s](https://www.youtube.com/watch?v=e1LYWF8T8g0&t=85s)

**Social-Emotional Skills**

- Adult Connections
- Impulse Control
- Perseverance

**Academic Skills**

- Analyzing and Interpreting Information
- Asking Questions
- Curiosity
- Designing and Constructing Explanations
- Love of Learning
- Time Management

**Key Terms**

None

# Session 4:

## Blobs of Butter

**Session Objective:** Youth will contribute to a yummy physical reaction that converts a liquid containing solid molecules to a solid containing liquid molecules.

**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.

- **Create** Wacky Science Recipe Cards for this Session, and **print** a copy for each participant. (optional)
- **Fill** condiment cups halfway with heavy cream; then **seal** the cups with their lids. Keep the cream cool until ready to use.

**Warm Welcome (2 minutes)**

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

**Community Builder: Buttermilk Tag (15 minutes)**

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

## Session 4

Ages 9-11  
Food Scientist

# 110

### 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: Blobs of Butter (30 minutes)

#### Introducing Youth to the Activity

- **Ask** youth:
  - › “Who here eats butter on toast?”
  - › “Do you put butter on noodles?”
  - › “Do you put butter in your mashed potatoes?”
- **Ask**, “So, where does butter come from?” Possible answers:
  - › Cows
  - › Milk
  - › It gets churned
  - › The store
- **Say**, “We know milk comes from cows.”
- **Ask**, “But how does that milk become butter?”

#### Step-by-Step Directions

**Facilitator Note:** *Keep the cream cool; this helps it to form butter.*

1

#### Step 1: Distribute and Shake Cream

- **Show** youth a photo of raw milk with cream.
- **Say**, “Today, we are only going to use the cream, which has been separated from the milk.”
- **Give** each participant a prepared condiment cup filled with heavy cream.
- **Tell** youth to not take the lid off unless instructed.
- **Demonstrate** by holding a cup and lid in one hand, making sure that the lid is securely held closed on the cup.
- **Start** shaking your cup of cream.
- **Tell** youth to shake their cups and keep shaking.
  - › Do this as a whole group.
  - › You could play music and encourage youth to shake their cups while dancing.

## Session 4

Ages 9-11  
Food Scientist

2

**Step 2: Keep Shaking**

- **Say**, “The fat molecules will start to come together, but be patient. This takes time. At first you might hear and feel liquid sloshing in the cup.”
- After about five minutes **say**, “You might notice the sloshing feeling and sound has disappeared. That’s because the cream is getting thicker because of the air bubbles. It’s getting foamy and is turning into whipped cream!”
- **Tell** youth to open their cups and look inside. If it looks like whipped cream, it’s not ready yet. Put the lid back on and resume shaking.
- After a few minutes **ask**, “Do you hear liquid sloshing again?”
- **Say**, “This time, the sloshing liquid is the buttermilk. When butter forms, the fat globs push out a watery liquid – buttermilk.” There’s not much, and the butter might muffle the sound, but you can look again. If you see fat globs with a little liquid around it, your butter is ready.”

3

**Step 3: Time to Taste**

**Facilitator Note:** Verify whether any youth are lactose intolerant. If so, do not have them taste the buttermilk.

- **Instruct** youth to:
  - › Carefully take off the lid of the cup.
  - › Taste the buttermilk (liquid).
  - › Taste the butter.
- **Give** each participant a few crackers and a craft stick to spread their butter on the cracker and enjoy.
- **Explain** the science:
  - › When cows are milked, the whole milk contains a lot of fat.
  - › Fat is lighter than water, so the fatty cream will float to the top of a container of milk.
  - › Dairy farmers skim the fat off the top of the milk, separating the “skim milk” from the cream.
  - › When cream is shaken, it further separates; which creates whipped cream, then buttermilk and finally butter.

**Session 4**

Ages 9-11  
Food Scientist

**112**

## 4

**Step 4: Wacky Science Card Packs (optional)**

- **Distribute** Wacky Science Recipe Cards (if prepared) and a pen or pencil to each participant.
- **Give** them time to write their observations about today's experiment.
- **Tell** youth to put their names on their cards.
- **Collect** the packs and keep them in a safe place until the next session.

**Reflection (3 minutes)**

**Ask** youth:

- “Did the butter you made taste like butter you buy from the store?”
- “Did you taste the buttermilk?”
- “Will you make butter at home?”

**Recognition (2 minutes)**

- **Recognize** youth who tasted the buttermilk and shared their feelings about it.
- **Allow** youth an opportunity to recognize others who were patient and persistent when making their 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 9-11  
Food Scientist

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: Volcano Celebration



TIME

60 minutes



SIZE

20-25



HANDOUTS

None

**Session Objective:** Youth will enjoy a tasty chemical reaction that bubbles over.

## 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.

- **Create** Wacky Science Recipe Cards for this Session, and **print** a copy for each participant. (optional)
- **Cut** one pipette per participant at the 3-milliliter mark – this will create a 1.5-inch plastic cut pipette shape for each youth. (Keep the rounded end. Dispose of the long tube.)
- **Set up** your room with several stations so youth can move around and pick up the items they will need for this activity.
- At tables where youth will be sitting, **place** two small bowls that you will fill with diet cola during the activity.

## Warm Welcome (2 minutes)

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

## Community Builder: Gulp (10 minutes)

- **Split** your group into teams of six to eight youth.
- **Ask** groups to stand together in a circle with their arms raised above their heads.
- **Place** a hula hoop on someone in each group, and have the rest of the group hold the hula hoop even with that person's shoulders using only their fingertips.
- **Say**, "Using nothing but your fingertips, work with your teammates to lower the hula hoop to the ground without dropping it."

## Supplies Needed

- Hula hoops (1 per group)
- Prepared cupcakes or muffins without frosting (1 per participant)
- Prepared chocolate frosting (2 tablespoons per participant)
- Craft sticks (1 per participant)
- Small paper plates (1 per participant)
- 3-milliliter transfer pipettes (2 per participant; half can be reused for following groups)
- Small bowls (2 per group)
- Scissors
- 12-ounce bottles Diet Coke or other dark cola (3 total)
- Nerds candies (1/2 tablespoon per participant)
- 1/2-teaspoon measuring spoon
- 9-inch balloon (preferred size)

## Links to Resources

None

## Social-Emotional Skills

- Ethical Responsibility
- Impulse Control

## Session 5

Ages 9-11  
Food Scientist

# 115

**Academic Skills**

- Analyzing and Interpreting Information
- Creativity
- Designing and Constructing Explanations

**Key Terms**

None

**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: Yummy Volcanos (30 minutes)****Introducing Youth to the Activity**

- **Ask** youth,
  - › “Who has built an erupting volcano before?”
  - › “Do you know what you used to make the volcano erupt?” (Possible answer: baking soda and vinegar)
  - › “Why did mixing those two chemicals make it erupt?”
- **Explain** vinegar is an acid and baking soda is a base. When the two mix, they create carbon dioxide gas bubbles.
- **Ask**, “Are foods chemicals?”
- **Say**, “Foods are chemicals. Sometimes we don’t think of them that way, but they are, and they can cause chemical and physical reactions. The erupting volcanoes that you made in the past are examples of a chemical reaction. Today we are going to make volcanos using edible chemicals.”

**Step-by-Step Directions****1****Step 1: Set up Your Volcano**

- **Invite** youth to gather a plate, a craft stick, a cupcake, and two tablespoons of frosting, then take them back to their tables.
- **Instruct** youth to turn the cupcake over so that the wide part is resting on the middle of the plate.
- **Ask**, “Do you see how we will make this cupcake look like a volcano?”
- **Instruct** youth to frost the cupcake all over, except where the volcano vent will go (at the very top).

**2****Step 2: Create a Vent**

- Using the round end of the pipette, **poke** a hole into the middle top of each participant’s volcano (the vent).
- **Pass** the cut pipettes out to each young person.
- **Tell** youth to insert the cut pipette into the top of their cupcake – open side up.
- Using a measuring spoon, **put** approximately ¼ teaspoon of nerds into each cut pipette (already inserted into the cupcake), and **give** each young person a complete pipette.

**Session 5**

Ages 9-11  
Food Scientist

3

**Step 3: Eruption**

- **Fill** the small bowls on groups' tables with Diet Coke.
- **Instruct** youth to load their pipette with the cola.
- **Say**, "Now squirt the cola into the cut pipette and watch your volcano erupt!"
- **Tell** youth to remove the cut pipette from their volcanos and set them aside.
- **Say**, "Now it's the moment you've been waiting for... time to eat your yummy cupcake volcanos. Just don't eat the cut pipette!"

4

**Step 4: Demonstration**

- While youth are enjoying their cupcakes, **demonstrate** how the cola/nerds reaction produces carbon dioxide:
  - › **Drop** 1 tablespoon of nerds into the balloon.
  - › **Twist** the balloon so the nerds will not fall out.
  - › **Open** a cola bottle carefully, and stretch the opening of the balloon over the opening of the bottle.
  - › **Make sure** the nerds stay in the twisted balloon until you're ready to drop them in.
  - › Now **tip** the balloon up and let the nerds fall into the soda; the balloon should inflate.
- **Ask**, "Why do you think the balloon is inflating?" Possible answers:
  - › Because the chemical reaction is creating bubbles of carbon dioxide.
  - › Because the chemical reaction is creating a gas.
- **Say**, "When the nerds touch the cola, there is a chemical reaction and carbon dioxide gas bubbles are created. This is gas is going into the balloon and filling it."

5

**Step 5: Wacky Science Card Packs (optional)**

- **Distribute** Wacky Science Recipe Cards (if prepared) and a pen or pencil to each participant.
- **Give** them time to write their observations about today's experiment.
- **Tell** youth today they may keep their packs and bring them home to show their families all of the hard work they've done as scientists this week.

**Session 5**Ages 9-11  
Food Scientist

### Reflection (5 minutes)

Ask youth:

- “What made the volcano erupt?”
- “What happened when the cola mixed with the nerds?”
- “When would a reaction like this be useful?”

### Recognition (4 minutes)

- **Recognize** youth who were patient and took turns with others as they built their volcanos.
- **Recognize** youth who shared insights during the discussion.
- **Allow** youth an opportunity to recognize others who worked really hard this week.

### 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 9-11  
Food Scientist



# READ Module 1

**“Front Desk”**

## READ Module Title: “Front Desk”

### Book Summary

“Front Desk” by Kelly Yang tells the story of Mia Tang, a fifth-grade girl who moved to the United States from China with her parents. Mia’s family struggles with poverty and discrimination as they manage a motel in Anaheim, Calif., in the 1990s. “Front Desk” is based on the true story of the author’s childhood. Themes include immigration, racism, bullying, family and the power of advocacy.

About This Module	
Overview	Youth will read “Front Desk” by Kelly Yang and will engage with the text through independent reading, reader’s theater and reflection. Because Mia and the weeklies love Monopoly, youth will create and play board games that reflect the story. In honor of Mia’s advocacy through letter writing, they will write letters addressing issues that matter to them.
Guiding Questions*	What aspects of Mia’s family life does she hesitate to share with others? Why? How does Mia advocate for important causes by writing letters?
Culminating Project	<b>Youth will create two products – a board game that incorporates elements of “Front Desk” and an advocacy letter about a topic they feel passionate about.</b>
Session 1	<b>Meet Mia Tang</b> Youth will read Chapter 1 of “Front Desk,” connect Mia’s life to some of their own experiences and work in teams to complete a crossword puzzle based on the first chapter.
Session 2	<b>Secrets and Lies</b> Youth will read about and act out Mia’s first day of school and then discuss the passage.
Session 3	<b>Create a Board Game</b> Youth will create their own board games, which will be played by their peers in the next session. When possible, they’ll connect elements of “Front Desk” to the game.
Session 4	<b>Game Time!</b> Youth will add any final touches to their board games, and then they will play one another’s games.
Session 5	<b>Writing Letters</b> Youth will read and discuss some of the letters Mia writes to advocate for herself, her family or her friends. Then youth will write and send a letter speaking up about something that matters to them.

\*Guiding questions are not specifically asked in the sessions themselves, but are meant to guide your preparation and facilitation of the unit. Keep these questions top of mind so you can help youth make connections and capture key takeaways relating to the topic.

Key Terms	
Word	Definition
<b>Protagonist</b>	The leading character in a story
<b>Advocate</b>	A person who recommends or supports a cause, policy, person or community

Supplies		
Facilitator Needs	1	Computer or tablet
	1	Whiteboard or chart paper
	2	Simple prizes (optional)
Each Team Needs	1	Set of markers, crayons or colored pencils
	1	Large sheet of paper, poster board or cardboard
	1	Die and/or stack of notecards
	1	Envelope, plastic bag or box to store game
Each Participant Needs	1	Copy of “Front Desk” by Kelly Yang
	1	Pencil, marker or pen
	1	Sheet of lined paper, envelope and stamp

### Literacy Strategies

During this module, readers will...

- Read Aloud
- Make Predictions
- Make Connections Between the Text and Their Own Lives
- Use Critical Thinking Skills
- Provide Textual Evidence for an Argument

### Extension Books

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

- “Inside Out and Back Again” by Thanhha Lai
- “Other Words for Home” by Jasmine Warga
- “Refugee” by Alan Gratz

### 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.

Kelly Yang created discussion guides and support for facilitators reading this book with youth. She also published videos in which she answers questions for readers. Find those resources here: [frontdeskthebook.com/for-teachers](https://frontdeskthebook.com/for-teachers)

To further extend the concepts covered in this book, you could interview immigrants about their experiences with immigration, host a screening of a movie about immigration and hold a discussion, visit a museum with an exhibit on immigration, or join a local advocacy effort.

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://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](https://ydtoolbox.goodbarber.com).

# Session 1: Meet Mia Tang



**TIME**  
60 minutes



**SIZE**  
20-25



**HANDOUTS**  
Page 127

**Session Objective:** Youth will read Chapter 1 of “Front Desk,” connect Mia’s life to some of their own experiences and work in teams to complete a crossword puzzle based on the first chapter.

## Preparation

- **Gather** copies of “Front Desk” by Kelly Yang. You could check out a set from the library or purchase a set of books. If you don’t yet have copies for the first day, you can print copies of the first chapter of the book from this link: [frontdeskthebook.com/wp-content/uploads/2019/08/Front-Desk-Chapter-Excerpt-With-Buy-Links.pdf](https://frontdeskthebook.com/wp-content/uploads/2019/08/Front-Desk-Chapter-Excerpt-With-Buy-Links.pdf)
- **Make** enough copies of the Chapter 1 Crossword Puzzle handout so every group of three youth will have one copy to work on together.

## Warm Welcome (2 minutes)

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

## Community Builder: Group and Share (10 minutes)

- **Say**, “I’m going to play music, and during that time you can walk or dance around the room. When I stop the music and call out a number, quickly find a group with that number of people. When you’ve found your group, raise your hands in the air and listen up for a question from me. Then each person in your group should share their answer to the question I ask.”
- **Ask**, “Do you have any questions before we get started?”
- **Play** music, occasionally stopping it and shouting out the following numbers and questions:
  - › “Three! What’s the best meal you’ve ever had?”
  - › “Two! What’s one memory you have with your family that is very clear in your mind?”
  - › “Four! If you’ve ever had a job, what was it? If you haven’t, what do you want your first job to be?”
  - › “Two! What’s the biggest change you’ve ever been through in your life? How did it feel for your life to change?”

## Supplies Needed

- “Front Desk” by Kelly Yang (1 per participant)
- Pencils, markers or pens (1 set per team)
- Simple prizes (optional) for Crossword Puzzle winners

## Links to Resources

Chapter 1 of “Front Desk”:  
[frontdeskthebook.com/wp-content/uploads/2019/08/Front-Desk-Chapter-Excerpt-With-Buy-Links.pdf](https://frontdeskthebook.com/wp-content/uploads/2019/08/Front-Desk-Chapter-Excerpt-With-Buy-Links.pdf)

## Social-Emotional Skills

- Empathy
- Perspective-Taking
- Self-Awareness

## Academic Skills and Attitudes

- Literacy
- Working Memory

## Key Terms

**Protagonist:** The leading character in a story

## Session 1

Ages 9-11  
“Front Desk”

# 123

**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: Meet Mia Tang (35 minutes)****Introducing Youth to the Activity**

- **Say**, “Today we’re going to start reading a book called ‘Front Desk’ by Kelly Yang.”
- **Hold** up a copy of the book and **ask**, “What do you think this book will be about? How do you know?” Possible answers:
  - › It will be about a girl and her job, because she looks like she’s working.
  - › It will be about a motel or a hotel because of the “check out” sign and the bell.
- **Distribute** books or printed copies of Chapter 1 from the Links to Resources section, if you don’t have a set of books yet.

**Step-by-Step Directions****1****Step 1: Read Chapter 1**

- **Say**, “Let’s read Chapter 1 and learn as much as we can about the *protagonist*.”
- **Ask**, “Does anyone know what *protagonist* means?” Possible answers:
  - › The *protagonist* is the main character in a story.
  - › The *protagonist* is usually the “good guy” we’re rooting for.
- **Say**, “I’ll start reading aloud, and when I get to the end of a paragraph I’ll say someone’s name. That person can start reading the next paragraph, and at the end of the paragraph they’ll say someone else’s name. Let’s make sure everyone gets a chance to read.”
- **Begin reading** Chapter 1 and **ensure** everyone gets a chance to read. If any youth don’t want to read aloud, they can pass, but follow up later to gauge whether they need extra support.

**Session 1**

Ages 9-11  
“Front Desk”

2

**Step 2: Can You Relate?**

- **Direct** youth to stand up and reflect on how much they are able to relate to Mia.
- **Tell** participants:
  - › “If you feel like you can connect your own life to Mia’s life a lot, move to this wall.” (Point to a spot on one wall.)
  - › “If you feel you can’t connect to Mia’s life at all, move to this wall on the opposite side.” (Point to that spot.)
  - › “If you feel like you can relate to Mia’s life a little, then stand in the middle.”
- **Give** youth a chance to decide how much they are able to relate to Mia’s life and move to the correct spot.
- **Make** groups of three youth each by pulling from different groups.
- **Invite** youth to share with their group of three in what ways they relate to Mia’s life a lot, a little or not at all.

3

**Step 3: Complete the Chapter 1 Crossword Puzzle**

- **Give** each group of three a copy of the Chapter 1 Crossword Puzzle and a pencil.
- **Challenge** youth to work together to complete the crossword puzzle.
- **Celebrate** teams when they complete the puzzle correctly, and distribute prizes (optional).

**Reflection (8 minutes)**

- **Ask**, “What did we learn about the protagonist of “Front Desk”?”
- **Ask**, “Why is it helpful to learn about characters we relate to easily, and characters whose lives are very different from ours?”
- **Ask**, “Now what do you think will happen when Mia’s family starts running the motel?”

**Session 1**

Ages 9-11  
“Front Desk”

**125**

### Recognition (1 minute)

- **Recognize** youth who were able to cite evidence from the text when answering the Chapter 1 Crossword Puzzle.
- **Recognize** youth who made connections between the text and their own lives.
- **Allow** youth an opportunity to recognize others who shared something interesting with the small groups about their own lives.

### Closing and Transition (2 minutes)

- **Encourage** youth to keep reading “Front Desk” between now and the next session.
- **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 9-11  
“Front Desk”

**Session 1 Handout: Chapter 1 Crossword Puzzle**

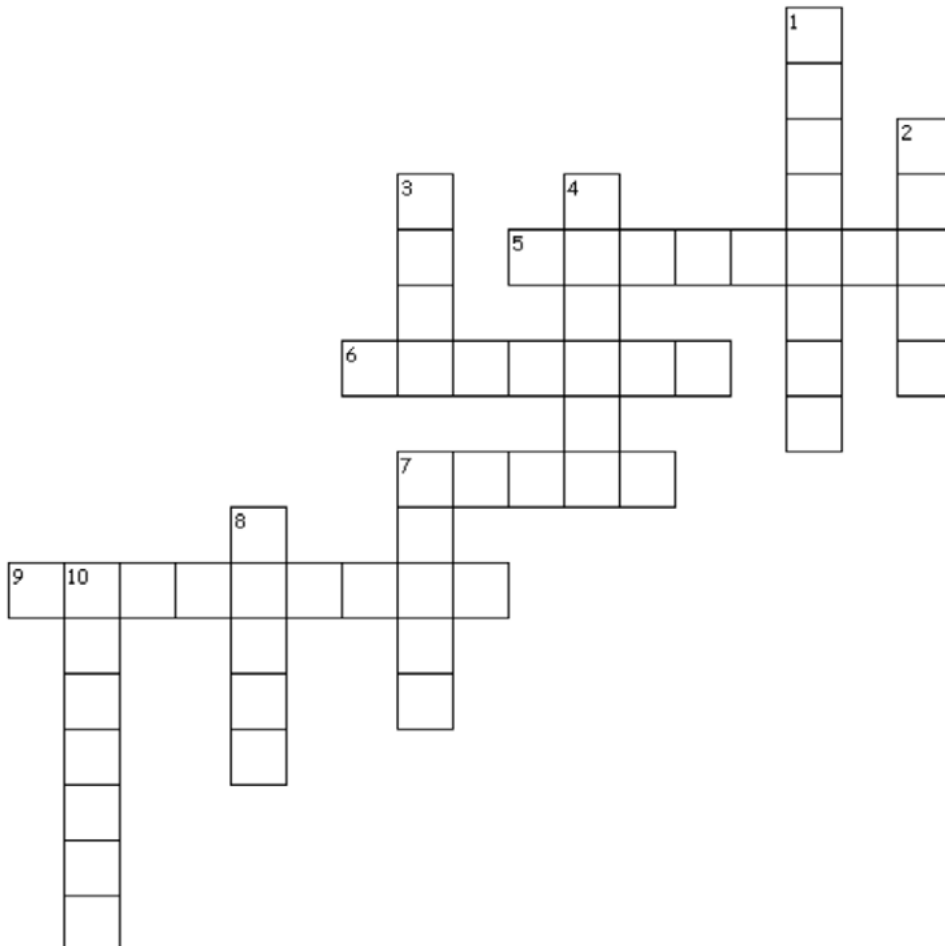
**Answer the clues below to complete this crossword puzzle about Mia Tang.**

**Across**

- 5. What language does Mia’s family and Mr. Yao speak?
- 6. The hardest part of leaving China for Mia was leaving her \_\_\_\_\_.
- 7. When Mia spills soup, she gets \_\_\_\_\_.
- 9. Mia loved the Houston Space Center because of the AC and the \_\_\_\_\_.

**Down**

- 1. What was Mia’s first job?
- 2. Mia’s family takes the job at the motel because they need the \_\_\_\_\_.
- 3. The number of siblings Mia has: \_\_\_\_\_
- 4. Jason speaks \_\_\_\_\_ English.
- 7. Mia’s mom said they came to America because it is \_\_\_\_\_.
- 8. Mia regrets photobombing her mom’s photo, but she thought it would be \_\_\_\_\_ at the time.
- 10. Before Mia’s family moved, she thought America would be an \_\_\_\_\_ place.



**TIME**

60 minutes

**SIZE**

20-25

**HANDOUTS**

Pages 131-133

**Supplies Needed**

“Front Desk” by Kelly Yang (1 per participant)

**Links to Resources**

None

**Social-Emotional Skills**

- Communication
- Perspective-Taking

**Academic Skills**

- Analyzing and Interpreting Information
- Literacy

**Key Terms**

None

# Session 2: Secrets and Lies

**Session Objective:** Youth will read about and act out Mia’s first day of school and then discuss the passage.

**Preparation**

**Make** eight copies of the Mia’s First Day Script handout, which is a script from the scene when Mia goes to Dale Elementary for the first time.

**Warm Welcome (2 minutes)**

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

**Community Builder: Interesting Facts (10 minutes)**

- **Say**, “On Mia’s first day of school, her teacher asks everyone to go around and share something interesting about themselves. We’re going to do the same thing now.”
- **Ask**, “Who would like to start?”
- **Facilitate** the activity so each young person shares one interesting thing about themselves.

**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: Secrets and Lies (35 minutes)****Introducing Youth to the Activity**

**Say**, “Let’s read the section of “Front Desk” in which Mia goes to her new school, Dale Elementary, for the first time.”

## Session 2

Ages 9-11  
“Front Desk”

# 128

1

**Step-by-Step Directions****Step 1: Assign Roles**

- **Say**, “We’re going to read about Mia’s first day of school like it’s a play and we’re acting it out. So I’ll need volunteers to be each of these characters: Narrator, Mrs. Douglas, Allen, Bethany, Mia, Jason, fifth grader, Lupe.”
- **Assign** roles to youth who volunteer. Encourage youth who aren’t acting out a role to follow along, starting on page 38.
- **Distribute** copies of the Mia’s First Day Script to the readers.
- **Tell** the volunteer readers they can take some time to read over their parts so they’re ready to act them out.

2

**Step 2: Two Truths and a Lie**

- **Say**, “While our actors get ready to read their parts, let’s play a game called Two Truths and a Lie. In this game, you make three statements: Two of them should be true, and one should be a lie. After you’ve shared all three statements, the group will try to guess which statement was a lie.”
- **Start** the game by sharing three statements about yourself. Make sure two are true and one is a lie.
- **Ask** the group which statement they think is a lie. After they’ve deliberated for a while, share the correct answer.
- **Ask** who would like to go next, and facilitate the game.

3

**Step 3: Act It Out**

- **Say**, “As we listen to our volunteer readers act out this scene, let’s follow along in the book. The book will be slightly different from the lines you hear the actors reading, but the scene starts on page 38.”
- **Listen** to the actors read through the scene, and support them.
- **Clap** and **congratulate** them when the scene ends.
- **Ask** the following questions to help youth reflect on the scene:
  - › “What does Mia notice about the other kids when she walks into her classroom?”
  - › “How would you feel in a classroom where everyone seemed different from you?”
  - › “What does Mia do when it’s her turn to share an interesting fact?”
  - › “Why do you think she does this?”
  - › “How does Mia feel about her family and their lifestyle?”
  - › “Mia tells Lupe that she has a golden retriever and a pool. Why does she say this?”
  - › “Why does Jason not want anyone to know where Mia lives and works? Why does he tell her to act like she doesn’t know him?”

**Session 2**Ages 9-11  
“Front Desk”**129**

### Reflection (8 minutes)

- **Say**, “Find someone in the room who is wearing the same color as you. Go stand back to back with them in five, four, three, two, one!”
- **Explain** that you’ll ask a question, and as soon as you finish the question, youth should jump around to face each other and answer the question. When they’re done answering the question, they can go back to standing back to back.
- **Ask** youth:
  - › “Have you ever been tempted to tell a lie about your life, or to keep parts of your life secret?”
  - › “Why did you want to do that?”
  - › “Have you ever been hesitant to tell people things about your family? Why or why not?”
  - › “Do you think Mia will ever be more honest about her family and her life? Why or why not?”

### Recognition (1 minute)

- **Recognize** youth who volunteered as readers.
- **Recognize** youth who were able to connect their own lives to the scene they read.
- **Allow** youth an opportunity to recognize others who did a good job acting out the role from the reading.

### Closing and Transition (2 minutes)

- **Encourage** youth to keep reading “Front Desk” between now and the next session.
- **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 9-11  
“Front Desk”

# 130

**Session 2 Handout: Mia's First Day Script****Mia's First Day Script**

*The passage below summarizes a scene from "Front Desk" by Kelly Yang, starting on page 38.*

**Narrator:** As Mia walked to school, she gave the butterflies in her stomach their usual pep talk.

**Mia:** It's going to be okay. I'll make friends, and if I don't I'll borrow books from the library.

**Narrator:** This year, there was an additional butterfly. She finally had something cool to tell everyone – she was running a motel! This would surely blow their minds. As she pushed open the door of room 12, a roomful of kids turned to look at her, and a tall woman with red hair and big earrings spun around and waved.

**Mrs. Douglas:** You must be Mia! Welcome! I'm Mrs. Douglas. Please take a seat.

**Narrator:** As Mia looked around, she noticed the kids in the class were mostly white, but there were also a few black kids and Hispanic kids. No Asians.

**Mrs. Douglas:** Let's go around the room and tell everyone something about yourself. It doesn't have to be big. It just has to be something... interesting.

**Fifth grader:** Can it be weird?

**Mrs. Douglas:** I love weird!

**Allen:** I collect things.

**Fifth grader:** What kinds of things?

**Allen:** Rocks, key chains...

**Fifth grader:** Not weird...

**Allen:** Bottlecaps and postcards, too. And fingernails! All my old clippings!

**Narrator:** Whoops, too weird. Allen immediately put his hand over his mouth, but it was too late. All the other kids stared at him like he was a crow.

**Bethany:** Well, I love to play golf, and also this summer I went to a sleep away ice-skating camp. Now I can do jumps and twirls and everything!

**Mia:** Hi, I'm Mia. I live and work in a ---

## Session 2 Handout: Mia's First Day Script

**Narrator:** Mia was just about to say "Motel" when the door swung open.

**Jason:** Sorry I'm late.

**Mrs. Douglas:** So, Mia, what were you going to say?

**Mia:** Nothing.

**Narrator:** Mia couldn't believe it. What were the chances of Jason being in the same school, let alone the same class? Since he was late, Jason sat down in the only open seat – right next to Mia.

**Mrs. Douglas:** You were about to tell us something. You live and work in a ---?

**Narrator:** Jason shot Mia a look. A *don't you dare look*. Heat rushed to Mia's cheeks and Jason's. Mia wondered, "Why didn't he want others to know?"

**Mia:** Nothing. Just a normal house. With a dog.

**Allen and Bethany:** What kind of dog?

**Mia:** A golden retriever.

**Fifth grader:** What color?

**Mia:** Uh... golden?

**Narrator:** Later, at recess, Jason marched up to Mia.

**Jason:** Let's make one thing clear. You don't know me and I don't know you. Got it?

**Mia:** Whatever.

**Lupe:** What was that all about? Was he bothering you?

**Mia:** No. Well, a little.

**Lupe:** Jason can be so annoying. Hey, what happened to your finger?

**Mia:** Nothing.

**Lupe:** So you have a golden retriever?

**Mia:** Yeah.

**Session 2 Handout: Mia's First Day Script**

**Lupe:** Me too. What's your dog's name?

**Mia:** Sonjay.

**Narrator:** Mia was still thinking about Jason, and Sonjay was Jason flipped around, so she just blurted it out.

**Mia:** So what did you do this summer?

**Lupe:** I had an awesome summer. My parents bought this giant trampoline. And I did a flip! But my dad wasn't there to see it because he had to go on a business trip. Do you have a trampoline?

**Mia:** No... but I have a pool!

**Lupe:** A pool? That's amazing!

**Narrator:** Mia didn't mention the part about how she wasn't allowed to get in the pool.

**TIME**

60 minutes

**SIZE**

20-25

**HANDOUTS**

None

**Supplies Needed**

- “Front Desk” by Kelly Yang (1 per group)
- Computer or tablet (optional)
- Large sheets of paper, poster board or cardboard (1 per group)
- Markers, crayons or colored pencils (1 set per group)
- Glue and/or tape (1 per group)
- Crafting supplies (assorted)
- Dice (one per group)
- Small items to be used as game pieces (several per group)
- Notecards (several per group)
- Envelopes, plastic bags or boxes to place games in (one per group)

**Links to Resources**

“Front Desk” Life-Sized Board Game instructions: [frontdeskthebook.com/wp-content/uploads/2018/11/Front-Desk-Monopoly-Game-Google-Docs.pdf](http://frontdeskthebook.com/wp-content/uploads/2018/11/Front-Desk-Monopoly-Game-Google-Docs.pdf)

**Social-Emotional Skills**

- Organizational Skills
- Planning

**Academic Skills**

- Creativity
- Designing and Constructing Explanations

**Key Terms**

None

# Session 3:

## Create a Board Game

**Session Objective:** Youth will create their own board games, which will be played by their peers in the next session. When possible, they’ll connect elements of “Front Desk” to the game.

**Preparation**

**Gather** materials that youth could use to create their own board games. Construction paper, poster board or cardboard can serve as the base. Dice and notecards are helpful, and any small items could be used as game pieces. You’ll also want plenty of markers, tape and other crafting supplies.

**Warm Welcome (2 minutes)**

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

**Community Builder: Favorite Game (10 minutes)****Step 1: Line Up**

- **Say**, “Some of you may have been born right around the corner from the Club (or Youth Center), and others were born far away and then moved to the community where you live now.”
- **Challenge** youth to line up in order of how close to the Club or Youth Center they were born – from closest on one side of the line to farthest away on the other side – without talking.
- **Check** to see how youth did once they’ve attempted to line up by asking each person where they were born.

**Step 2: Assign Partners**

- **Fold** the line so the person born closest to the Club or Youth Center is standing face-to-face with the person born farthest away.
- **Ensure** every participant has a partner in front of them.
- **Say**, “Mia and the weeklies love to play Monopoly. Tell your partner about your favorite game, who you like to play it with and why you like it.”

# Session 3

Ages 9-11  
“Front Desk”

### 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: Create a Board Game (30 minutes)

#### Introducing Youth to the Activity

- **Ask** participants:
  - › “Who has played Monopoly before?”
  - › “Who can explain to the group how Monopoly works?”
- **Explain** that we are going to use simple craft supplies and our imaginations to create our own board games. They can be similar to Monopoly, Mia’s favorite game, or completely different. Some games might even incorporate aspects of “Front Desk.”
- **Say**, “You will have today to build your board game, and then you’ll get a chance to play one another’s games during the next session.”

## 1

#### Step-by-Step Directions

##### Step 1: Brainstorm Board Games

- **Ask**, “What are the important parts of a good board game?”
- **Write** youths’ answers on a whiteboard or chart paper. Possible answers include:
  - › A board with spaces people move through (some spaces may have extra instructions that help or hurt a player’s chances of winning)
  - › Pieces, so each player has a piece to move across the board
  - › Dice, a spinner, cards, or some other thing that tells players how to move when it’s their turn
  - › Fake money or tokens that players can earn during the game
  - › A goal, which players are working toward in order to win
  - › Rules, which are written out to tell players how to play
  - › A name for the game
  - › A container for all the pieces, which could be an envelope, box or bag

## Session 3

Ages 9-11  
“Front Desk”

- **Discuss** examples of ways board games work, such as:
  - › When it's your turn, you roll a die and move forward that number of spaces on the board.
  - › When it's your turn, you draw a card that tells you to move forward, backward or take another action on the board.
  - › When you land on certain spaces, you read the instructions written on that space or draw a card that tells you what to do next.
- **Ask**, "What opportunities can you think of to incorporate elements of 'Front Desk' into your game?" Possible answers:
  - › The goal of your game could be related to the book, such as: "The goal of this game is to collect enough money to buy a motel."
  - › The game pieces could represent characters from the book.
  - › The cards or spaces could include events from the book, like: "You wrote a great essay! Move forward three spaces." or "A guest forgot to turn in their key, move back two spaces."
  - › The board could include settings from the book, like the motel, Mia's school and Macy's.

## 2

### Step 2: Create Board Games

- **Let** youth choose whether they'd like to work independently, with a partner, or with a group of three to four.
- **Distribute** materials to each group, and **encourage** them to begin planning and creating their games.
- If youth struggle with ideas, **offer** more support by sharing the author's suggestion for creating a board game: [frontdeskthebook.com/wp-content/uploads/2018/11/Front-Desk-Monopoly-Game-Google-Docs.pdf](https://frontdeskthebook.com/wp-content/uploads/2018/11/Front-Desk-Monopoly-Game-Google-Docs.pdf)
- **Circulate** and **support** teams as needed. If youth feel frustrated by the complexity of the rules they are creating, encourage them to keep the game simple.

## 3

### Step 3: Complete Board Games

- **Give** youth a five-minute warning.
- **Circulate** to determine how much more time individuals or groups will need before their games are ready to play. You may choose to allocate more preparation time at the start of the next session before the game playing begins.
- **Direct** youth to put their games into a container (an envelope, plastic bag or box) and place them in a designated space in the room.
- **Ensure** each game is labeled with both the game's name and the names of the creators.

## Session 3

Ages 9-11  
"Front Desk"

# 136

**Reflection** (8 minutes)

- **Ask**, “What did you find most challenging about creating your board game?”
- **Say**, “Some people design board games for a career.”
- **Ask** youth:
  - › “What’s one skill you think a board game designer needs to have?”
  - › “Now what do you think about playing board games?”
- **Say**, “Next session, we’ll play each other’s games!”

**Recognition** (1 minute)

- **Recognize** youth who planned their board games thoughtfully.
- **Allow** youth an opportunity to recognize others who were creative as they planned their games.

**Closing and Transition** (2 minutes)

- **Encourage** youth to keep reading “Front Desk” between now and the next session.
- **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 9-11  
“Front Desk”

**TIME**

60 minutes

**SIZE**

20-25

**HANDOUTS**

None

**Supplies Needed**

Board games created last session

**Links to Resources**

None

**Social-Emotional Skills**

Conflict Management and Resolution

**Academic Skills and Attitudes**

Analyzing and Interpreting Information

**Key Terms**

None

# Session 4: Game Time!

**Session Objective:** Youth will add any final touches to their board games, and they will then play one another's games.

**Preparation**

**Set up** tables or spaces on the floor so groups of three to four youth can gather around a board game and play.

**Warm Welcome (2 minutes)**

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

**Community Builder: If I Had \$1,000 (5 minutes)**

**Facilitator Note:** Caution youth against sharing information that is sensitive in nature or that makes them feel uncomfortable.

- **Say**, "In the game Monopoly, players use paper money and may earn hundreds or thousands of dollars."
- **Ask**, "What do you think Mia would buy if she had \$1,000?"
- **Say**, "Turn to the person next to you and tell them what you would do if you suddenly had \$1,000."

**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: Game Time! (40 minutes)****Introducing Youth to the Activity**

**Say**, "Today we're going to play the games you all created yesterday! First, raise your hand if you or your group still needs a few more minutes to finish making your game, write down your instructions, or otherwise get ready for people to pay your game."

## Session 4

Ages 9-11  
"Front Desk"

1

**Step-by-Step Directions****Step 1: Complete and Set up Games**

- **Direct** each group to set up their game and any materials a group would need to play their game.
- **Instruct** youth who still need time to finish their games to take 10 minutes to finish creating the game, writing the instructions or otherwise setting up.
- **Emphasize** the need for writing out clear instructions so people will understand how to play.
- **Tell** groups who don't need more time to take 10 minutes to start playing a round of their own games!

2

**Step 2: Play a Game**

- **Group** youth who worked individually or with a partner into groups of three to four.
- **Direct** each group to choose a game, other than the game they created, to play for 15 minutes.
- **Circulate** to answer questions and, when needed, consult with the game's creators to answer questions.

3

**Step 3: Play Another Game**

- After 15 minutes have passed, **tell** groups they can rotate to another game.
- **Circulate** to answer questions and, when needed, **consult** with the games' creators to answer questions.

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

- "What did you like about the games you played today?"
- "How did the games you played today connect to 'Front Desk'?"
- "Now that you've played your game and some of the other games, what changes would you make to the games you created in order to improve them?"

**Recognition (1 minute)****Allow** youth an opportunity to recognize others who created a great game.**Closing and Transition (2 minutes)**

- **Encourage** youth to keep reading "Front Desk" between now and the next session. Ideally, they would finish the book before the last session.
- **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 9-11  
"Front Desk"**139**

**TIME**

60 minutes

**SIZE**

20-25

**HANDOUTS**

Pages 144-148

# Session 5: Writing Letters

**Supplies Needed**

- “Front Desk” by Kelly Yang (1 per group)
- Pencils, markers or pens (1 per participant)
- Lined paper, envelopes and stamps (1 each per participant)
- Computer or tablet
- Printer to print handout (optional)

**Links to Resources**

None

**Social-Emotional Skills**

- Communication
- Ethical Responsibility
- Social Awareness

**Academic Skills and Attitudes**

- Literacy
- Professionalism
- Self-Advocacy

**Key Terms**

- **Advocate:** A person who recommends or supports a cause, policy, person or community
- **Immigrant:** A person who comes to a foreign country to live there

**Session Objective:** Youth will read and discuss some of the letters Mia writes to advocate for herself, her family or her friends. Then youth will write and send a letter speaking up about something that matters to them.

**Preparation**

**Gather** copies of “Front Desk” by Kelly Yang. Alternatively, you can **print** the letters from the handouts.

**Warm Welcome (2 minutes)**

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

**Community Builder: Stand up for \_\_\_\_\_. (10 minutes)****Step 1: Define Key Terms**

- **Say**, “Today we’re going to talk about how Mia was an *advocate*.”
- **Ask**, “Does anyone know what an *advocate* is?”
- **Explain** that an *advocate* is a person who recommends or supports a cause, policy, person or community. You could be an *advocate* for:
  - › Yourself, when you need help
  - › A community, like the community of immigrants living in your community
  - › An idea, like the idea that children should be taken seriously and not looked down upon because of their age
- **Ask**, “Does anyone know what an *immigrant* is?”
- **Say**, “An *immigrant* is a person who comes to a foreign country to live there. Sometimes *immigrants* need an *advocate* to help them overcome challenges they face in their new country.”

**Step 2: Play the Game**

- **Say**, “In this game, called Stand up for \_\_\_\_\_, we’re going to take turns naming things we really care about and want to stand up for. If you hear someone say something that you agree with, you should stand up, too.”

## Session 5

Ages 9-11  
“Front Desk”

# 140

- **Begin** the game by naming a few examples, and then **ask** volunteers to name others. For example:
  - › Stand up for protecting the environment.
  - › Stand up for treating everyone the same.
  - › Stand up for making this neighborhood safe.

### 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: Writing Letters (35 minutes)

#### Introducing Youth to the Activity

**Say**, “Today we’re going to review examples of letters Mia wrote, and then we’re going to each write a letter communicating a message that matters to us. Even though Mia was only 10 years old, she wrote letters to important people about really important ideas. You can do that, too! Writing letters is a great way to be an advocate for things that matter to you and to express yourself.”

#### Step-by-Step Directions

1

##### Step 1: Discuss Mia’s Letters

**Facilitator Note:** *Some of Mia’s letters are simpler than others. Without singling anyone out, you might subtly give struggling readers shorter letters and give more advanced readers more challenging letters.*

- **Split** youth into five small groups. One simple way to do this is to count off by 5’s.
- **Assign** each group one of the letters Mia wrote. You can either **direct** them to the correct page numbers in the book (pages 127, 135, 181, 190, 213), or print and distribute the handouts.
- **Ask** each group to:
  - › **Read** Mia’s letter.
  - › **Talk** about how Mia was feeling when she wrote the letter.
  - › **Describe** the purpose of the letter.
  - › **Come up** with one interesting thing they noticed about Mia’s letter or one question they have about it.
- **Give** each group a chance to share their assigned letter, the purpose of the letter, and what they noticed about their letter with the large group.

## Session 5

Ages 9-11  
“Front Desk”

- **Ask** each group follow-up questions like the following to prompt further discussion.
  - › “Would you ever write a letter like that?”
  - › “How did Mia make her letter sound professional?”

## 2

### Step 2: Brainstorm Letters

- **Say**, “Mia is not the only one who can write letters to be an advocate, to say thank you or to express her feelings. We can do that, too! Before we get started, let’s brainstorm some ideas of people we could write letters to, or topics we could write letters about.”
- **Ask**, “What ideas do you have?”
- **Write** youths’ ideas on a whiteboard or chart paper. For example:
  - › I could write a letter to my school principal saying we need more art classes.
  - › I could write a letter to our governor about a law I think should change.
  - › I could write a letter to someone who was kind to me and say thank you.
  - › I could write a letter explaining why I feel frustrated, even if I never send it.
- **Encourage** youth to think of a letter they’d like to write.

## 3

### Step 3: Write Letters

- **Write** an example letter together on the whiteboard or a sheet of chart paper, if you think youth need some support with basic letter writing. In your example letter, point out features of a letter like:
  - › A greeting (Dear \_\_\_\_\_,)
  - › The main body,
  - › A signoff (Sincerely,)
  - › A signature
- **Assure** youth you can help them look up addresses for people like government leaders or school principals.
- **Distribute** envelopes, paper, pens and stamps.
- **Explain** that, for safety reasons, youth should just use their first names – especially if they want to send a letter to someone they do not know personally, like a government leader.
- **Play** music and circulate as youth write letters. Offer support to anyone who is struggling.
- **Give** youth a chance to read their letters aloud before they seal them, and let each young person choose whether they’d like to send their letter or not.

## Session 5

Ages 9-11  
“Front Desk”

**Reflection** (8 minutes)

**Ask** youth:

- “What do you think about Mia’s bold decision to send letters to adults about important topics – like not discriminating against clients, not mistreating immigrants or investing in a motel?”
- “How does it feel to know you could be an advocate for things that matter to you?”
- “Now what else do you think you could write a letter about?”

**Recognition** (1 minute)

- **Recognize** youth who focused on writing their own letters.
- **Allow** youth an opportunity to recognize others who helped them brainstorm or write their letters.

**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 9-11  
“Front Desk”

## Letter #1

*This letter is from page 127 of "Front Desk" by Kelly Yang*

Dear Mr. And Mrs. Miller,

Thank you so much for the \$8 tip along with the kind note. It made my day, and I was having a bad day. I got a bad grade at school. It was so bad that I was thinking about giving up on something.

But then two things happened – my friend from school said something nice to me and I got your note and tip. I think that's a sign, don't you?

My parents are big on signs. I'm not, especially if they are bad. But I like the good ones.

Thanks for giving me a good sign. And thanks for staying at the Calivista. I hope you'll come again soon.

Sincerely,

Mia Tang  
Assistant Manager

**Session 5 Handout: Letter #2****Letter #2**

*This letter is from page 135 of "Front Desk" by Kelly Yang*

Dear mean girls,

You're right. I buy my clothes by the pound. My mom and I go over to the Goodwill and we buy secondhand clothes. Clothes you probably threw away. I'm probably wearing your socks right now.

Let me tell you what it's like to buy secondhand clothes. First, my mom washes it a million times. She scrubs it with her hands and then puts it in the washer and then scrubs it again. Still, when I first put it on, I wriggle and squirm, thinking of all the girls who've been inside the pants before.

I used to hope it was girls like you. Girls who live in big houses. Girls who go on vacation in the summer. I used to think that maybe if I was wearing the same pants, I kind of went on vacation too. And that used to make me happy.

Now do you know what I think? I think I'd rather never go on a vacation than be like you.

Mia Tang

P.S. Floral cotton pants are way more comfy than jeans.

### Letter #3

*This letter is from page 181 of "Front Desk" by Kelly Yang*

Dear Doctor,

Thank you for helping my mom. She's sleeping now. She asked before she fell asleep if there was any more stinky tofu in the cupboard, so I think she's going to be okay.

You're the first doctor we've ever seen in America. To be honest, I was always a little scared of you. My parents said we should never ever see you, unless we were seriously about to die, and even then, we should think about it.

That's because you're really expensive. I always thought that made you kind of mean. But tonight, I learned you're not mean at all. In fact, you're very kind.

Thank you for not charging my mom all that money. Thank you for showing us it's not just every man for himself in America. I hope to one day be able to repay you. Until then, I hope you'll accept this letter and this picture of a tree that I drew for you. The tree represents my mom and the leaves represent all the new hope you've given her that people in America are kind.

Sincerely,

Mia Tang

**Session 5 Handout: Letter #4****Letter #4**

*This letter is from page 190 of "Front Desk" by Kelly Yang*

Dear employer,

I would like to recommend Hank Caleb to you as a security guard. Hank Caleb has been a security guard at the Calivista Motel from June until now, and he is the most responsible, capable, and courageous security guard we have ever had. Recently, at the Calivista, we had an unfortunate incident in which some dangerous people tried to steal money from the cash register. One of our managers tried to stop them and was beaten up and had to go to the hospital. Hank immediately ran after the attackers. He chased them four blocks. He managed to catch them and he got into a fight with them.

Unfortunately, some cops saw Hank getting into a fight with them and he ended up arrested, but the point is, Hank went out of his way to protect his managers, when most security guards would have stayed back.

You will not find a better security guard than Hank. Please find the receipt of the hospital bill stapled as evidence. If you have any questions, please call the Calivista at 555-281-0482.

Sincerely,

The Managers of the Calivista Motel

## Letter #5

*This letter is from page 213 of "Front Desk" by Kelly Yang*

Dear stores,

I know that the security guard from the Topaz Inn gave you a list of "bad customers." But it is not actually a list of bad customers. It is a list of black customers. He put them on the list because he seems to think that all black customers are bad. But that's (1) not true and (2) incredibly discriminatory.

I know it is not true because my good friend is black and he is one of the kindest people I know. Also, I just solved a case involving a stolen car and guess what? The thief was not black. Actually, he wasn't even a thief. He was the owner. That just goes to show – you shouldn't judge a book by its cover.

So, I am asking you to please tear up the list. Let's treat all our customers with kindness and respect and not judge anyone by the color of their skin.

If you have any questions, please call me at 555-281-0482.

Sincerely,

Mia Tang  
Assistant Manager  
Calivista Motel



# READ Module 2

**“The Parker Inheritance”**

## **READ Module Title: “The Parker Inheritance”**

### **Book Summary**

“The Parker Inheritance” by Varian Johnson introduces Candice, a 12-year-old girl who finds a mysterious letter in her grandmother’s attic. With her new friend Brandon, she finds clues and solves puzzles to unlock stories from the town’s past and access an enormous fortune. Themes in the book include bullying, racial discrimination, LGBTQ inclusion, puzzles, justice versus revenge and family relationships.

### **Safety Disclaimer**

This book is recommended for mature audiences and may be more appropriate for older youth. It is recommended that staff first review the book to make sure it is appropriate, and then receive parent/caregiver permission before discussing.

Some of the topics to be discussed may be triggering or upsetting for some youth. While facilitating the activities, be diligent in creating an emotionally safe environment for youth in which they feel supported and respected. Be an active listener and pay attention to cues that could be red flags for safety concerns. Be sure to follow your Club or Youth Center’s policy for mandated reporting if a young person discloses anything related to abuse, neglect or their personal safety while sharing.

About This Module	
Overview	As youth read “The Parker Inheritance” they’ll engage with puzzles alongside the book’s characters.
Guiding Questions *	What kind of thinking helps you solve puzzle mysteries? How can people respond to discrimination and bullying?
Culminating Project	<b>Throughout the week, youth will solve and create puzzles connected to “The Parker Inheritance,” including word puzzles, number puzzles and logic puzzles. The final product will be a puzzle mystery created by youth.</b>
Session 1	<b>Setting up the Mystery</b> Youth will either read Chapter 1 or Chapter 2 of “The Parker Inheritance.” They will then be paired with a partner to summarize their chapters and identify the links between the two chapters. As a group, youth will identify the characters, setting and the problems the characters face.
Session 2	<b>The Letter</b> Youth will read about the letter Candice finds in her grandmother’s attic, and then solve a logic puzzle to unlock clues about the four other letters.
Session 3	<b>Bullies</b> Youth will act out scenes from “The Parker Inheritance” in which someone is bullied, and then discuss how to handle situations in which bullying occurs.
Session 4	<b>Puzzles and Clues</b> Youth will work in teams to solve puzzles and interpret a series of clues.
Session 5	<b>Create Your Own Puzzle Mystery!</b> Youth will work in teams to create their own puzzles with clues, and will then trade with another team to try to solve the puzzles.

\*Guiding questions are not specifically asked in the sessions themselves, but are meant to guide your preparation and facilitation of the unit. Keep these questions top of mind so you can help youth make connections and capture key takeaways relating to the topic.

Key Terms	
Word	Definition
<b>Observant</b>	Good at noticing details
<b>Character</b>	A person, animal or figure represented in a story
<b>Setting</b>	The place and time where a story happens
<b>Deductive Reasoning</b>	A process of using known facts to make logical conclusions that must be true
<b>Discriminate</b>	To treat people unfairly because of their race, sex, age or another characteristic
<b>Bullying</b>	Hurting, intimidating or coercing someone
<b>Cognitive flexibility</b>	The ability to stretch thinking in different ways

Supplies		
Facilitator Needs	1	Whiteboard or chart paper and marker
	1	Radio with speakers or music player
Each Group Needs	1	Large sheets of paper (which can be made in advance by taping papers together)
	Several	Blank sheets of paper
Each Participant Needs	1	“The Parker Inheritance” by Varian Johnson
	1	Pen or pencil

## Literacy Strategies

During this module, readers will...

- Make Connections Between the Text and Their Own Lives
- Make Predictions
- Provide Textual Evidence for an Argument
- Read Aloud
- Summarize the Story
- Use Critical Thinking Skills

## Extension Books

If your Club or Youth Center wants to explore other books on this topic, we recommend “The Westing Game” by Ellen Raskin.

## Notes to Facilitator

There is not a lot of independent reading time included in each day’s session, so encourage youth to find other opportunities to read during the day, or allow them to take the books home.

“The Parker Inheritance” includes strong language and heavy themes, including bullying and discrimination. Be prepared for youth to ask difficult questions, and consider reviewing BGCA’s Inclusion and Positive Club Climate resources if you’d like extra support in these areas. Consider distributing parent/caregiver permission slips for youth to participate in this module.

If youth disclose something sensitive or concerning, be sure to follow your organization’s protocol for reporting such information, and remember your role as a Mandated Reporter. If you are unsure of what to do, you can use Praesidium’s Helpline – 866-607-SAFE (7233) – to ask an expert how to respond and report concerns regarding possible inappropriate behavior toward a Club or Youth Center youth. For more information, please log onto [BGCA.net/ChildSafety](https://www.bgca.net/ChildSafety).

**TIME**

60 minutes

**SIZE**

20-25

**HANDOUTS**

None

**Supplies Needed**

- “The Parker Inheritance” by Varian Johnson (1 book per participant)
- Large sheets of paper (which can be made in advance by taping papers together, 1 per group)
- Markers, crayons or colored pencils (1 set per group)

**Links to Resources**

Chapters 1 and 2 of “The Parker Inheritance”: [varianjohnson.com/wp-content/uploads/2018/02/Parker-Inheritance-Excerpt-with-Buy-Links.pdf](http://varianjohnson.com/wp-content/uploads/2018/02/Parker-Inheritance-Excerpt-with-Buy-Links.pdf)

**Social-Emotional Skills**

- Communication
- Identifying Emotion

**Academic Skills and Attitudes**

- Collaboration
- Literacy

**Key Terms**

- **Observant:** Good at noticing details
- **Character:** A person, animal or figure represented in a story
- **Setting:** The place and time where a story happens

# Session 1: Setting up the Mystery

**Session Objective:** Youth will either read **Chapter 1 or Chapter 2** of “The Parker Inheritance.” They will then be paired with a partner to summarize their chapters and identify the links between the two chapters. As a group, youth will identify the characters, setting and the problems the characters face.

**Preparation**

- **Gather** copies of “The Parker Inheritance” by Varian Johnson. You could check out a set from the library or purchase them. If you don’t yet have copies for the first day, you can **print** the first two chapters of the book from the Links to Resources.
- **Read** the first two chapters of the book (it’s only nine pages) so you’re familiar with the characters, setting and main problems the characters face.
- If you don’t have enough chart paper or another **type** of large paper, **tape** smaller sheets of paper together to create at least one large sheet of paper for each group to create a mural.

**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.”

## Session 1

Ages 9-11  
“The Parker Inheritance”

- 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.

### 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?"

### 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: Setting up the Mystery (30 minutes)

#### Introducing Youth to the Activity

**Say**, "This week, we're going to read a mystery puzzle book called 'The Parker Inheritance' by Varian Johnson. We will try to solve some puzzles and mysteries ourselves. Let's read the first two chapters today and try to understand how they connect."

## Session 1

Ages 9-11  
"The Parker Inheritance"

## 1

**Step-by-Step Directions****Step 1: Read a Chapter**

**Facilitator Note:** *The reading selection for Group 1 is shorter than the Group 2 selection. If you know you have a few struggling readers, subtly divide the groups so that struggling readers are in Group 1.*

- **Split** youth into two equal groups. Here's one fun grouping strategy:
  - › **Challenge** youth to line up in order of their birthdays (starting with Jan. 1) on one side of the room without talking.
  - › After a minute, **check** to see how well they did by asking everyone to say their birthday.
  - › **Split** the beginning of the year birthdays from the end of the year birthdays to create two equally sized groups.
- **Distribute** copies of "The Parker Inheritance," or give printed copies of Chapter 1 to Group 1 and copies of Chapter 2 to Group 2.
- **Say**, "I'm going to give you all some time to read the beginning of this mystery. If you're in Group 1, you should just read Chapter 1. If you're in Group 2, you should just read Chapter 2. You can choose to either read silently to yourself, or find a partner and take turns reading aloud with your partner."
- **Tell** participants as they are reading to pay attention to the:
  - › *Characters*
  - › *Setting*
  - › Main problem the characters are facing
- **Circulate** and **ask** what questions youth have while they're reading.

## 2

**Step 2: Create a Mural**

- **Give** each group a large sheet of paper and markers, crayons or colored pencils.
- **Tell** youth they are going to work with their group to draw a mural that shows three things:
  - › The main *characters* (or people, animals or figures) in your chapter
  - › The *setting* of your chapter (which includes the place, time and surroundings)
  - › The main problem your characters are facing

**Session 1**

Ages 9-11  
"The Parker Inheritance"

- **Say**, “Before you start on your mural, talk with the people in your group about:
  - › The main *character* you read about,
  - › The *setting* you read about,
  - › And the main problem your character is facing.”
- **Prompt** youth to begin working on the mural once you’ve heard them discuss the characters, setting and problems.

**Facilitator Note:** *If your groups are too large to work all together, further divide youth and distribute more paper so youth can create murals in smaller groups.*

3

### Step 3: Find a Partner

- **Say**, “Now we’re going to make some connections between Chapter 1 and Chapter 2.”
- **Ask** youth to stand up and look across the room to find a partner from the opposite group who is wearing a similar color as them (even if it’s just a small amount of that color), and stand back-to-back with that person.
- If anyone can’t find a partner, **prompt** youth to partner with someone else wearing unique colors.
- Once everyone has found a partner, **ask** those from Group 1 to raise their hands.

4

### Step 4: Summarize the Chapter

- **Say**, “Not yet, but when I say ‘Go!’ turn around and face your partner. If you’re from Group 1, explain what happened in Chapter 1 to your partner.”
  - › Make sure your explanation includes the characters, setting and main problem the characters faced.
  - › If you want, you can use your team’s mural to help you summarize the chapter.”
- **Ask**, “Do you have any questions before we get started?”
- **Say**, “Go!” and give youth from Group 1 about two minutes to summarize their chapter.
- **Lead** an attention getter like, “If you can hear me, clap once. If you can hear me, snap twice. If you can hear me, say ‘Oh Yeah.’”
- **Ask** the youth from Group 2 to raise their hands.
- **Tell** them to summarize Chapter 2 for their partners, being sure to mention the characters, setting and main problem.

## Session 1

Ages 9-11

“The Parker Inheritance”

# 157

## 5

**Step 5: Discuss the Characters**

**Facilitator Note:** The discussion below is written so Groups 1 and 2 take turns sharing. If you think your group will stay on task more easily if one group answers all of their questions and then the other group is invited to share, you can rearrange the questions accordingly.

- **Move** the murals so they are next to each other (on the wall or on the floor) in a space where the whole group can gather.
- **Bring** everyone together around the murals, and **ask** youth to sit or stand so they can see the murals and participate in a discussion.
- **Ask**, “Who is this character in Chapter 1 (point to the first mural)?” (Answer: Abigail Caldwell, a woman who hired a work crew to dig up a tennis court)
- **Ask**, “How is Abigail feeling in Chapter 1?” Possible answers:
  - › Eager to find a treasure
  - › Hurried to finish the job before people start complaining or asking questions
  - › Worried about losing her job
- **Ask**, “Who is this person in Chapter 1 (point to the first mural)?” (Answer: Candice Miller, a 12-year-old girl)
- **Ask**, “How is Candice feeling in Chapter 1?” Possible answers:
  - › Sad to be in Lambert for the summer, instead of in Atlanta with her friends
  - › Bored because her mom hasn’t taken her to the library
  - › Curious about her grandmother’s past
- **Ask**, “Are these characters connected at all? If so, how?” (Answer: Yes. Abigail is Candice’s grandmother.)

## 6

**Step 6: Discuss the Setting and Problem**

- **Ask**, “What is the setting of Chapter 1?” Possible answers:
  - › Lambert, South Carolina
  - › Vickers Park
  - › Next to the Enoch Washington Memorial Tennis Courts
  - › October 2007
  - › At dusk
- **Ask**, “What is the setting in Chapter 2?” Possible answers:
  - › Lambert, South Carolina
  - › In Candice’s room
  - › In her grandmother’s house

**Session 1**

Ages 9-11  
“The Parker Inheritance”

- **Ask**, “What is the main problem in Chapter 1?” Possible answers:
  - › Abigail asked a crew of people to dig up the tennis courts in the dark because she’s looking for something she thinks is buried underneath them.
  - › She didn’t have permission to do this, and she loses her job as a result.
  - › They find nothing.
- **Ask**, “What is the main problem in Chapter 2?” Possible answers:
  - › Candice wishes she was back in Atlanta with her friends
  - › She learns that her grandmother was fired from her job as city manager after scandalously digging up the tennis courts.

### Reflection (8 minutes)

- **Ask** youth:
  - › “What have you learned so far about the mystery in this book?”
  - › “Why do you think we read a chapter about the past and a chapter about the present today?”
- **Say**, “Candice remembers her grandmother saying: ‘A mistake isn’t a failure. It’s just an opportunity to try again.’”
- **Ask** youth:
  - › “How is that similar to or different from the way you feel about making mistakes?”
  - › “When you make mistakes, how do you move forward?”
  - › “What do you think will happen next for Abigail and Candice?”

### Recognition (1 minute)

- **Recognize** youth who collaborated well creating the group murals.
- **Recognize** youth who summarized the story by using evidence from the text.
- **Allow** youth an opportunity to recognize others who read and explained the assigned chapter to them.

### Closing and Transition (2 minutes)

- **Encourage** young people to read the next 10 chapters (Chapters 3-12) of the book, because they won’t have another day that includes independent reading time. If youth will be taking books home to read, **remind** them to bring them back for the next day.
- **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 9-11

“The Parker Inheritance”

**TIME**

60 minutes

**SIZE**

20-25

**HANDOUTS**

Pages 167-168

**Supplies Needed**

- “The Parker Inheritance” by Varian Johnson (At least one copy so volunteers can take turns reading pages 27-31 aloud for the group)
- Pens or pencils (1 per participant)

**Links to Resources**

- Printable Puzzles: [printable-puzzles.com](http://printable-puzzles.com)
- Brain Den Logic Puzzles: [brainden.com/logic-puzzles.htm](http://brainden.com/logic-puzzles.htm)

**Social-Emotional Skills**

- Identifying and Solving Problems
- Perseverance

**Academic Skills**

- Analyzing and Interpreting Information
- Cognitive Flexibility
- Designing and Constructing Explanations
- Working Memory

**Key Terms**

**Deductive Reasoning:** A process of using known facts to make logical conclusions that must be true

# Session 2: The Letter

**Session Objective:** Youth will read about the letter Candice finds in her grandmother’s attic, and then solve a logic puzzle to unlock clues about the four other letters.

**Preparation**

- **Print** a copy of The Other Letters (logic puzzles) handout of logic puzzles for each participant. If you are unfamiliar with logic puzzles yourself, try to **solve** it before the lesson to support youth who need help.
- **Fold** the logic puzzles, and on the outside, write: “Find the Path. Solve the Puzzle.” (Optional)
- If you want to help the group start the logic puzzle together, **copy** a larger version of the handout onto 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: Connecting to Our Past (10 minutes)**

- **Say**, “In ‘The Parker Inheritance,’ Candice finds a box labeled ‘For Candice.’ Inside the box, she sees a letter addressed to her grandmother. She’s about to learn a lot of interesting stories from the past about her grandmother.”
- **Ask** youth:
  - › “What’s one interesting thing you’ve learned about your family from the past?”
  - › “How does it feel when you learn about what your parents, grandparents or other adults were like when they were younger?”
- **Start** by giving an example of something you’ve learned about your family from the past, and then **invite** a few other volunteers to share.

**Facilitator Note:** When you share, ensure your example is appropriate. Nobody needs to share if they don’t want to. If youth disclose something sensitive or concerning, be sure to follow up with them later. See the Facilitator Note in the Module Overview for more information.

## Session 2

Ages 9-11

“The Parker Inheritance”

# 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 names to the Group Agreements.)

### Main Activity: The Letter (35 minutes)

#### Introducing Youth to the Activity

**Say**, “Today we’re going to investigate the anonymous letter Candice finds in her grandmother’s attic. Then we’re going to join her puzzle-solving mystery by solving a logic puzzle about the other letters that were sent out.”

#### Step-by-Step Directions

1

##### Step 1: Read Abigail’s Letter

- **Gather** youth in a circle or in chairs.
- **Ask**, “How do you think you would feel if you found an anonymous letter about a mysterious fortune in an attic?”
- **Begin** reading aloud from the start of Chapter 6 (page 27). Read dramatically, encouraging youth with copies of the book to follow along as you read, or ask for a volunteer to read.
- **Choose** to either continue reading aloud yourself or invite a few volunteers to take turns reading aloud through the end of the letter (page 31).

2

##### Step 2: Discuss the Letter

- **Ask**, “What did we just learn from that letter?” Possible answers:
  - › The Washington family was run out of town by the Allen family long ago.
  - › The person who wrote the letter loved Siobhan (pronounced Shi-vaun) Washington, so he tried to get revenge on the Allen family.
  - › An inheritance of \$40 million is hidden, and someone will have to solve a series of puzzles to find the fortune.
  - › We learn about the Washingtons.
  - › Siobhan’s father loved tennis.
  - › Siobhan was beautiful, smart and compassionate.
- **Ask**, “Who can remind us what Abigail Caldwell was doing in Chapter 1?” (Possible answer: Abigail was digging up the Enoch Washington Memorial Tennis Courts.)

## Session 2

Ages 9-11

“The Parker Inheritance”

161

- **Ask**, “What new information from this letter helps to explain what she was doing?” (Possible answer: The letter says that Siobahn Washington’s father loved tennis.)
- **Ask** youth:
  - › “What do you think Candice should do with this letter?”
  - › “Do you notice any clues in the letter that she could investigate?”
  - › “Did anyone other than Abigail receive a letter like this?” (Possible answer: A similar letter was sent to the mayor, the superintendent, the school board chair and the editor of the newspaper.)

### 3

#### Step 3: Introduce the Handout

- **Ask** whether anyone has solved a logic puzzle before.
- **Explain** that logic puzzles require youth to use *deductive reasoning*, like detectives, to use a series of facts in order to draw a conclusion.
- **Distribute** copies of The Other Letters handout and pens or pencils to each participant.
- **Introduce** youth to the logic puzzle by pointing out:
  - › The numbered list of clues
  - › The grid at the top of the handout, which is meant for youth to cross out things that are not true to make a logical conclusion
- **Ask** a volunteer to read the instructions aloud for the group, and encourage youth to follow along.

### 4

#### Step 4: Complete Clue #1

- **Say**, “Let’s get started together. Clue #1 says: ‘The person who felt curious thought the fortune was in the Park.’ So, I’m going to look on the grid for the person who reacted by feeling curious. And then I’ll look across to see where someone thought the fortune was in the park.”
- **Ask**, “Do you see a box on the grid where those two things intersect?”

## Session 2

Ages 9-11

“The Parker Inheritance”

- **Show** youth how you can check off the intersection between *curious* and the *park*. Then, explain that:
  - › Because *no two people reacted the same way, and no two people thought the fortune would be in the same location*, you can cross out all the other possible combinations of someone feeling curious and assuming the fortune was in a different location.
  - › If we know the person who was curious suspected the fortune was in the park, then we know they DIDN'T suspect it was at the Allen House, the School or City Hall.
  - › Also, we know the person who suspected the fortune was in the park felt curious, which means they DIDN'T feel angry, suspicious or scared. See image below for the way to complete the grid based on Clue #1.

		People				Suspected Location of Fortune				Reactions to the Letter			
		Mayor	Superintendent	School Board Chair	Editor	Allen House	School	City Hall	Park	angry	curious	suspicious	scared
Letters in Order Received	first												
	second												
	third												
	fourth												
Reactions to the Letter	angry								X				
	curious					X	X	X	✓				
	suspicious								X				
	scared								X				
Suspected Location of Fortune	Allen House												
	School												
	City Hall												
	Park												

- **Explain** that this process of identifying facts we know are true and also eliminating conclusions that can't be true is called *deductive reasoning*, and it's how many mysteries are solved.

**Session 2**  
Ages 9-11  
"The Parker Inheritance"

**163**

5

**Step 5: Complete Clue #2 (optional)**

- **Decide** whether your group is ready to go, or needs to work through another clue together. If you need to talk through another clue together, invite a volunteer to read Clue #2.
- **Ask**, “What can we mark off on the grid based on Clue #2, which says: ‘The person who thought the fortune was in the Allen House received their letter before the person who felt suspicious?’”

Possible answers:

- › Since it says the person who thought the fortune was in the Allen house received their letter BEFORE someone else, we know that person wasn’t fourth to receive the letter, so we can cross out Allen House and Fourth.
- › Since they received it before the person who felt suspicious, we know the person who felt suspicious didn’t receive their letter first, so we can cross out Suspicious and First.
- › Finally, since this clue talks about two different people, we know the person who thought the fortune was in the Allen House is not the person who felt suspicious, so we can cross out Allen House and Suspicious.

**Facilitator Note:** Below you can see how your grid should look at the end of Clue #2. It’s OK if youth don’t always catch every opportunity to mark things off with every clue. They can always come back to a clue later.

		People				Suspected Location of Fortune				Reactions to the Letter			
		Mayor	Superintendent	School Board Chair	Editor	Allen House	School	City Hall	Park	angry	curious	suspicious	scared
Letters in Order Received	first											X	
	second												
	third												
	fourth												
Reactions to the Letter	angry					X			X				
	curious					X	X	X	✓				
	suspicious					X			X				
	scared								X				
Suspected Location of Fortune	Allen House												
	School												
	City Hall												
	Park												

**Session 2**

Ages 9-11  
“The Parker Inheritance”

6

**Step 6: Finish the Puzzle**

**Facilitator Note:** If you anticipate youth will struggle with this activity, intentionally group youth so older youth or those who are stronger readers are teamed with younger ones or those who may struggle to use evidence from the clues to draw conclusions.

- **Let** youth decide if they want to work alone or in small groups (of 2 or 3).
- **Celebrate** youth who are able to decipher clues and draw conclusions, but **encourage** everyone to keep trying. Focus on the process more than the final answer.

**Facilitator Note:** The answers to the logic puzzle are included below. The process is more important than the final answer, though. It's OK if youth struggle to fill out the full chart. You can celebrate the answers they're able to unlock and encourage them to keep trying.

		People				Suspected Location of Fortune				Reactions to the Letter			
		Mayor	Superintendent	School Board Chair	Editor	Allen House	School	City Hall	Park	angry	curious	suspicious	scared
Letters in Order Received	first	X	✓	X	X	✓	X	X	X	✓	X	X	X
	second	X	X	X	✓	X	✓	X	X	X	X	✓	X
	third	X	X	✓	X	X	X	X	✓	X	✓	X	X
	fourth	✓	X	X	X	X	X	✓	X	X	X	X	✓
Reactions to the Letter	angry	X	✓	X	X	✓	X	X	X				
	curious	X	X	✓	X	X	X	✓					
	suspicious	X	X	X	✓	X	✓	X					
	scared	✓	X	X	X	X	X	✓					
Suspected Location of Fortune	Allen House	X	✓	X	X								
	School	✓	X	X	✓								
	City Hall	X	X	X	X								
	Park	X	X	✓	X								

**Session 2**  
Ages 9-11  
"The Parker Inheritance"

**165**

Letters in Order Received	Person	Reactions to the Letter	Suspected Location of Fortune
first	Superintendent	Angry	Allen House
second	Editor	Suspicious	School
third	School Board Chair	Curious	Park
fourth	Mayor	Scared	City Hall

### Reflection (8 minutes)

Ask youth:

- “What did you learn about logic puzzles today?”
- “Why is deductive reasoning – like what we used to solve the logic puzzle – useful for solving mysteries?”
- “What do you think Candice will do next with this mysterious letter?”
- “Can you use deductive reasoning to make any conclusions yet from her letter?”

### Recognition (1 minute)

- **Celebrate** youth who demonstrated perseverance when they were solving the logic puzzle, since it’s difficult and can be frustrating!
- **Recognize** youth who demonstrated deductive reasoning by citing evidence (or facts) from the clues in order to draw conclusions.
- **Allow** youth an opportunity to recognize others who helped them decipher the clues and complete the handout.

### Closing and Transition (2 minutes)

- **Encourage** youth to keep reading “The Parker Inheritance” between now and the next session.
- **Explain** there won’t be time for independent reading during next session, aside from a few key scenes. If youth are taking books home to read, remind them to bring them back tomorrow.
- **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 9-11  
“The Parker Inheritance”

**Session 2 Handout: The Other Letters**

*Abigail Caldwell wasn't the only person in Lambert, South Carolina, to receive a mysterious, unsigned letter. Four other people received similar letters. In what order did they receive them? How did they react to the letters? And where did they suspect the fortune might be hidden? No two people reacted the same way, and no two people thought the fortune would be in the same location. Use the clues and your deductive reasoning to answer these questions; use the chart to keep track of the facts.*

		People				Suspected Location of Fortune				Reactions to the Letter			
		Mayor	Superintendent	School Board Chair	Editor	Allen House	School	City Hall	Park	angry	curious	suspicious	scared
Letters in Order Received	first												
	second												
	third												
	fourth												
Reactions to the Letter	angry												
	curious												
	suspicious												
	scared												
Suspected Location of Fortune	Allen House												
	School												
	City Hall												
	Park												

## Session 2 Handout: The Other Letters

**The Clues**

1. The person who felt curious thought the fortune was in the Park.
2. The person who thought the fortune was in the Allen House received their letter before the person who felt suspicious.
3. The person who thought the fortune was in City Hall was not the Superintendent.
4. The person who thought the fortune was in the School is not the Mayor or the Superintendent.
5. The person who felt scared was the Mayor.
6. Either the one who received the letter third or fourth was the School Board Chair.
7. The person who received the letter first didn't think the fortune was in the school.
8. The School Board Chair received a letter before the person who thought the fortune was in City Hall.
9. The fourth person to receive a letter thought the fortune was in City Hall.
10. The person who felt angry when they received a letter was not the Editor.
11. Of the Mayor and the School Board Chair, one felt scared when they received a letter and the other thought the fortune was in the Park.

**Find the Path. Solve the Puzzle.**

**Write Your Answers Here:**

Letters in Order Received	Person	Reactions to the Letter	Suspected Location of Fortune
<b>First</b>			
<b>Second</b>			
<b>Third</b>			
<b>Fourth</b>			

# Session 3: Bullies



**TIME**  
60 minutes



**SIZE**  
20-25



**HANDOUTS**  
None

**Session Objective:** Youth will read about the letter Candice finds in her grandmother’s attic, and then solve a logic puzzle to unlock clues about the four other letters.

## Preparation

- **Prepare** music to play for the Community Builder.
- **Read** the scenes on pages 58-60, 117-119, 131-133, 244-245 and determine whether your group is ready to act out and discuss these scenes. If not, you can **omit** the ones that are too intense.
- **Distribute** books or **print** the pages of the scenes you determine your groups should act out, enough for members of each small group to have a copy of one of the scenes. (See Main Activity instructions for more information.)
- **Highlight** the scenes they will read aloud, if possible.
- Because talking about bullying may be triggering for some youth, **use discretion** about which conversations to include, and **prepare** to have follow up conversations if any young person discloses an experience with bullying.

## Warm Welcome (2 minutes)

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

## Community Builder: Mix and Mingle (15 minutes)

- **Say**, “This Community Builder is called Mix and Mingle.
  - › When I play music, you can walk or dance around the room.
  - › When you hear the music turn off, quickly find a partner and stand back to back with that person until I tell you a question to answer with your partner.
  - › Once I say the question, you and your partner should both turn around and tell each other your answer.
  - › When the music starts again, walk or dance around the room again.”

## Supplies Needed

- The “Parker Inheritance” by Varian Johnson (1 per participant, optional)
- Radio with speakers or music player

## Links to Resources

None

## Social-Emotional Skills

- Conflict Management and Resolution
- Empathy
- Perspective-Taking

## Academic Skills

Literacy

## Key Terms

- **Discriminate:** To treat people unfairly because of their race, sex, age or another characteristic
- **Bullying:** Hurting, intimidating or coercing someone

## Session 3

Ages 9-11  
“The Parker Inheritance”

- **Play** music as youth walk around and then stop it from time to time, prompting youth to answer questions like:
  - › “What is your favorite place you’ve ever been?”
  - › “If you could be any animal for a day, what animal would you be? Why?”
  - › “In your opinion, what makes someone a really good friend?”
  - › “When was a time you were brave?”
  - › “When have you had to stand up for yourself or for a friend?”
- **Say**, “Think about that last question about standing up for yourself or a friend.”
- **Ask**, “How do you feel when you need to stand up for someone?”

### 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: Bullies (30 minutes)

#### Introducing Youth to the Activity

- **Say**, “Several characters in ‘The Parker Inheritance’ were *discriminated against or bullied*.”
- **Ask**, “Who knows what it means to *discriminate*?”
- **Say**, “To *discriminate* is to treat people unfairly because of things like their race, age or something else.”
- **Ask**, “Who knows what *bullying* means?”
- **Say**, “*Bullying* is when someone hurts or intimidates someone else.”
- **Say**, “We’re going to break into groups to act out some of those scenes and then talk about ways to respond when someone is bullied. Of course, when you’re acting out these scenes, you won’t actually hurt anyone, you’ll just be reading the dialogue the characters say.”

## Session 3

Ages 9-11

“The Parker Inheritance”

# 170

1

**Step-by-Step Directions****Step 1: Assign and Read Through**

- **Ask** for volunteers to act out a scene from “The Parker Inheritance.” Depending on the size of the group and the number of volunteers, you could:
  - › **Have** small groups act out scenes in front of the whole group
  - › Or **pair** small groups together so each group acts out a scene for the other group
- **Assign** the scenes you determined to be appropriate for your youth. Potential scenes and group sizes include:
  - › Bullies on Bicycles – 7 people – pages 58-60
  - › The Newspaper – 6 people – pages 117-119
  - › The Memorial Room – 5 people – pages 131-133
  - › The Fight – 4 people – pages 244-245
- **Help** youth identify the characters in each scene (including a narrator) and **assign** parts.
- **Give** youth time to read through the scenes and become familiar with their parts.

2

**Step 2: Act Out and Discuss**

- Either **gather** all youth in front of a small “stage” area by calling the first group up to the stage, or by pairing each group with another group that read a different scene.
- **Encourage** each group as they act out a scene, and remind them of the Group Agreements as needed.
- **Ask** questions to check for understanding after each scene. Possible questions include:
  - › “Who was acting like a bully in this scene?”
  - › “Why was that person bullying someone?”
  - › “How did the person or people being bullied respond?”
  - › “How would you feel if you were there watching this happen? What would you do?”
  - › “How did it feel to act out the part of the person being a bully?”
  - › “How did it feel to act out the part of the person being bullied?”

**Session 3**

Ages 9-11  
“The Parker Inheritance”

### Reflection (8 minutes)

Ask youth:

- “What advice would you offer someone like Brandon who is getting bullied?”
- “How can you help if someone is getting bullied?”

### Recognition (1 minute)

- **Recognize** youth who were brave to volunteer to act out a scene in front of a group.
- **Allow** youth an opportunity to recognize others who shared an idea that helped our group understand bullying.

### Closing and Transition (2 minutes)

- **Encourage** youth to keep reading “The Parker Inheritance” between now and your next session.
- **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 9-11  
“The Parker Inheritance”

# Session 4: Puzzles and Clues



**TIME**  
60 minutes



**SIZE**  
20-25



**HANDOUTS**  
Pages 176-180

**Session Objective:** Youth will work in teams to solve puzzles and interpret a series of clues.

## Preparation

- **Print** enough copies of the Clue #1 handout so each team of four youth can have one.
- **Print** one copy of the Clue #2 handout and **hide** it near a computer in your Club or Youth Center before youth arrive. (If your Club or Youth Center has no computers, draw a picture of a computer, hide the Clue behind it, and hang the picture of the computer on a bulletin board.)
- **Print** one copy each of the Clue #3 and Answer Key handouts, and **keep** them with you to read the clues when youth say the correct secret phrases.

## Warm Welcome (2 minutes)

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

## Community Builder: Silly Sally (10 minutes)

**Facilitator Note:** The trick to this word puzzle game is that Silly Sally only likes things with double letters. That's why she likes puppies, yellow, and spelling. Don't tell youth the trick to the puzzle, just give them examples of things Silly Sally likes and doesn't like so they can try to figure it out.

- **Say**, "To warm up for a day of puzzles and clues, I want to introduce you to a game called Silly Sally."
- **Ask**, "Have you heard of this game before?"
- **Say**, "You might even know the secret trick behind what Silly Sally likes. If you know the trick, don't tell anyone, but you can give examples."
- **Ask**, "Ready to play?"
- **Say**, "Silly Sally likes puppies, but she doesn't like dogs. She likes yellow, but she doesn't like red. She likes spelling, but she doesn't like math."
- **Ask** youth:
  - › "Can you figure out what types of things Silly Sally likes?"
  - › "Who would like to ask what Silly Sally likes?"

## Supplies Needed

- "The Parker Inheritance" by Varian Johnson
- Pens or pencils (one per participant)

## Links to Resources

None

## Social-Emotional Skills

- Evaluating
- Identifying and Solving Problems
- Teamwork

## Academic Skills

- Analyzing and Interpreting Information
- Cognitive Flexibility
- Working Memory

## Key Terms

**Cognitive flexibility:** The ability to stretch thinking in different ways

## Session 4

Ages 9-11

"The Parker Inheritance"

173

- **Encourage** youth to ask questions about what Silly Sally likes. If they ask, for instance, “Does Silly Sally like cake?” you could reply, “Silly Sally does not like cake, but she does like cookies!”

**Facilitator Note:** If a young person thinks they have it figured out, tell them not to say the trick, but to give an example that fills in the blanks of “Silly Sally likes \_\_\_\_\_, but she doesn’t like \_\_\_\_\_.” If youth are really struggling, draw a line down the middle of a whiteboard or sheet of chart paper. On one side of the line, write the things Silly Sally likes, and on the other side write the things she doesn’t like. Encourage youth to look for patterns in the types of things she likes and doesn’t like.

### 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: Puzzles and Clues (35 minutes)

#### Introducing Youth to the Activity

- **Ask**, “Who wants to solve some puzzles and clues like Candice and Brandon did?”
- **Say**, “I’m going to break you into teams, and then I’ll give each team the first clue. When you solve the first clue, you’ll probably find another clue. Keep solving clues until you reach the final answer!”

#### Step-by-Step Directions

1

##### Step 1: Safety First

- **Assign** teams with about four youth per team.
- **Explain** any safety parameters that you need to establish. For example:
  - › Groups must stay together. No splitting up!
  - › No clues are located outside the Club or Youth Center or in the staff office, so those areas are off limits!

**Facilitator Note:** You could choose to restrict the search for clues to one area, like the gamesroom, or to specific areas where youth will be supervised. Clarify safety parameters for the entire group.

## Session 4

Ages 9-11

“The Parker Inheritance”

## 2

**Step 2: Find Clues**

- **Give** each team the first clue and a pen or pencil, and then **let** them begin.
- **Supervise** as teams work through the three clues, and **support** youth along the way as needed.

**Reflection (8 minutes)**

- **Ask** youth:
  - › “What clue did you find most challenging?”
  - › “Why are clues like this so challenging to solve?”
  - › “What kind of thinking helps you to solve riddles and clues?”
- **Explain** that to solve many of these clues, you need *cognitive flexibility*.
- **Ask** youth what they think *cognitive flexibility* means.
- **Explain** that, just like flexibility means your ability to stretch your body in different ways, *cognitive flexibility* means the ability to stretch your thinking in different ways (*cognitive* means related to thinking).

**Recognition (1 minute)**

- **Recognize** youth who collaborated well with their teammates.
- **Allow** youth an opportunity to recognize others who thought creatively and critically to solve clues.

**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 9-11  
“The Parker Inheritance”

## Session 4 Handout: Clue #1

As I was going to St. Ives, I passed a man with seven wives. Each wife had seven sacks, each sack had seven cats, each cat had seven kits. Kits, cats, sacks, and wives, how many were traveling to St. Ives?

\_\_\_\_\_ =  $\alpha$

A family needs to cross a river in a boat that holds no more than 250 pounds. One adult weighs 160 pounds. The other adult weighs 130 pounds. The daughter weighs 85 pounds, and the son weighs 115 pounds. The boat starts on one side of the river with the entire family. What is the fewest number of times the boat must cross the river in order to transport the entire family across?

\_\_\_\_\_ =  $\beta$

A frog falls to the bottom of a slippery well that is 10 feet deep. Every day it hops up 5 feet, but then slips down 4 feet a few minutes later. How many days will it take for the frog to escape the well?

\_\_\_\_\_ =  $\Omega$

For your next clue, find the second word on page  $2(\beta \times \beta) + \Omega + \alpha$  of "The Parker Inheritance."

**Session 4 Handout: Clue #2**

To find Clue #3, you'll need to tell the facilitator two secret phrases.

The first secret phrase is scrambled in the letters below. Can you unscramble the letters to discover the secret phrase?

**LEV SLOLE DAH**

The second secret phrase is not scrambled. Instead, it's a word written in code. Each number represents a letter, similar to the code on page 283 of "The Parker Inheritance."

---

Before we solve the real puzzle, here's an example:

If the alphabet starts with A = 3 then....

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28

... the phrase 10-7-14-14-17 8-20-11-7-16-6-21 would be "H-E-L-L-O F-R-I-E-N-D-S"

---

To decipher the second secret phrase, you'll have to figure out a different number that the alphabet starts on. The second secret phrase is:

**1-12-10-11-26-20-22**

Hint: the number 26 is a vowel

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

### Clue #3: For Facilitators Only

**In order to unlock this clue, youth need to say the following secret phrases:**

- SHE LOVED ALL
- JUSTICE

**Facilitators, when teams give you the correct pass phrase, say the following two clues aloud:**

“One knight, a king and a queen boarded an empty ship. They sailed for two days. When they landed, everyone on the ship went ashore. How many people got off the boat?”

“What is lighter than a feather, but even the strongest person can’t hold it for more than five minutes?”

**Say, “When you know the answer to these two clues come and tell me. The first team to answer these final clues correctly wins!”**

**Answer Key: For Facilitators Only****CLUE #1**

*As I was going to St. Ives, I passed a man with seven wives. Each wife had seven sacks, each sack had seven cats, each cat had seven kits. Kits, cats, sacks, and wives, how many were traveling to St. Ives?*

**1=  $\alpha$  [only "I" am going to St. Ives... all the others are just people I passed, so the answer is 1]**

*A family needs to cross a river in a boat that holds no more than 250 pounds. One adult weighs 160 pounds. The other adult weighs 130 pounds. The daughter weighs 85 pounds, and the son weighs 115 pounds. The boat starts on one side of the river with the entire family. What is the fewest number of times the boat must cross the river in order to transport the entire family across?*

**5=  $\beta$  [the daughter and first adult cross (1), the daughter drives the boat back (2), then the daughter and second adult cross (3), the daughter drives the boat back (4), the daughter and son cross (5) and now they're all across the river]**

*A frog falls to the bottom of a slippery well that is 10 feet deep. Every day it hops up 5 feet but then slips down 4 feet a few minutes later. How many days will it take for the frog to escape the well?*

**6 =  $\Omega$  [See day by day explanation below. If youth need help, encourage them to draw the well and mark the number of feet the frog hops up and slides down each day.]**

**Day 1, he hops up to 5 feet, then slides down to 1 foot above the bottom**

**Day 2, he hops up to 6 feet, then slides down to 2 feet above the bottom**

**Day 3, he hops up to 7 feet, then slides down to 3 feet above the bottom**

**Day 4, he hops up to 8 feet, then slides down to 4 feet above the bottom**

**Day 5, he hops up to 9 feet, then slides down to 5 feet above the bottom**

**Day 6, he hops up to 10 feet – the depth of the well – and escapes!**

*For your next clue, find the second word on page  $2(\beta \times \beta) + \Omega + \alpha$  of "The Parker Inheritance."*  
 $2(5 \times 5) + 6 + 1 = 57$

**The second word on page 57 of The Parker Inheritance is "computer," so the next clue can be hidden at a computer in your Club or Youth Center.**

**CLUE #2**

**LEV SLOLE DAH = SHE LOVED ALL**

**1-12-10-11-26-20-22 = JUSTICE**

**CLUE #3**

*“One knight, a king and a queen boarded an empty ship. They sailed for two days. When they landed, everyone on the ship went ashore. How many people got off the boat?”*

**Three people: a knight, a king and a queen.**

*“What is lighter than a feather, but even the strongest person can’t hold it for more than five minutes?”*

**Your breath**

# Session 5: Create Your Own Puzzle Mystery!



**TIME**  
60 minutes



**SIZE**  
20-25



**HANDOUTS**  
Page 184

**Session Objective:** Youth will work in teams to create their own puzzles with clues, and will then trade with another team to try to solve the puzzles.

## Preparation

- **Print** copies of the Make Your Own Puzzle Mystery handout, one per group.
- **Gather** all of the needed supplies so they are ready to distribute during the Main Activity.

## Warm Welcome (2 minutes)

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

## Community Builder: Riddles and Jokes (5 minutes)

- **Say**, “What word is spelled wrong in every dictionary?”
- **Give** youth a chance to guess the answer. (Answer: It’s the word “wrong”)
- **Ask**, “What riddles and jokes do you know that you’d like to share with the group?”
- **Give** youth time to share and solve a few riddles or (clean) jokes.

## 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.)

## Supplies Needed

- “The Parker Inheritance” by Varian Johnson
- Blank paper (several sheets per group)
- Markers, crayons or colored pencils (1 set per group)

## Links to Resources

None

## Social-Emotional Skills

- Planning
- Teamwork

## Academic Skills

- Asking Questions
- Creativity
- Designing and Constructing Explanations

## Key Terms

None

## Session 5

Ages 9-11  
“The Parker Inheritance”

## Main Activity: Create Your Own Puzzle Mystery!

(40 minutes)

### Introducing Youth to the Activity

- **Say**, “The characters in ‘The Parker Inheritance’ had to solve a puzzle mystery, and yesterday you worked in teams to solve clues in a puzzle mystery.”
- **Ask**, “How would you like to create your own puzzles and clues?”
- **Say**, “You’ll have 30 minutes to create some clues, and then we’ll have each group give their first clue to another group to find out if they can solve the clues and complete the puzzle.”

### Step-by-Step Directions

1

#### Step 1: Set It Up

- **Split** youth into groups of four.
- **Give** each group a copy of the handout; paper; markers, crayons or colored pencils; and information about how to access additional supplies as needed.
- If your Club or Youth Center has computers that teams could use, **share** your expectations for how youth can access computers to create clues.

2

#### Step 2: Create Clues

- **Say**, “We’ve seen a few different types of clues this week, and you could use any combination of these clues. We’ve seen examples of:
  - › Words and letters that had a hidden meaning
  - › Riddles that use word play and riddles to give numerical clues
  - › A logic puzzle that required deductive reasoning”
- **Explain** that sometimes, the answer to one clue gives a hint about where someone can find the next clue. Groups should create between two and four clues each. The first clue should be written on a separate sheet of paper for the group who tries to solve the mystery puzzle.
- **Ask**, “Does anyone have any questions?”
- **Circulate** to answer questions and help youth as they work to create clues.
- **Show** youth the clues from previous sessions and point out hidden meanings, word play, numerical clues and logic puzzles.
- As needed, **let** youth review the clues from this module or research additional types of puzzles and clues online.

## Session 5

Ages 9-11

“The Parker Inheritance”

## 3

**Step 3: Solve the Puzzles**

- **Say**, “Now, we’re going to stop creating new clues and try to solve some of the puzzles other groups created.”
- **Collect** Clue #1 from each of the teams, and **distribute** them to different groups so each team is working with a clue they did not create.
- **Say**, “You have 10 minutes to try to solve the clues created by another group! If you need help, wave your hands in the air, and I’ll come help you. I might need to pull someone from the team that wrote the clues to help you out with a hint.”

**Reflection** (8 minutes)

**Ask** youth:

- “What did you learn about creating and solving clues in a puzzle mystery?”
- “Why is it challenging to create a clue that is not too easy and not too hard to solve?”
- “What else would you like to do in our Club (or Youth Center) related to puzzles, clues and mysteries?”

**Recognition** (1 minute)

- **Recognize** youth who were good teammates and collaborated well.
- **Recognize** youth and teams who were creative in the way they planned out their clues.
- **Allow** youth an opportunity to recognize others who created interesting puzzles to solve.

**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 9-11  
“The Parker Inheritance”

**Session 5 Handout: Create Your Own Puzzle Mystery!**

**Clue #1** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

To find the next clue...

**Clue #2** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

To find the next clue...

**Clue #3** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

When you know the answer to this final clue...

\_\_\_\_\_  
\_\_\_\_\_



# 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.<sup>viii</sup> 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.<sup>ix</sup> 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.<sup>x</sup>

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.<sup>xi</sup>

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><b>Objectives</b></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><b>Short-Term Outcomes (0 to 3 months)</b></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><b>Intermediate Outcomes (3 to 6 months)</b></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><b>Long-Term Outcomes (12 months or more)</b></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](http://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](http://corestandards.org/standards-in-your-state).
- vi For more information on youth development best practices, see [youth.gov/youth-topics/positive-youth-development](http://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](http://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](http://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](http://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.

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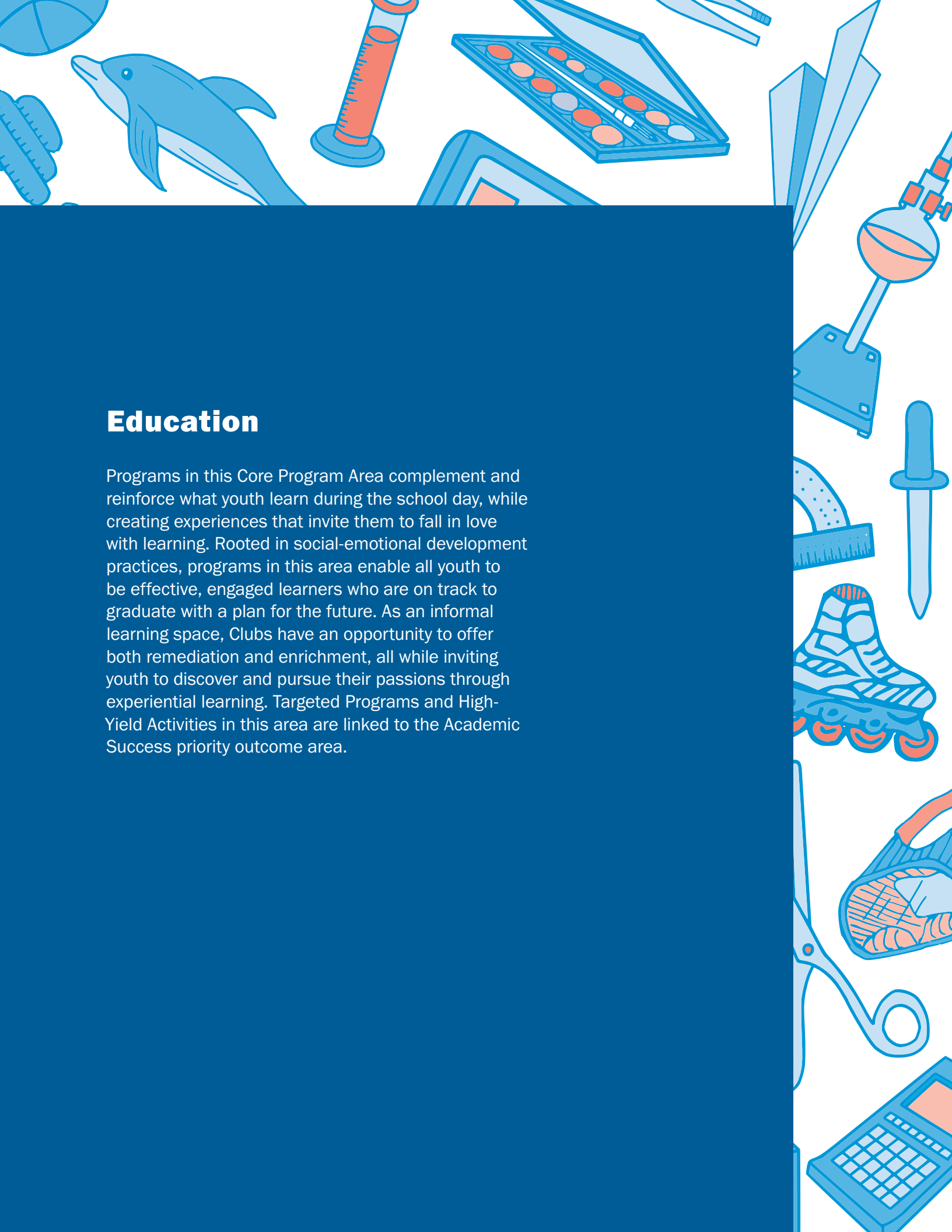
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## Education

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.



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