

# summer activity guide

Passion & Purpose

ages  
5-9



# summer activity guide

Passion & Purpose

ages  
16-18



# About the Summer Activity Guides

Summers are for fun and engaged learning. In 2020 as the impact of the pandemic is widely felt, summer opportunities will be different for young people, families, and afterschool and summer program staff. The Summer Activity Guides were developed to help engage youth with supportive adults in a range of places.

The activities and resources in the Summer Activity Guides are intentionally designed to support youth-serving summer programs in driving consistent engagement and providing ongoing opportunities for youth skill-building and emotional well-being. In addition to the activities for youth, supplemental materials will be available to support professional development and enhance family engagement.

The Guides include 150 original activities and challenges organized by four different age groups (5-9) (10-12) (13-15) (16-18). The activities are adaptable for in-person and virtual instruction, or a hybrid of both, as well as sent as take-home packets.

All activities should be safely executed and aligned with state and local health guidelines.



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# Through My Eyes

## ACTIVITY DESCRIPTION

In this art activity, teens will take pictures in and around their community to highlight different strengths and/or problems they see. As part of the 'Passion & Purpose' unit, this activity is designed to allow teens to express themselves and get engaged in their communities. This activity supports the development of creativity, social-awareness, perspective-taking, reflection, and problem-solving.

## SUPPLIES

- Camera or phone/tablet with a camera
- Computer and/or printer
- Paper
- Pen/pencil

## STEPS

- The goal of this project is to find out what you would like changed in your community to make it a better place.
- Choose an issue in your community to focus on – health, the environment, social justice, etc.
- Take pictures around your community that highlight both the strengths and challenges around your chosen issue.
- Also ask to speak to different members of your community (family, neighbors, etc.) about your chosen issue. What are their thoughts/insights?
- When taking pictures and talking to community members, remember:
  - No trespassing, respect privacy, and get permission (if taking pictures of or recording conversations with people)
- Once you are done taking pictures, select 3-4 photographs that you think really capture the strengths and/or challenges in your community.
- For each photograph, answer the following questions on a separate sheet of paper:
  - What do you see in this picture?
  - What is really happening in this picture?
  - How does this relate to your life or the lives of people in your community?
  - Why does this strength or problem exist?
  - What can you do about this?
- Once you have answered these questions for each of your photos, put the photos and your answers to the questions into a PowerPoint or booklet to make them easy to share with peers.



## ADAPTATIONS

- If teens do not have access to a camera, they can do this activity by walking around their community and writing down what they observe related to their chosen issue.

## EXTENSIONS

- Share your photos and reflections with your larger community. Post on social media or share your project with a community organizer/local public official to raise awareness and spark conversation.

## QUESTIONS FOR DISCUSSION

- What did you learn about yourself and your community from this activity?
- What issue did you choose to focus on for your photos and conversations? Why?
- What impact does this issue have on your future and the future of your community?
- What are the strengths of your community? How can you lean on these strengths to help create change?
- Think about other communities you know and visit. What are the similarities and differences to your community?

## CREDITS

- Activity inspiration from photovoice.org; image from tirachardz

# Kindness, Pass it On

## CHALLENGE DESCRIPTION

In this service-learning challenge, teens will complete various acts of kindness in their homes or communities. As part of the 'Passion & Purpose' unit, this challenge is designed to help teens feel empowered to create change in their community by building on the issues they highlighted in the "Through My Eyes" activity. This challenge supports the development of empathy, respect for others, social awareness, and creativity.

## SUPPLIES

- Items will vary based on what activities teens decide to do for their acts of kindness.

## STEPS

- We can connect people and improve our communities through simple, kind gestures.
- Recall the issue(s) that you uncovered in the "Through My Eyes" activity. Try to come up with small acts of kindness that you can do in and around your community to address these issues.
- For example, if your issue was the environment, your acts of kindness could be planting a tree in your neighborhood, picking up garbage on the side of the road, reducing the amount of plastic your family uses, or starting a community garden.
  - For more idea inspiration visit [www.randomactsofkindness.org/kindness-ideas](http://www.randomactsofkindness.org/kindness-ideas)
- Sticking to your issue, create a list of at least 5 different acts of kindness you can do in your home or community to address this problem.
  - Keep your resources in mind – if necessary, make your ideas low-budget.
- Over the next 2-3 weeks, aim to implement all 5 of these acts of kindness from your list in your home or community.
  - If your activities require ongoing maintenance (like a community garden), make sure you have a plan to follow up.
  - Enlist the help of others when needed.



## ADAPTATIONS

- If facilitating in-person, teens can work in groups to come up with acts of kindness and create a plan to implement these acts together.
- If facilitating virtually, make sure teens have a time to come together to share their acts of kindness with their peers.

## EXTENSIONS

- Keep a journal during this challenge – write down how you feel while doing these acts of kindness, the impact you think they will have on the community, and what else you can do to make positive, meaningful change.
- Enjoying these acts of kindness? Extend this challenge by coming up with even more ideas for acts to do around your community over the next several weeks.
- Create a kindness chain with your friends. Complete one act of kindness in your community then challenge a friend on social media to do the same and continue passing it on to others – this creates your kindness chain.

## CREDITS

- Activity inspiration from [randomactsofkindness.org](http://randomactsofkindness.org); image from protooleh



# Finding My Purpose

## ACTIVITY DESCRIPTION

In this social-emotional learning (SEL) activity, teens will complete a worksheet to help them discover their purpose in life. As part of the 'Passion & Purpose' unit, this activity builds on the 'Through My Eyes' activity and is designed to help teens reflect upon their interests, discover their strengths, and understand how their passions can influence their plans for the future. This activity supports the development of self-awareness, goal setting, and reflection.

## SUPPLIES

- 'Finding My Purpose' worksheet
- Pen/pencil

## STEPS

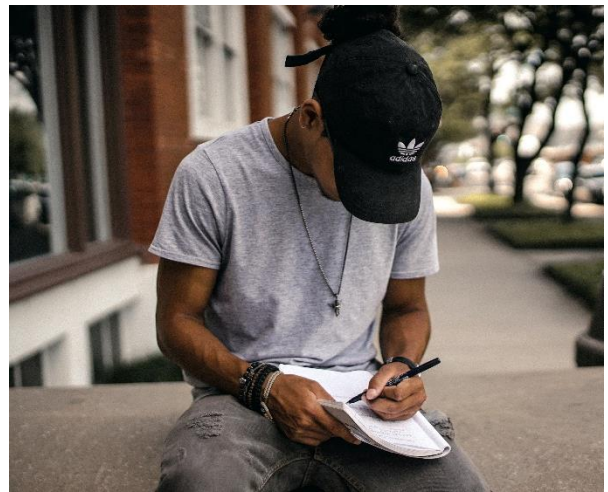
- Discovering your strengths and passions can help you form a sense of identity and understand your purpose in life.
- Knowing your strengths and passions can also help you plan for the future as you decide on the best post-secondary plans or pick a career path.
- Make sure you have your photos and reflections from the 'Through My Eyes' activity available.
  - Remind yourself of the community need you identified in that activity.
- Using the attached 'Finding My Purpose' worksheet, answer the first 10 questions fully.
- After you have answered the first 10 questions, complete the worksheet by reviewing your answers to those questions to help you with the last page of the worksheet.
  - "What are my strengths/skills?"
  - "What are my passions/interests?"
  - "What is a need in my community?"
- Answering these final questions will lead you to discovering your purpose.
- It's okay to still be unsure of your passions or purpose by the end of this activity.

## ADAPTATIONS

- If facilitating virtually or in-person, create time for teens to share their passions, strengths, and purpose with their peers. Facilitate discussion between those with similar and/or different responses.

## CREDITS

- Image from Upsplash



## EXTENSIONS

- Compare your strengths, passions, and purpose results from this worksheet to your results from the 'My Personality' activity in Unit 1. What similarities/differences are there? How can you leverage your personality type to realize your purpose?
- Visit [www.mynextmove.org](http://www.mynextmove.org) to see how your strengths, passions, and interests align with different career paths.

## QUESTIONS FOR DISCUSSION

- What did you learn about yourself from this activity? Did anything surprise you?
- How can you use your strengths and passions to improve your community?
- Did you and your peers have similar passions? How can you leverage your unique strengths and work together to bring about change in your community?
- How can you use your strengths and passions to inform your future college or career path?

# Worksheet: Finding My Purpose

Passion & Purpose, Ages 16-18

*Answer the following questions to identify your strengths and passions*

**1. I lose track of time when I am...**

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**2. If I knew I couldn't fail, I would...**

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**3. I am great at...**

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**4. Things that come naturally or easy to me are...**

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**5. I feel good about myself when I am...**

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# Worksheet: Finding My Purpose

Passion & Purpose, Ages 16-18

6. Topics I enjoy learning about include...

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7. My favorite things to do in my free time are...

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8. If I could have any job or career it would be...

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9. I would regret not being able to do these things during my lifetime...

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10. People who inspire me are...

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# Worksheet: Finding My Purpose

Passion & Purpose, Ages 16-18

- Based on my responses to the 10 questions above, what are my top 3 strengths and/or skills?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

- Based on my responses to the 10 questions above, what am I passionate about?

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- Based on the “Through My Eyes” activity, what is a need in my community?

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- Use the Venn Diagram below. Taking your strengths, passions, and a need in your community into account, what do you think your purpose is?

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# My Voice Matters

## ACTIVITY DESCRIPTION

In this service-learning activity, teens will research an issue that they are passionate about and develop a plan to address that issue. As part of the 'Passion & Purpose' unit, this activity builds on the 'Finding My Purpose' activity and is designed to help teens understand the causes of various societal issues and empower them to create change in their communities. This activity supports the development of problem-solving skills and ethical responsibility.

## SUPPLIES

- 'Service-learning Plan' worksheet
- Pen/pencil
- Access to the internet

## STEPS

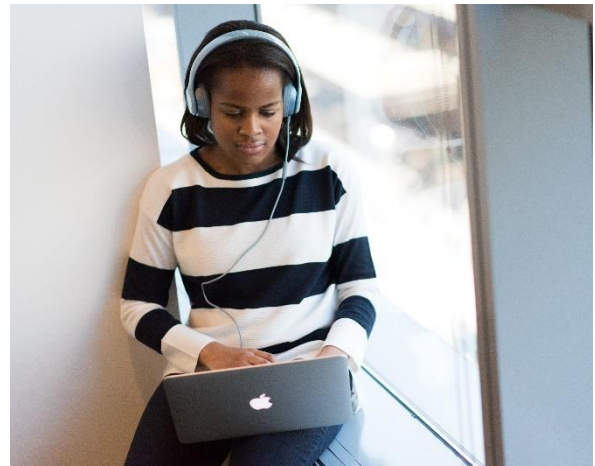
- Refer to your 'Finding My Purpose' worksheet from the 'Finding My Purpose' activity.
- From that worksheet, identify which issue you said you are passionate about.
  - This issue could be the environment, health, racism, social justice, education, or anything else of interest to you.
- For this activity, you will research that issue further. You can use the internet for your research, or talk to people who are experts on your chosen issue.
- Answer the first 7 questions on the attached 'Service-learning Plan' worksheet.
- Once you have answered the 7 questions, go to the next page of the worksheet and develop the plan for your chosen service-learning project based on your research.
  - Your project could be a fundraiser, supply drive, awareness building campaign, volunteering with another organization, or anything else of your choosing.
- After you have completed the entire worksheet, share what you learned about your issue and the plan for your service-learning project with your peers.

## ADAPTATIONS

- If facilitating in-person, you can organize a group service-learning project. Just ensure all teens have a say in the chosen topic, research, and planning of the project.

## CREDITS

- Image from Upsplash



## EXTENSIONS

- In the next activity in this unit you will be putting your service-learning project into action!
- Enlist your friends and family to assist with your service-learning project. They could serve as volunteers, help spread the word, secure supplies, etc.
- Advertise your project on social media to spread the word.

## QUESTIONS FOR DISCUSSION

- What did you learn about your selected issue? Did anything surprise you?
- Have you ever led or participated in a service-learning project before? How was that experience?
- Which of your skills/strengths can you use to ensure this project is successful?
- What do you hope to gain from this service-learning experience?
- What challenges do you think you may encounter during your service-learning project? How can you overcome them?

# Worksheet: Service-learning Plan

Passion & Purpose, Ages 16-18

*Answer the following questions about your selected issue*

**1. What is the issue you will be researching?**

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**2. What is the history of this issue?**

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**3. How does this issue impact you or your community specifically?**

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**4. What will it take to solve this issue?**

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# Worksheet: Service-learning Plan

Passion & Purpose, Ages 16-18

**5. What is already being done to address this issue, if anything?**

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**6. What reputable organizations are doing work to address this issue?**

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**7. What can you do to address this issue in your community? What can you do to address this issue on a national level?**

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# Worksheet: Service-learning Plan

Passion & Purpose, Ages 16-18

*Complete the following worksheet to create a plan for your service-learning project*

**What issue is your service-learning project going to address?**

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**What is the goal of your service-learning project? What do you hope to achieve?**

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**Provide an overview of your service-learning project:**

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**How will you know if your service-learning project has been successful?**

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**What is the date and time that your project will take place? Will it be an ongoing project?**

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**What materials, supplies, or equipment will you need for your project? Where will you get those items?**

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**Who do you need permission or approval from to implement this project?**

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**What local or national organizations can you partner with to help with your project?**

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**How will you advertise your project?**

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**How will you find volunteers for your project, if needed?**

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# I Can Make a Difference

## ACTIVITY DESCRIPTION

In this service-learning activity, teens put their service-learning project into action. As part of the 'Passion & Purpose' unit, this activity builds on the 'My Voice Matters' activity and is designed to provide teens with a hands-on learning experience and a chance to get engaged in their community. This activity supports the development of perspective-taking, respect for others, social engagement, and reflection.

## SUPPLIES

- 'Service-learning Plan' worksheet from the 'My Voice Matters' activity
- Any materials needed for your service-learning project

## STEPS

- Make sure you have your completed 'Service-learning Plan' worksheet from the 'My Voice Matters' activity.
- Reference the last page of the worksheet where you developed the plan for your service-learning project.
- Make sure all plans you laid out in your 'Service-learning Plan' worksheet are in place for your project and you have any necessary supplies.
- Time to do your service-learning project!
  - Your project may be a one-time event or an ongoing project.
- Be sure to document your service-learning project through pictures or video so you can share your experience with others.
  - If you are volunteering with an organization, they may not allow pictures or videos. Make sure to check their policies.
- Share your service-learning experience with your peers.

## ADAPTATIONS

- If teens are unable to physically volunteer somewhere, they can still make a difference through various online methods such as hosting an online fundraiser, starting an online petition, or starting an awareness-building campaign on social media.

## CREDITS

- Image from peoplecreations



## EXTENSIONS

- Celebrate your hard work! If there were other volunteers at your project, celebrate with them as well.
- Create a video or PowerPoint presentation to summarize your service-learning project. Share this with friends or on social media to raise awareness of your issue and highlight opportunities to volunteer in the community.

## QUESTIONS FOR DISCUSSION

- Did anything about your service-learning experience surprise you?
- Do you think your service-learning project was a success? Why or why not?
- What did you learn about yourself through this experience? Did you learn any new skills or identify any new interests?
- How will you let others know about your selected issue? How can you engage others in this cause?
- If you could do this service-learning project again, what would you do differently?
- Have you ever considered a career in public service? Why or why not?



# The 50 State Afterschool Network



The Summer Activity Guide has been developed for the 50 State Afterschool Network with leadership from the Georgia Statewide Afterschool Network to engage and support children and youth nationwide.

In each state, the afterschool network is broadening opportunities for youth. Seeking equitable outcomes for underserved children to succeed in school and future jobs, a statewide afterschool network brings together cross-sector leaders with a common vision and coordinated strategy to advance quality afterschool and summer learning programs

Alabama Afterschool Community Network  
Alaska Afterschool Network  
Arizona Center for Afterschool Excellence  
Arkansas Out of School Network  
California AfterSchool Network  
Colorado Afterschool Partnership  
Connecticut After School Network  
Delaware Afterschool Network  
Florida Afterschool Network  
Georgia Statewide Afterschool Network  
Hawai'i Afterschool Alliance  
Idaho Afterschool Network  
Afterschool for Children and Teens Now (ACT Now) Coalition (IL)  
Indiana Afterschool Network  
Iowa Afterschool Alliance  
Kansas Enrichment Network  
Kentucky Out-of-School Alliance  
Louisiana Center for Afterschool Learning  
Maine Afterschool Network  
Maryland Out of School Time Network  
Massachusetts Afterschool Partnership  
Michigan After-School Partnership  
Ignite Afterschool (MN)  
Missouri AfterSchool Network  
Mississippi Statewide Afterschool Network  
Montana Afterschool Alliance  
Beyond School Bells (NE)

Nevada Afterschool Network  
New Hampshire Afterschool Network  
New Jersey School- Age Care Coalition  
NMOST (New Mexico Out of School Time) Network  
New York State Network for Youth Success  
North Carolina Center for Afterschool Programs  
North Dakota Afterschool Network  
Ohio Afterschool Network  
Oklahoma Partnership for Expanded Learning Opportunities  
OregonASK  
Pennsylvania Statewide Afterschool/Youth Development Network  
Rhode Island Afterschool Network  
South Carolina Afterschool Alliance  
South Dakota Afterschool Network  
Tennessee Afterschool Network  
Texas Partnership for Out of School Time  
Utah Afterschool Network  
Vermont Afterschool, Inc.  
Virginia Partnership for Out-of-School Time  
Washington Expanded Learning Opportunities Network  
West Virginia Statewide Afterschool Network  
Wisconsin Afterschool Network  
Wyoming Afterschool Alliance