

# summer activity guide

Who I Am

ages  
13-15



GEORGIA STATEWIDE AFTERSCHOOL NETWORK



NJSACC: NEW JERSEY'S  
STATEWIDE AFTERSCHOOL  
NETWORK

# 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.



Summer Activity Guide by Georgia Statewide Afterschool Network and the 50 State Afterschool Network is licensed under CC BY-SA 4.0. To view a copy of this license, visit <https://creativecommons.org/licenses/by-sa/4.0>

# My Vision Board

## ACTIVITY DESCRIPTION

In this art activity, teens will create vision boards for their future. As part of the 'Who I Am' unit, this activity is designed to help staff and teens get to know each other, and for teens to get to know their peers. This activity also helps teens reflect on their goals for the future. This activity supports the development of self-awareness and goal setting.

## SUPPLIES

- Paper
- Markers/colored pencils
- Pictures from magazines or the internet
- Scissors
- Glue or tape

## STEPS

- Vision boards are collages of images and words that describe your ambitions.
- Vision boards are designed to serve as inspiration for the future and to help you achieve goals.
- Write '(Name)'s Vision Board' on your paper.
- Ask yourself, "What do I want my life to look like a year from now? In 5 years? 10 years?"
- Think about things you want to experience, what you want to accomplish in high school, what college you want to attend, what career you want, etc.
- Cut and glue/tape images and words that represent your goals onto the paper.
- You may also draw any images or words.

## ADAPTATIONS

- If facilitating virtually, this activity can also be done entirely on the computer by using a Word document or Google doc and finding different pictures online to create your vision board.



## EXTENSIONS

- Share your vision board with a peer or trusted adult.
- Create a written action plan to help bring your vision board to life – ask yourself:
  - "What do I need to achieve in order to make this vision board a reality?"
  - "What specific steps to I need to take now to achieve these goals?"

## QUESTIONS FOR DISCUSSION

- What goals did you set for yourself?
- What obstacles may be in your way? How can you overcome them?
- Who is someone that can help keep you accountable to your goals?
- A lot has changed in the past couple of months – has that changed how you see your future? How?
- How would you like next summer to be different from this summer?

# My Time Capsule

## CHALLENGE DESCRIPTION

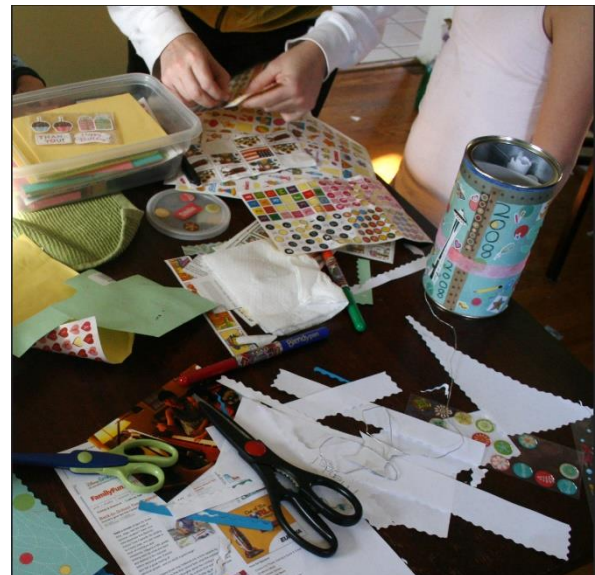
In this literacy challenge, teens will answer various prompts to create their own time capsule. As part of the 'Who I Am' unit, this challenge is designed to help teens reflect on how life has changed during these unprecedented circumstances, as well as serve to preserve their memories of this time. This challenge supports the development of self-awareness, reflection, and perspective-taking.

## SUPPLIES

- Paper
- Pen or pencil
- A box or bag

## STEPS

- Complete the following activities over the course of a week to put in your time capsule:
  - Write a list of all your favorite things during this time – What music are you listening to? What shows or movies are you watching? What has been your favorite snack? Which friends are you talking to?
  - Write a reflection about how you've felt during this time. What has been the biggest change? What are you grateful for? Have you learned something new?
  - Interview a friend or family member about what this time has been like for them, and take notes.
  - Take or draw a picture of yourself.
  - Write a letter to your future self, describing what this time has been like for you.
- Once finished, add all of these documents to a box or bag and keep it somewhere safe – this is your time capsule!
- Look at your time capsule in a few months or a year to remember this time.



## ADAPTATIONS

- If facilitating virtually, these reflections can be typed on the computer and printed out to add to the time capsule.

## EXTENSIONS

- Make or decorate a box where you can store your time capsule documents.
- Ask a friend or family member to give you something or write something for you to put in your time capsule.
- Add other trinkets or treasures to your time capsule that will remind you of this time.
- Talk to your friends about what they put in their time capsule.

## CREDITS

- Activity inspiration from <https://letsembark.ca/time-capsule>
- Photo by woodleywonderworks

# My Personality

## ACTIVITY DESCRIPTION

In this social-emotional learning (SEL) activity, teens will take a personality test and answer reflection questions. As part of the 'Who I Am' unit, this activity is designed to help teens understand their unique personality type and character traits. It will also help them see how their personality type impacts their day-to-day interactions, their emotions, and how they approach problems. This activity supports the development of self-awareness.

## SUPPLIES

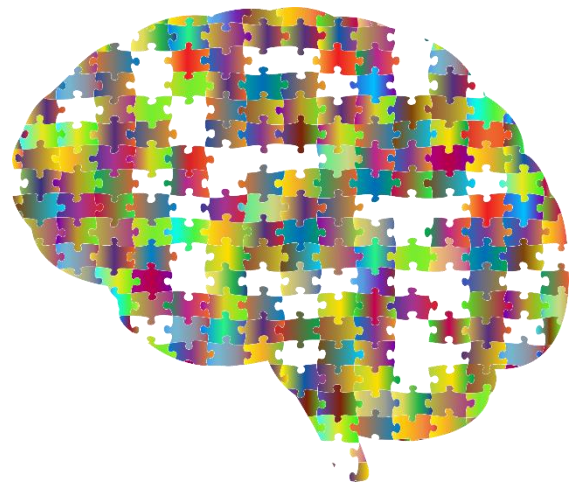
- Paper
- Pen or pencil
- Access to the internet

## STEPS

- We've all taken dozens of online tests to find out what type of pizza you are or what type of dog you're most like – but what about an online personality assessment?
- Knowing your personality type can help you better understand yourself. There is no "right" or "wrong" here, your personality is what makes you unique!
- Take one (or both) of the online personality assessments here to find out your personality type.
  - Enneagram: <https://www.truity.com/test/enneagram-personality-test>
  - Myers-Briggs: <https://www.truity.com/test/type-finder-personality-test-new>
- Once you have completed the test and have your type, read up on your type here:
  - Enneagram: <https://www.enneagraminstitute.com/type-descriptions>
  - Myers-Briggs: <https://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/>

## ADAPTATIONS

- If teens do not have internet access, you can print out assessments from the above sites for each teen and provide them along with a scoring rubric and type descriptions.



## EXTENSIONS

- Look up someone famous who shares your same personality type - which of these people do you most identify with, and why?
- Ask your friends or family to take these tests and share their types with you so you can learn more about each other.

## QUESTIONS FOR DISCUSSION

- Did anything surprise you about your personality type? If so, what?
- Do you identify with your personality type? Why or why not?
- What did you learn about yourself from this personality test?
- How can you use what you have learned about your personality type to help you succeed in high school?
- How can you use what you've learned to improve your relationships?

# 'I Am' Poem

## ACTIVITY DESCRIPTION

In this literacy activity, teens will follow prompts to create a poem about themselves. As part of the 'Who I Am' unit, this activity is designed to help teens express themselves and their feelings. This activity supports the development of creative thinking, self-awareness, and reflection.

### SUPPLIES

- Paper
- Pen or pencil

### STEPS

- Use the following prompts to complete your 'I Am' poem on a piece of paper or on the computer:

I am \_\_\_\_\_

I wonder \_\_\_\_\_

I hear \_\_\_\_\_

I want \_\_\_\_\_

I am \_\_\_\_\_ (repeat first line) \_\_\_\_\_

I pretend \_\_\_\_\_

I feel \_\_\_\_\_

I touch \_\_\_\_\_

I worry \_\_\_\_\_

I cry \_\_\_\_\_

I am \_\_\_\_\_ (repeat first line) \_\_\_\_\_

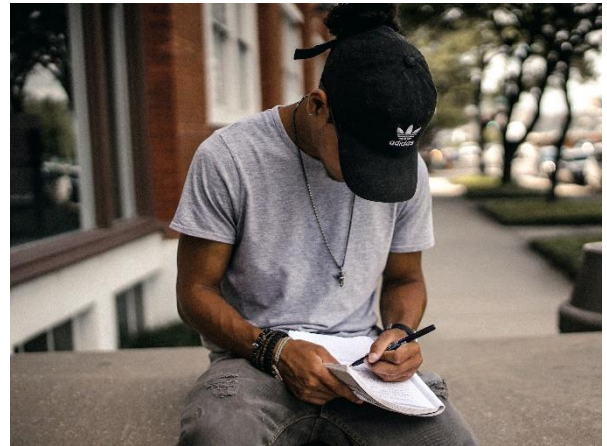
I understand \_\_\_\_\_

I say \_\_\_\_\_

I dream \_\_\_\_\_

I hope \_\_\_\_\_

I am \_\_\_\_\_ (repeat first line) \_\_\_\_\_



### EXTENSIONS

- Decorate or draw a picture to go along with your poem.
- Share your poem with friends or family.
- If you're comfortable, try performing your poem as spoken word or recording it to share.

### QUESTIONS FOR DISCUSSION

- How did it feel to write a poem about yourself?
- How did you choose which words or phrases to use to complete the statements?
- What did you realize about yourself as you were writing the poem?
- How can poetry help us process and express our emotions?

### CREDITS

- Activity inspiration from [http://www.readwritethink.org/files/resources/lesson\\_images/lesson391/i-am-poem.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson391/i-am-poem.pdf)

# Feelings Jar

## CHALLENGE DESCRIPTION

In this social-emotional learning (SEL) challenge, teens will track their feelings for a week by recording their emotions on slips of paper that they will keep in their “feelings jar”. As part of the ‘Who I Am’ unit, this challenge is designed to help teens understand and reflect upon their feelings, as well as identify the causes of these emotions. This challenge supports the development of self-awareness, identifying emotions, and emotional regulation.

## SUPPLIES

- Paper
- Pen or pencil
- Scissors
- Jar or bowl

## STEPS

- Cut pieces of paper into slips.
- Pick 4-5 times a day that you will reflect upon your emotions (when you wake up, midday, afternoon, evening, before bed) – set a reminder on your phone or find an accountability buddy if needed!
- At these times, stop what you’re doing and think about how you’re feeling in that moment – excited, tired, calm, anxious, etc.
- Write that feeling on one of the slips of paper, along with a reflection for why you are feeling that way. For example, maybe I am feeling tired because I had a hard time falling asleep last night.
- Once you have finished writing, put the slip of paper into a jar or bowl.
- Continue this activity for a week, until you have a jar full of your feelings!

## ADAPTATIONS

- Instead of using paper slips and a jar, teens could keep track of their feelings and the causes of these feelings in a journal, a Word document, or in the ‘Notes’ function of their cellphone.



## EXTENSIONS

- Once you have finished recording your feelings for a week, look at all the slips of paper and sort them by type of emotion.
  - What themes did you notice? Were you more upset in the evenings? Were you happier when connecting with friends?
  - Were there specific places or activities that were associated with specific feelings?
  - Make a plan to incorporate more activities that make you feel good into your daily schedule.
- Discuss your emotions with a peer or trusted adult.
- Once you have processed your emotions, “let them go” by ripping up the slips of paper or throwing them away.

## CREDITS

- Image: "My gratitude jar" by KatjaLinders is licensed under CC BY-NC 2.0

# 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