

summer activity guide

Healthy Life

ages
10-12



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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Build Your Own Gym

ACTIVITY DESCRIPTION

In this physical activity, youth will build their own gym using everyday objects. As part of the 'Healthy Life' unit, this activity will help youth identify new and creative ways they can get active. This activity supports the development of physical literacy and motor skills, perseverance, and self-regulation.

SUPPLIES

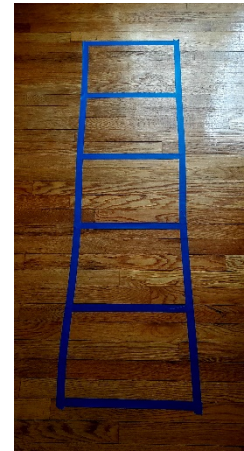
- 2 plastic drink bottles (that you can hold in each hand)
- 1 empty plastic milk carton
- Water to fill the bottles and jug
- A towel or a mat
- Masking tape, string or chalk (if doing the activity outside)
- Workout Handout

STEPS

- Today you are going to build your own gym that you can use to get your exercise.
- Clear an area on the floor in your home that you can use as your gym. Or, you can set your gym up outside if you have the space. The area should be about as big as a twin bed.
- Fill your 2 plastic drink bottles and 1 milk carton with water. (If the milk carton is too heavy, fill it halfway.) Make sure the tops are on tightly. These will be the weights that you will use to build strength.
- Lay a towel or a mat out. You will use this for floor exercises.
- Use your masking tape (or string or chalk) to make a ladder shape on the floor. See the picture to the right. You will use this for jumping and running (this is called cardio exercise which is exercise that gets your heartbeat).
- You should have 3 sections to your gym: your weights section, your floor exercises section with your towel, and your cardio section with your tape ladder.
- Once you are all set up, use your new gym to do the workout on the next page.

ADAPTATIONS

- If delivering the activity digitally, create and post a video where you show youth how to create and use the equipment and model the workout for them.
- If delivering the activity virtually, consider doing the workout together live, like a home workout video.



EXTENSIONS

- Use the gym every day this week by trying the 'DIY Workout Challenge'.
- Come up with new ways to use the same equipment. What other exercises could you do with your equipment?
- Add to your gym. Make bins for a ball toss, a DIY jump rope, a hopscotch out of masking tape, etc.
- If there are other kids in your home, use the gym together. Create a circuit where you all cycle through each of the stations.
- Keep it going. Create a new workout once a week that uses the same equipment.

QUESTIONS FOR DISCUSSION

- How did your workout go? What exercise was hardest for you? What was easiest for you?
- What other exercises could you do with your plastic bottle weights? Your milk carton weight? Your tape ladder? Your resistance training mat?
- How can you take care of yourself while you are working out (e.g., stretching, hydration)? Why is it important to do these things?

Workout Handout

Instructions: Use your new gym to do the following workout.

- ☐ **5 Ladder Sprints.** Stand at one end of your masking tape ladder. Run through your ladder without letting your feet touch any of the ladder rungs. When you reach the end, turn around and run back. Repeat 5 times.
- ☐ **3 Ladder Jumps.** Stand at one end of your masking tape ladder. Jump through the ladder with both feet together so that you are landing in between each rung. Go all the way to the end and then turn around. Repeat 3 times.
- ☐ **20 Sit Ups.** Lay down on your towel or mat with your back against the floor. Bend your knees and keep your feet on the floor. Fold your arms across your chest. Now, do 20 sit ups.
- ☐ **15 Leg Lifts.** Stay the same position with your back against the ground. Lower your legs so that you are lying completely flat. Now, without moving your upper body, try to lift both legs into the air at the same time. Don't bend your knees. Lift them all the way up and then lower them down. Repeat 15 times.
- ☐ **15 Water Bottle Curls.** Take your 2 plastic bottles filled with water – 1 in each hand. Hold them down by your sides. Then, bend your arms at the elbows (keeping your elbows by your sides) and lift the bottles to your shoulders. Lower your arms and repeat 15 times.
- ☐ **15 Water Bottle Arm Raises.** Take your 2 water bottles – 1 in each hand. Hold them down by your sides. Then, raise both arms in front of you at the same time like a superhero. Lower your hands and repeat 15 times.
- ☐ **15 Milk Carton Presses.** Take your milk carton filled with water. Hold it sideways against your chest with both hands. Now, lift the milk carton over your head straightening your arms. Keep both hands on the carton. Hold it for 3 seconds. Lower it down and repeat 15 times.

DIY Workout Challenge

CHALLENGE DESCRIPTION

This physical activity challenge builds off of the Build Your Own Gym activity by challenging youth to use the gym equipment that they created to do 10 workouts. As part of the 'Healthy Life' unit, this activity will support youth in identifying new ways they can get active and build a pattern of daily physical activity. This activity supports the development of physical literacy and motor skills and perseverance.

SUPPLIES

- The equipment and gym that you created in the Build Your Own Gym activity

STEPS

- In this challenge, you will use the gym you created in the 'Build Your Own Gym' activity to work out for 10 days.
- You can use the same workout that you did in the Build Your Own Gym Activity or you can make up new workouts for each day.
- For each day you work out, try to use all 3 parts of your gym: your tape ladder (your cardio section), your weights section with your bottles, and your towel/mat (your floor exercises section).
- Start each of your workouts with a warm up and a stretch. Here is a warm up video to help you:
<https://www.youtube.com/watch?v=RM4b-w66wpk>
- Be sure to stretch after your workouts as well.
- Make sure you drink plenty of water before, during and after your workout.
- Work out online with your friends or in your home with family members. Share ideas for different ways you can use your gym with your friends or your family members.



EXTENSIONS

- Keep it going. Create and share a new workout for youth once a week that uses the same equipment.
- Incentivize youth to continue to engage in ongoing workouts. Add a new prize each week.
- Have each youth take turns designing a workout and leading a training session with the group. They can do this virtually, in-person, or post their workout to share digitally.

ADAPTATIONS

- If delivering the challenge virtually, have youth each share ideas for different ways they can use the equipment. Then, use their ideas to create several different workouts.
- If delivering the activity virtually, post a new workout every few days to keep the challenge fresh. Create a video where you model each of the exercises in the workout.
- Create a digital workout tracker on your program platform where youth can track and share their progress on the challenge.
- Create incentives (like water bottles) to encourage youth to complete the challenge. For youth who are engaging at home, send small prizes to their homes.

Work Heart-er

ACTIVITY DESCRIPTION

In this activity, youth will race against the clock to see if they can outpace the work that their hearts do every minute. As part of the 'Healthy Life' unit, youth will engage in a hands-on experiment to learn how much blood the heart muscle pumps. This activity supports the development of inquiry skills, science literacy, and health skills.

SUPPLIES

- 2 large buckets or bowls
- 1.3 gallons of water (21 cups)
- $\frac{1}{4}$ cup measuring cup
- A watch or timer on a smartphone

STEPS

- The heart is an amazing muscle. Everyday it pumps **1,900 gallons** of blood through our body. That's 1.3 gallons of blood through our body every minute! That means each heartbeat is pumping 2.4 ounces of blood (about $\frac{1}{4}$ cup). Let's see if we can move as fast as our heart does.
- Put a towel down (or go outside).
- Fill one large bucket or bowl with a gallon of water (21 cups).
- Put the empty bucket or bowl next to the one with water in it.
- Hold $\frac{1}{4}$ cup measuring cup in your hand.
- Set your watch or time for 1 minute.
- Try to move all of the water in the bucket or bowl to the empty one in 1 minute by using the $\frac{1}{4}$ measuring cup as a scoop.
- Try again. See if you can move more water the second time.

ADAPTATIONS

- If facilitating the activity virtually or in person, host brief discussions before and after the experiment. Before, ask youth to guess whether they think will be able to move all of the water and if they are going to try to use a certain strategy. After, ask youth what they noticed and what surprised them.
- If facilitating in person, set up a friendly challenge. Who in the group can move the most water in 1 minute?



EXTENSIONS

- Watch a video about how the heart works here: https://www.youtube.com/watch?v=eVG45_iF9U
- Learn how to take your pulse. The 'Pulse of Life' lesson provides a step-by-step for teaching youth how to take their pulse and helps youth learn how and why their heart rates change with certain activities. Available here: <https://www.smm.org/heart/lessons/lesson1.htm>
- Take your pulse before and after this activity. Try out other activities that raise your heartbeat and take your pulse before and after each activity.

QUESTIONS FOR DISCUSSION

- [Before trying to move the water] Do you think you will be able to move all of the water in 1 minute?
- [After trying to move the water] Were you able to move all of the water? If not, how much were you able to move?
- Was there anything about this activity that surprised you?
- What else do you know about how our heart muscle works?

Inside Outside Self-Portrait

ACTIVITY DESCRIPTION

In this art and social and emotional learning (SEL) activity, youth will draw a self-portrait showing what they look like on the outside and who they are on the inside. As part of the 'Healthy Life' unit, this activity is designed to help youth think about how their thoughts, feelings and interests shape who they are. This activity supports the development of self-awareness, creativity, and reflection.

SUPPLIES

- Paper (any color)
- Pencil
- Markers, colored pencils, or crayons
- Self-Portrait Handout (optional)

STEPS

- Write your name across the top of the paper.
- Draw a large outline of your head on the paper or use the picture provided in the Self-Portrait Handout.
- Draw a line down the middle of the head from top to bottom.
- Decorate the left half of the head with how you look on the outside. This should represent your physical appearance such as your hair color, eye color, skin color, and any other features.
- Decorate the right half of the head with pictures and words that show who you are on the inside. This should show things like your hobbies, your passions, your goals, your hopes, your feelings, etc.
- Add as much color and detail as you would like to complete your self-portrait.
- Share your portrait with your program leader and your group when you are done.

ADAPTATIONS

- Youth can use actual photos of themselves for the outside of their portrait, and use images from magazines to add to the inside section.
- If delivering the activity virtually or in-person, have youth share out what they created with each other. If delivering via take-home or digital programming, have youth upload a picture of their portrait to your program platform.



EXTENSIONS

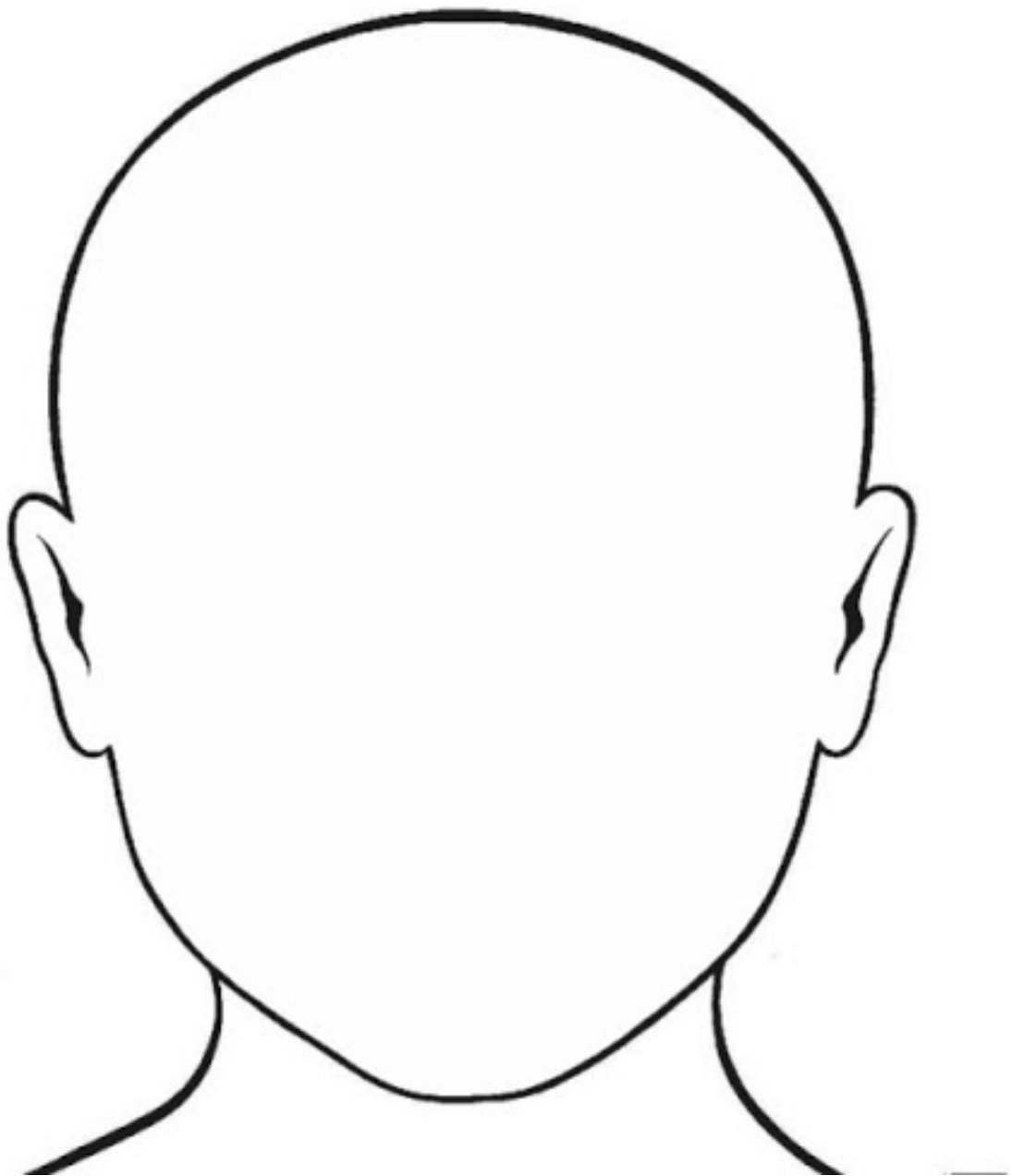
- Extend the activity by drawing your entire body using the inside outside technique. For your head, show your thought. For your heart, show your feelings. For your hands, show the hobbies and activities you like to do. For your feet, show how you like to be active.

QUESTIONS FOR DISCUSSION

- What does your portrait show about who you are?
- Was one side harder to draw than the other? Why?
- What is one thing that you want others to know about you that is on the inside part of your portrait?
- Did you learn anything about yourself from this activity? What did you learn about others?
- How can you help people get to know who you are on the inside?

Self-Portrait Handout

Instructions: Draw a line down the middle of the head from top to bottom. Decorate the left half of the head with how you look on the outside. Decorate the right half of the head with pictures and words that show who you are on the inside.



Gratitude Chain Challenge

CHALLENGE DESCRIPTION

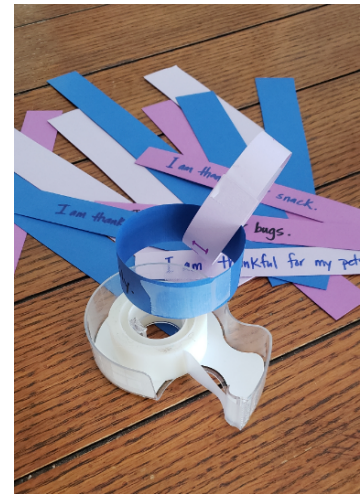
Expressing feelings of gratitude has many health benefits for kids including decreasing stress and increasing a sense of belonging. As part of the 'Healthy Life' unit, this social and emotional learning (SEL) activity is designed to help youth focus on things they are thankful for and begin to develop a gratitude habit. This activity supports the development of self-awareness, social awareness, and self-management.

SUPPLIES

- 4 pieces of construction paper or colored paper
- Scissors
- Markers
- Tape, glue or a stapler

STEPS

- Gratitude (also called thankfulness) is a positive feeling. It means paying attention to the things that are good in our lives and being thankful for the things we have like people who love us, a place to live, food, clean water, friends, family, even computer access.
- Cut each piece of paper into 4 strips that are big enough to write on.
- Take 3 strips out. Keep your extra strips of paper.
- Think about 3 things that you are thankful for like:
 - Something that makes you happy
 - Someone who helps you
 - Something you love to do
 - Something that makes you smile
 - Someone you love
 - Something you couldn't live without
- Write or draw one thing you are thankful for on each strip of paper.
- Take one of your strips of paper and bend it into a circle. Tape or staple the ends together.
- Take another strip of your paper and put it through your first circle. Bend it into a circle and tape the ends together. (See the photo).
- Do this again until all 3 strips of your paper are strung together like a chain.
- Each day this week, write one thing that you are thankful for on your extra strips of paper and add it to your chain.
- Hang up your chain to remind you what you are thankful for.



ADAPTATIONS

- If facilitating virtually, have youth share a few of their gratitudes out loud.
- If facilitating in person, have youth identify and share things they are thankful for in each other. Be sure to assign names or put youth in partners so that everyone gets recognized.

EXTENSIONS

- Make it part of your program's daily practice to have youth share a gratitude at the beginning or end of each program session.
- Include shout-outs as part of your programming where youth share one thing they appreciate about the day's activity or someone in the group.
- Create a 'giving tree'. Make leaves out of paper. Have youth write one thing they are thankful for on each leaf.

CREDITS: KiwiCo Corner's Gratitude Chain available at <https://www.kiwico.com/diy/Holidays-and-Events/2/project/Gratitude-Chain-/2704>

Eggstra Healthy Teeth

ACTIVITY DESCRIPTION

In this experiment, youth will learn how different substances affect tooth enamel. As part of the 'Healthy Life' unit, this health activity will help youth understand why it is important to brush and floss their teeth every day. This activity supports the development of health literacy and health promoting behaviors.

SUPPLIES

- 3 hardboiled eggs
- 3 containers for holding liquids
- Soda
- Vinegar
- Water

STEPS

- Brushing your teeth twice a day keeps your teeth and your gums healthy.
- Eggshells are like the hard, protective layer on the outside of our teeth. This is called the enamel. Eggshells, just like our teeth, can be damaged if we don't keep them clean. Today, we are going to use eggs to see what can happen to our teeth if we don't keep them clean.
- Fill 1 container with soda, 1 container with vinegar, and 1 container with water.
- Put 1 hardboiled egg in each container.
- If you are doing the experiment with others, talk about what you think will happen to each of the eggs (this is called a hypothesis).
- Check each container every day for the next few days to see what is happening to your eggs. Write, draw or discuss with others what you are noticing each day.
- After 3-5 days, take your eggs out of the containers.
- Look what the soda, vinegar and water did to each egg. What happened? Was your hypothesis right? Why do you think that happened?
- The eggs show what can happen to teeth if we don't brush and floss every day.

ADAPTATIONS

- If delivering the activity virtually, do a live demo of how to set up the experiment. Youth can follow along using their own supplies. Youth who may not have the supplies can participate by watching and sharing in the discussion.



EXTENSIONS

- Use this experiment to practice the steps of the scientific method. For a helpful form on using the scientific method, click here: https://www.montgomeryschoolsmd.org/uploadedFiles/schools/waysidees/news/experiment_formrevised.pdf
- Create journals or trackers where youth can add their observations of their eggs every day.
- Have follow up conversations about caring for your teeth. Invite a dentist to join in a virtual or in-person session.
- Design a comic book, pamphlet, commercial or other media on how to take care of your teeth.

QUESTIONS FOR DISCUSSION

- What do you think will happen to the egg that is in soda? What about the egg in vinegar? The egg in water?
- What happened to the egg in soda? The egg in vinegar? The egg in water?
- What surprised you?
- How can we keep our teeth from getting damaged like the eggs?
- What are some changes you might make to how you take care of your teeth?

CREDITS: Health Powered Kids' Smile Bright! Tooth Care available at <https://healthpoweredkids.org/lessons/why-should-you-brush-your-teeth/>

Scrap Garden

ACTIVITY DESCRIPTION

Involving youth in growing their own food helps them develop more positive attitudes towards fruits and vegetables and increases their willingness to try new foods. As part of the 'Healthy Life' unit, this health activity is designed to introduce youth to how vegetables grow by teaching youth to use leftover kitchen scraps to start an indoor veggie garden. This activity supports the development of creative thinking and nutrition skills.

SUPPLIES

- A milk carton, can, jar or other glass or plastic container
- Scissors
- Soil
- One of the following vegetable parts:
 - The base of a celery stalk
 - Carrot tops
 - The base of a head of lettuce



STEPS

- Cut the top off your milk carton or lay it on its side and cut it in half to make a planter or get out another container (see photo).
- If you are using a celery base, carrot tops or the base of lettuce, put it in your milk carton and fill the bottom with water.
- Put your milk carton or container by a window or in a sunny spot.
- Change the water every other day.
- Watch for roots (which are the part of the plant that grows from the bottom of the plant) to start to grow in about 5-7 days.
- Once the roots have grown, empty the water and fill your milk carton with $\frac{3}{4}$ of the way full with soil.
- Now, add your celery, carrots, or lettuce to the soil.
- Add some soil over top but make sure the leaf parts stick out the top of the soil.
- Put your milk carton outside or by a sunny window.
- Give your plants a little water (about $\frac{1}{2}$ cup) whenever the soil feels dry.
- Wait for your plants to sprout (to start to grow)!

ADAPTATIONS

- If delivering the activity virtually, have youth come to the session with all of their materials so that you can guide them through each of the steps.
- If delivering the activity digitally, post a video where you demonstrate all of the steps for youth to follow.

EXTENSIONS

- If you can, move your plant to a sunny spot outside to help it grow once it has started sprouting.
- Try growing different plants in different spots. Set one plant outside and one by a window inside. Which one is growing better? What happens if you put a plant in a dark spot?
- Keep the growing going. Add new plants from scraps every couple of weeks like seeds from a tomato or seeds from a bell pepper. For a great list of foods you can grow from scraps, check out: <https://foodrevolution.org/blog/reduce-food-waste-regrow-from-scraps/>

QUESTIONS FOR DISCUSSION

- Do you like to eat vegetables? What kinds?
- What did you notice about your plant in water? What did you see?
- What do you think will happen when you put it in the soil?
- Have you been watching your plant in the soil? Have you observed any changes?

CREDITS: Action for Healthy Kids' Kitchen Scrap Gardening available at <https://www.actionforhealthykids.org/activity/kitchen-scrap-gardening/>

Snack Attack

ACTIVITY DESCRIPTION

In this activity, youth will make a creative, healthy snack. As part of the 'Healthy Life' unit, this nutrition activity is designed to help youth identify and experiment with combining healthy food items. This activity supports the development of creative thinking, problem solving, and nutritional literacy.

SUPPLIES

Note to programs: This activity requires access to food. Consider sending home food to ensure that all youth are able to participate.

- Any kind of food that does not need to be cooked
- A plate

STEPS

- You know a lot about healthy foods. For example, you know that fruits and vegetables are good for you and that too many sweets – like candy and cookies – are not healthy for you. Today, you are going to make a new healthy snack that no one has ever tried before.
- Get out any food that you want to add to your healthy snack. You can use just one kind of food or you can add different types of food together.
- Create a healthy snack that has never before been made. You can make your snack new by:
 - Putting together foods that don't often go together (a peanut butter-carrot-cracker)
 - Adding a new twist to an old food (a smooshed and frozen banana in a bowl served with a spoon)
 - Laying your food on a plate in a new way (a cheese and cracker smiley face)
- Once you've made your new healthy snack, give it a creative name (Fan-a-Banana).
- If you can, take a picture of your snack.
- Finally, try your new snack. Is it delicious? Would you eat it as a regular snack? Can you get someone else to try it?

ADAPTATIONS

- If delivering the activity digitally, have youth upload a picture and the name of their snack to your program's Facebook page or program platform.



EXTENSIONS

- Check out the Kidpreneur activity where youth will develop pitches to try to convince others to invest in their new snacks.
- Have youth design a café menu where they draw or make and take photos of a selection of healthy snacks.
- Play with plating. Experiment with arranging food on a plate to make it look appealing. How can you make your healthy snack look even more delicious?

QUESTIONS FOR DISCUSSION

- What new snack did you create?
- What healthy ingredients did you use?
- What did you name your snack?
- Did you try it? How did it taste? Did it surprise you?
- Would your friends or classmates like this?
- What are some healthy snacks that you like to eat?

Kidpreneur

ACTIVITY DESCRIPTION

In this activity, youth will learn to develop a sales pitch where they will try to convince others to invest in their new healthy snack idea. As part of the 'Healthy Life' unit, this entrepreneurship and nutrition activity can be implemented as a continuation of the Snack Attack activity or be delivered as a standalone. This activity supports the development of nutritional literacy, creative thinking and public speaking.

SUPPLIES

- You can use the healthy snack idea that youth created in the Snack Attack activity or you can create a new healthy snack idea using paper and markers

STEPS

- Today you are going to come up with a 60-second sales pitch (which is a short presentation) to convince others to invest in (give you money for) your snack idea.
- If you already created a healthy snack in the Snack Attack activity, you will create a pitch for that snack.
- If you didn't do that activity, you will first come up with a new idea for a healthy snack. Draw a picture of that snack using paper and markers. Then, give your snack a creative name.
- Here are some steps to help you come up with your pitch:
 - Tell about your snack. (What is the name of it and what is your snack made of?)
 - Tell what makes your snack special (Is it more delicious? Easy to eat?)
 - Tell who your snack is for. (Is it for adults? Kids?)
 - Tell how much your snack will cost.
- For a great video example of kids pitching their inventions, check out: <https://www.youtube.com/watch?v=XKXe41X-Pc>
- If your program is meeting online or in-person, share your pitch with your group. If your program is not meeting online, do your pitch for a family member.

ADAPTATIONS

- If delivering the activity in person, you can have youth work in pairs or in small groups. Teams can perform their pitches for the broader group.
- If delivering the challenge virtually, give youth time to work on the pitches on their own and then schedule a follow up session for youth to share to pitches live.



EXTENSIONS

- Have youth create an advertisement or a commercial for their healthy snack.
- Have youth create other inventions to pitch like a new toy or new board game.
- For a free entrepreneurship curriculum for grades 1-12 with tons of activities, check out: <https://venturelab.org/curriculum/>

QUESTIONS FOR DISCUSSION

- What was it like to make your pitch?
- What did you enjoy about it?
- What was hard about it?
- What was it like to share your pitch in front of others?
- How do people or companies convince others to buy the things they are selling?

Mindful Eating

ACTIVITY DESCRIPTION

In this nutrition and social and emotional learning (SEL) activity, youth will learn about mindful eating. As part of the 'Healthy Life' unit, this activity is designed to help youth slow down and notice their thoughts, feelings and sensations in relation to food. This activity supports the development of self-awareness, self-management and responsible decision-making.

SUPPLIES

Note to programs: This activity requires access to food. Consider sending home food to ensure that all youth are able to participate.

- You can use food from a meal or snack OR get out a few food items
- Mindful Eating Handout or a blank piece of paper
- Markers, crayons or colored pencils

STEPS

- Today you are going to try out mindful eating. Mindful eating means slowing down and paying attention to your thoughts and 5 senses when you are eating. Practicing mindful eating helps to create a healthy relationship with food by helping you know when you are hungry and full and helps you to really enjoy your meals and snacks.
- You can do this activity during your next meal or snack OR you can get out a few food items and try it out now.
- Set your food out and take small bites, one at a time. For each bite pay attention to each of your 5 senses: see, feel, hear, smell, and taste.
- As you are taking your small, 'mindful bites', use the 'Mindful Eating Handout' to identify each of your 5 senses.
- Write and draw your responses to each of the questions on the handout.

ADAPTATIONS

- If delivering this activity virtually, ask youth to bring a snack or a meal to the session meeting. You can all have a virtual snack together and conduct the activity live. Have youth share and discuss their 5 senses while eating their food instead of completing the handout.



EXTENSIONS

- Make mindful eating part of your regular programming during meal or snack times. Ask youth to discuss, write or draw their 5 senses during these times.
- Create food journals and have youth practice mindful eating for one meal a day. You can use food journals to track and encourage other behaviors too, like water intake, fruit and veggie consumption, and eating without distractions (like TV or phones).

QUESTIONS FOR DISCUSSION

- What was it like to slow down and practice mindful eating?
- How was this different from how you normally eat your snacks and meals?
- What were some of the things that you noticed while eating?
- How can slowing down and noticing your 5 senses while eating can be good for you?

CREDITS: Action for Healthy Kids' Mindful Eating available at <https://www.actionforhealthykids.org/activity/mindful-eating/>

Mindful Eating

Instructions: Take small bites of your food. Chew slowly. For each bite pay attention to each of your 5 senses: see, feel, hear, smell, and taste. Write and draw your responses to each of the questions below.

See: What does your food look like? What color is it? What shape is it?

Feel: What does your food feel like in your mouth? Is it soft or hard?

Smell: How would you describe how your food smells?

Hear: What sounds does your food make when you chew it?

Taste: Put the food in your mouth. Before you chew, what is the first thing you taste? How does it taste after you start to chew it?

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