

SMARTER

FUN IN THE SUMMER



A PROJECT LEARN PUBLICATION ON SUMMER PROGRAMMING

SMARTER **FUN**
IN THE **SUMMER**

**A Project Learn Publication
on Summer Programming**

Sponsored by



**BOYS & GIRLS CLUBS
OF AMERICA**

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Introduction

Some of the most powerful and authentic learning experiences often occur outside traditional school classrooms. Every day, young people learn valuable skills, behaviors and information from parents, caregivers, Club staff members and a host of other informal educators in their communities.

Outside the classroom, caring adults help young people learn how to play musical instruments, solve problems, read books, create works of art and interact with members of their community. These learning experiences often generate the most excitement among young people and leave lasting imprints on their growth and development.

Summer vacation is an ideal time for young people to take advantage of engaging, informal learning opportunities. The traditional school calendar typically provides a vacation of up to 10 weeks for young people to fill with fun learning activities. Through innovative summer programming, Boys & Girls Clubs can help young people explore hobbies, develop new talents and practice the skills they need for success in school.

Beyond playing sports and hanging out in a safe environment, children who participate in summer programs at Boys & Girls Clubs spend valuable time learning. Throughout the year and especially during the summer, Club professionals make education fun and turn every day Club activities into exciting high-yield learning activities. Hands-on activities, educational trips and reading clubs are hallmarks of high quality summer programs in Boys & Girls Clubs. Effective summer programs engage students in interactive activities that reinforce important skills such as reading, writing, speaking, listening, computing and problem solving.

Summers can be an incredibly challenging time of year for Boys & Girls Club professionals. It's typically the time of year when staff members work with the most kids, under the most challenging circumstances and for the most hours on any given day.

While the challenges involved in designing effective, educationally beneficial summer programs can be significant, so too are the potential rewards for Club members and staff. This guide is designed to help you maximize the potential impact of your summer program, while finding new ways to spark your members' interest in learning over the hot summer months.

Your Club may have a rich tradition of running successful activities and programs during this time. If that's the case, please use the guide to supplement and enhance your existing summer program. If you're already using the *Project Learn* strategy during the school year, the guide will help you find ways to continue the program during the summer. If you're starting a summer program from scratch, you'll find tools and tips you will need to plan a program that is both fun and academically beneficial for your members. Regardless of your situation, if you're interested in helping kids continue learning during the summer and get the most out of their experience at your Club, the activities, suggestions and resources contained in this guide are for you. Have a great summer!

The Importance of Summer Learning Programs

For far too many young people, summer is a three-month vacation from learning. This often means trouble when young people return to school in the fall. Research consistently shows that when youth take a holiday from learning during the summer months, they lose valuable academic ground.

On average, most students score lower on standardized tests at the end of the summer than they do on the same tests at the beginning of summer vacation. Overall, children show the largest losses in mathematical computation and reading comprehension. Studies also show that the most significant learning setbacks often occur in skills that require regular practice such as performing mathematical operations and spelling.

Sociologists also have determined that family income is a powerful predictor for how much learning loss students experience during the summer months. While low-income students experience over two months of loss in reading comprehension and word recognition, middle-income students actually experience slight gains in reading performance over the summer months. When reading and math performance are combined, children from low-income families lose over three times as much learning as their peers from middle-income communities during the summer.¹

On average, low-income elementary school students experience the greatest summer learning losses. Studies also show that such losses are cumulative each year. By the end of fifth grade, summer learning differences result in low-income children falling more than two years behind their middle-income peers in verbal achievement and over one year behind in math achievement.² The cumulative effect of summer learning differences is a primary cause of widening achievement gaps between students of higher and lower income levels.

In addition to experiencing learning loss, students also lose valuable opportunities to continue their growth and development in other areas (social, emotional, physical, moral, vocational) when they are not engaged in constructive activities during the summer months. The developmental needs of children do not take a vacation during this time. All young people need consistent, ongoing guidance and support from caring adults in order to become productive adults.

Gaps between the work schedules of parents and the school calendar often result in large numbers of students spending the summer months with little adult interaction and supervision. Furthermore, many students who qualify for federally subsidized meals do not have the same level of access to nutritious meals during the summer as they do during the school year. Only one in five of the more than 15 million children who receive free or reduced priced school

¹ 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*, 66, 227-268 (1996).

² Alexander, K.L. and Entwisle, D.R. "Schools and Children at Risk." In A. Booth and J.F. Dunn (Eds.). *Family-School Links: How Do they Affect Educational Outcomes?* (Mahwah, N.J.: Erlbaum, 1996).

lunches during the regular school year participate in federal nutrition programs during the summer.³

The research documenting the need for summer learning programs is clear and compelling. All staff members should understand how much loss typically occurs for young people and the critically important role Club summer programs can play in lives of young people. Developing a program that responds to this research should be a major priority for your organization.

³ Food Research and Action Center. “*Hunger Doesn’t Take a Vacation: Summer Nutrition Status Report.*” (Washington, D.C.: June 2002).

The Role of Clubs in Preventing Summer Learning Loss

Boys & Girls Clubs can play a powerful role in making summer a time for learning and developmental gains for young people. Using the *Project Learn* strategy, Club staff members can design summer programs and activities that give young people meaningful opportunities to practice reading and mathematics skills on a daily basis. Rather than emphasizing repetitive drills of basic skills, Club programs can offer enrichment activities that promote self-directed learning over the summer months. Young people should be eager participants in summer learning activities in Boys & Girls Clubs. Instead of replicating traditional teaching methods and content that students receive during the school year, Club staff can offer different types of programs and activities that may have greater potential for increasing their members' long-term motivation for learning.

A centerpiece of your Club's summer program should be the continuation of high-yield learning activities (HYLAs) throughout the summer months. HYLAs are fun Club activities that help young people apply in a practical way what they learn in the classroom. These activities allow Club staff to think about education programs in terms other than homework help and tutoring. HYLAs reinforce the idea that learning happens throughout the Club facility. Using HYLAs effectively converts the entire Club into a "learning center" and gives every staff member an important role to play in the education of young people. Please refer to B&GCA's *Project Learn Resource Guide* for more information about HYLAs.

A major factor in explaining why middle-income students experience summer learning gains is that they participate in a wide range of structured summer activities that reinforce the skills and behaviors necessary for academic success. For example, middle-income students typically attend day camps, take swimming lessons, visit the zoo, check out books from the library and play organized sports at far greater rates during the summer months than their lower-income peers.⁴ Club summer programs can help level the playing field for low-income students and boost academic achievement for all young people by providing diverse summer enrichment experiences.

In addition, Club staff members can serve as positive adult mentors during the summer months by teaching productive problem-solving strategies, encouraging children to be self-directed and ensuring that children have the resources they need to meet high expectations. Furthermore, young people often participate in Club summer programs over multiple years. Thus, Club staff members have an even greater opportunity to counteract the cumulative effects of summer learning loss by implementing educationally beneficial summer programs consistently over a period of years. They can be particularly important for elementary school students who experience the largest amounts of loss.

Working in partnership with schools, parents and other members of the community, Club staff members can develop long-term relationships with young people. These relationships can help staff members meet specific needs and cultivate interests among their members. Whether you operate a drop-in, day camp or overnight summer camp program, your Club's greatest assets are

⁴ Entwisle, D. R., Alexander, K. L. and Olson, L. S. "Keep the Faucet Flowing: Summer Learning and Home Environment," *American Educator* (Fall 2001).

your staff members' relationships with young people, and the fun, voluntary nature of your programs and activities. Both of these organizational strengths are key factors in your Club's ability to help young people realize their full potential during the summer months and throughout the year.

What Types of Summer Programs Are Most Effective?

There have been numerous studies measuring the potential effectiveness of a variety of summer interventions in terms of how they improve academic achievement and a range of developmental outcomes for young people. Research suggests that the following program characteristics may best contribute to making summer a productive and enjoyable season of learning for young people:

- substantial amounts of physical activity, especially games like soccer or softball that require very little equipment but have complicated rule systems and enable children to take multiple roles;
- daily opportunities for leisure reading and literacy-based activities;
- wide variety of enjoyable small-group activities along with meaningful opportunities for individualized attention;
- active parental involvement and participation;
- advanced planning and funding;
- well-organized and regularly scheduled daily activities;
- adequate number of well-trained staff members (staff-youth ratio should not exceed 1:12);
- active participation of youth in program planning;
- extensive opportunities for enrichment through the arts and music;
- high expectations among staff members for youth attendance, participation and achievement;
- intentional focus on reinforcing and integrating academic skills, particularly reading and mathematics, throughout programs and activities;
- strong partnerships with schools and other community institutions such as public libraries and museums; and
- daily opportunities for youth to explore their own interests and enjoy unstructured time.

In addition to the above characteristics, effective summer learning programs must be fun. A recent survey of parents conducted by the Academy of Educational Development found that nearly half of American parents (43 percent) just want their kids to have fun and relax during the summer. Second and third priorities for their children were learning new things (24 percent) and

preparing for school (22 percent). The most effective summer learning programs acknowledge the unique role that summers play within American popular culture by demonstrating the power of informal learning experiences such as taking educational field trips, reading for pleasure and gaining exposure to new cultures and ideas.

Despite the recent growth of mandatory summer school programs in many school districts, there is little evidence to suggest that such programs substantially improve student achievement. On average, the summer school achievement gain for students of all socioeconomic levels is quite small: about one month or a few test points (out of 300 or 400) on typical standardized tests.⁵ There is also little evidence to suggest that traditional summer school programs will help prevent the long-term accumulation of learning losses that occurs over multiple years of a child's education.

A recent survey of the 100 largest school districts in the nation found that every district reported that they had some type of summer program in operation during the summer of 1999, and that over 90 percent of school districts currently describe their summer programs as "remedial."⁶ Most summer school programs serve as punitive alternatives to social promotion and require attendance only from students who "failed" or did not score above certain thresholds on standardized tests. The vast majority of these programs are reactionary and intermittent interventions, which provide assistance for students only at certain grade levels and only after they have fallen behind.

Boys & Girls Clubs can play an important role in demonstrating the power of a long-term preventative approach to summer learning loss using voluntary, community-based enrichment. Club summer programs can provide what researchers consistently identify as missing ingredients in many formal summer school programs: 1) educational activities that look and feel slightly different from the regular school day, 2) high levels of youth engagement and motivation and 3) a proactive, multi-year approach to summer learning.

⁵ Ibid.

⁶ Borman, G.D. "The Effects of Summer School: Questions Answered, Questions Raised" [Commentary]. *Monographs of the Society for Research in Child Development*, 65(1), 119-127 (2000).

Tips for Implementing a Successful Summer Program

Step 1: Start Planning Early

Running a high quality summer program requires a lot of planning and organization. Many popular summer field trip destinations accept group reservations months in advance. Hiring extra staff for the summer months often takes longer than expected. Securing the necessary funding, materials and supplies for your program also is time-consuming. Here are a few suggestions to make planning a little easier:

- Dedicate a staff meeting in August to discuss the successes and challenges of the past summer and plan for next year.
- Develop a standard proposal you can use to raise funds to support your summer program.
- Determine your summer staffing needs by January so that you can take advantage of college internship and job fairs throughout the first three months of the year.
- Order all materials and supplies at least six weeks before your program begins.
- Call popular field trip destinations as early as possible to ensure adequate space for your group.
- Assign staff members specific roles and responsibilities with respect to organizing your summer program (field trips, supplies, etc.) and check in regularly on progress.
- Schedule time for a staff meeting to determine the format, procedures and policies for your summer program in February or March.

Step 2: Decide on the Major Components of your Program

As you plan, think of your program in terms of what regularly scheduled activities you plan to offer. Examples include leisure reading, educational field trips and outdoor recreation. Once you've defined the main activities of your program, attempt to schedule them so that young people have choices and plenty of opportunities to participate in a wide range of activities each day. Also, organize your activities in a logical and predictable way. This makes planning easier for staff, and allows young people to establish routines and make informed choices about the activities in which they can participate. For example,

- Schedule field trips or special events for the same day each week.
- Set up activity stations in your Club and give members the choice to rotate through different areas of the Club at different times or on different days.

- Begin and end your day with a five- to 10-minute routine that reinforces your expectations, celebrates daily successes and sets the stage for upcoming activities.
- Establish a schedule for regular meetings of interest-based Clubs such as arts, sports, music or dance that are organized by members.
- Provide weekly opportunities for community service.
- Work with students to identify long-term projects (i.e. painting a mural, producing a play, writing the history of their neighborhood) they can work on for a set time each day for the duration of the summer.

Step 3: Maintain a Regular Schedule of Activities

One of the most challenging aspects of Club summer programming is implementing a full-day program effectively and sustaining members' interest over a period of many weeks. Without a regular schedule, this challenge quickly becomes overwhelming. A consistent schedule provides important structure and is essential if Club staff and members are to accomplish their goals during the summer months.

- Spend time planning the details of where and when activities will take place and which staff member(s) will coordinate them.
- Establish daily routines so Club members can anticipate and prepare for future activities.
- Plan your schedule in manageable time blocks of 30-60 minutes.
- Plan transitional activities that help your staff and Club members move from one activity to the next.
- Post your schedule for all members and staff to see.
- Be sure that parents receive a copy of the schedule and understand the major components of the program.
- Be flexible with your schedule on days when you have a special event, group project or field trip.

Step 4: Involve Young People in Planning and Decision Making

Youth influence is an essential part of high quality Club programs regardless of the time of year in which they are implemented. Young people should be involved in the planning of your summer program from its inception.

- Engage your Keystone Club and/or Torch Club in planning and evaluating activities and events before, during and after your summer program.
- Structure your program so that young people have opportunities to make choices about the activities in which they participate.
- Build in periods of free time and opportunities for open gym and recreational activities.
- Encourage young people to lead activities and serve as junior staff members.
- Have Club members write reviews of field trip destinations and make recommendations about where they would like to visit.
- Work with Club members to plan at least three special events (one at the beginning, middle and end of the program) that everyone can look forward to attending.

Step 5: Sustain your Focus on Academic Enrichment

Read to and with your members every day of the program.

- Surround your Club members with reading material and positive adult role models who enjoy reading and talking about books.
- Send a survey to teachers asking what skills or content you should reinforce during the summer months for different groups of young people.
- Obtain the summer reading list from your school district and make sure that you have copies of the books in your Club.
- Make sure all staff members, regardless of their respective program areas, understand their roles and responsibilities in terms of teaching knowledge, skills and behaviors that young people need for success in school.
- Look for opportunities to transform everyday situations that happen during your summer program into “teachable moments.”
- Encourage Club members to ask questions about their communities and discuss current events and hot topics. Use research techniques to find answers and present opposing sides of an issue.
- Write a report describing your summer program (i.e. the field trips you took, the skills and content you developed, etc.) and send it to all the schools your members attend in the fall.

Step 6: Provide Recognition and Incentives for your Staff

The best way to ensure that young people have an enjoyable, productive summer in your Club is to make sure that your staff members feel supported, valued and empowered to do their jobs effectively. If your staff loses interest in Club activities, it's unreasonable to expect that young people will be inspired to participate.

- Find opportunities to acknowledge the hard work of your staff members during the summer months.
- Use the summer program as an opportunity to introduce staff members to different program areas of your Club. Switch roles and responsibilities periodically to keep everyone interested.
- Share a meal together as a staff on several occasions during the summer.
- Introduce new summer staff members to your team before the program begins and provide ongoing support throughout the summer.
- Buy ice cream for everyone participating in the program (youth and adults) on one of the hottest days of the summer.
- Write personal thank you notes to staff members who go above and beyond the call of duty.

Recognize that the last two or three weeks of your program will be the most challenging in terms of sustaining enthusiasm and plan special events accordingly.

Using Themes to Enhance Summer Learning

One way to make summer learning fun in your Club is to use themes as a planning framework. For example, what if Club members walked in one day to discover that they weren't at the Club, but had just landed on the moon? What if Club members joined the circus on Monday and spent the week practicing for a performance on Friday? Thematic summer programming requires additional planning, but it makes long summer days more fun for everyone.

Club members often spend more time at the Club during the summer, giving them the chance to work on long-term projects. Using themes can also tie together programming in different areas of the Club. Such activities help members understand the connections between activities and make them feel like they are part of an integrated experience.

If you are planning to use themes during the summer, it's important to involve all staff members in brainstorming themes in advance so they can plan ways to incorporate them into their program areas. Involve your Keystone and Torch Clubs in generating theme ideas. Club members will also be more excited about summer programming if they know what to expect and can look forward to certain activities.

Inform parents ahead of time as a strategy for getting them involved and adding resources to the program. For example, if you are focusing on the theme of outer space, ask a parent or grandparent to volunteer to talk about what it felt like when he or she learned that the first person had landed on the moon.

The themes and activities in this section will help you get started. Use the activity ideas that make sense for your Club. Modify them as necessary and use the planning tools in the Appendix to generate your own summer themes. As long as you are having fun and thinking about ways to make activities educational, you'll be helping your Club members learn during the summer.

Theme 1: Outer Space

Learning about outer space can be a hands-on adventure. Think about running these activities during the third or fourth week of July so that you can celebrate Moon Day, the anniversary of the moonwalk by Neil Armstrong and Edwin “Buzz” Aldrin in 1969.

SUGGESTED CLUB ACTIVITIES

- Learn about the solar system. Have Club members read about planets in books or on the Web. Find out about size, color, rotation pattern, etc. of each planet.
- In the art room, have Club members make models of the planets and the sun with big pieces of cardboard. Cardboard boxes can be used and easily colored or painted.
- Create a solar system play in the gym. Use the planet models you made as props. The play could be based on a story Club members write. Give Club members roles as specific planets, moons and the sun. Model the rotation of the planets on their axes and revolution around the sun.
- Create a smaller solar system that you can hang up in the learning center. Have Club members research size, shape and order of the planets so their final product is accurate. This activity helps reinforce the concepts of ratio and proportion.
- In the pool, teach Club members to float and ask them to describe what it is like to feel weightless. Do you think this is how astronauts feel in space? Learn about why things float in space and what astronauts have to do to keep things from floating away.
- Watch *Apollo 13* or another space-related movie. Follow the movie with a lively discussion session.
- Drink TANG during snack time and visit space.com to find out how food is selected and prepared for astronauts to consume in space.
- Make outer space cookies:

3/4 cup shortening
1 cup sugar
2 eggs
1 tsp vanilla
2 1/2 cups flour
1 tsp baking powder
1 tsp salt
- Mix shortening, sugar, eggs and vanilla. Mix flour, powder, and salt. Combine. Chill at least one hour. Heat oven to 400 degrees. Roll dough to 1/8” thick on lightly floured surface. Cut into outer space shapes (planets, aliens, rockets, etc.). Place on baking sheet.

Bake six to eight minutes or until cookies are a light golden color. This recipe makes about four dozen three-inch cookies.

- Learn about the phases of the moon and create a moon flip book. Staple a stack of papers together and have the Club members draw the moon waxing and waning little by little on each page. When they flip the pages, it will look like the moon growing and shrinking.
- Make miniature rockets. Collect photo film canisters. Ask a photo lab to donate used canisters. Use construction paper to make the tip and glue to the canister. Fill the canister with baking soda and vinegar or Alka-Seltzer® and water and *quickly* put the lid back on the canister. See how far the rockets will shoot. It may take some time to make them work and it will make a mess (this is a good outdoor activity), but Club members are sure to have fun.
- Learn about what people in other cultures or times thought about the moon, stars and planets.

Theme 2: The Circus

What is more fun than going to the circus? Having a circus of your own! Club members can plan acts, practice for the show and invite family members and people from the community for a Big Top show.

SUGGESTED CLUB ACTIVITIES

- Learn about the history of the circus. Who was P.T. Barnum? How has the circus changed over the years?
- Brainstorm activities for a Club circus. Do you have members who can impersonate animals or become magicians, jugglers, musicians, clowns and dancers?
- Create invitations for family members, other Club staff and people in the community.
- Write stories from the perspective of the animals in the circus. Read a selection from *Animal Farm* or *Charlotte's Web* to get them thinking.
- Have Club members imagine what it would be like to be a young person in the circus. Write a story about what life would be like and share them with each other.
- Balance is a key skill that most circus performers use in their acts. Have Club members experiment with walking on a balance beam or a two-inch by four-inch board in your gym. Talk about the concepts of gravity and symmetry. Explain how changing your center of gravity affects your balance.
- Check out a copy of *If I Ran the Circus*, by Dr. Seuss, from your local library. Read the book to your members and ask them to brainstorm ideas for ways they would run the circus.
- Use the theme to teach Club members interesting new words like apparatus, aerial, contortion, heralds, hippodrome, kazoo and pachyderm. Play word games and create word searches and puzzles with the words they learn.
- Provide an opportunity for teens to debate animal rights issues related to the circus.
- Visit www.ringling.com to find out how much food is consumed by circus animals in an average week.
- Use the expression “an elephant never forgets” as an opportunity to talk about the intelligence of elephants and other animals. Play memory games such as Concentration.

Theme 3: The Ocean

Summer is a great time to learn about the ocean. If you're near the ocean, take a field trip to the beach. If not, try creating a similar experience in your Club.

SUGGESTED CLUB ACTIVITIES

- Put shells in the pool for Club members to dive in and retrieve. When they get one have them try to figure out what kind of shell they have. What animal lived in the shell? Why did it leave the shell behind? What is the shell made of?
- Create a beach at the Club. Bring in sand and discuss how it was made. What different minerals do you find in sand? Try making waves in the pool. Bring in some living ocean creatures.
- Have Club members write and put on an ocean play. Brainstorm stories about the ocean, write a play, make costumes and invite friends and family to the performance!
- Build a coral reef. Learn about coral reefs and their locations. Build one in the art room. Use tissue paper, paper towel tubes, etc. Let your imagination run wild!
- Watch an ocean movie such as *20,000 Leagues Under the Sea* and learn about the author Jules Verne. Learn about Jacques Cousteau and the work of the National Geographic Society.
- Read aloud some poems about the ocean. Brainstorm some things that could be changed about a particular poem (e.g., title, creatures mentioned, adjectives, etc.) Have Club members write a poem about "A Day in the Life of (their chosen sea animal)."
- Pretend you have just discovered a new animal in the ocean. Write about where you found it, what it looks like, what it eats. What's its name? How would it behave?
- Have members draw and color pictures of fish, rocks, seaweed or any other object that might be in the ocean. Cut the pictures out and glue them to craft sticks to create hand puppets. Students can use the puppets to retell a story or make up their own story.
- Mix one-fourth cup of warm water with six teaspoons of salt and three drops of food coloring in a small container. Have students paint ocean pictures with the mixture on white paper. Let dry. The water evaporates but the colored salt remains, creating beautiful pictures. This is a good chance to discuss evaporation with students. What evaporated and what didn't?
- Visit a local aquarium or take a virtual field trip to Sea World at <http://www.seaworld.org/infobook.html>. Talk about careers in marine biology, oceanography and zoology.

Theme 4: Crack the Code

Young people love solving mysteries and breaking secret codes. It's fun and exciting to send messages that will be understood only by the person receiving it. This theme offers opportunities to reinforce math skills, critical thinking, problem-solving and cooperative learning.

SUGGESTED CLUB ACTIVITIES

- Use the Web to learn how secret codes were used during wars to send secure messages. Learn about the role of Navajo Code Talkers in World War II and how they used their native language to support the U.S. war effort.
- Invite a computer programmer to talk to Club members about the codes people use to tell computers what to do.
- Take a virtual tour of the International Spy Museum in Washington, D.C. at www.spymuseum.org.
- Write recipes in code and have Club members crack the code before they cook. Conduct a scavenger hunt in code.
- Use secret code to write letters to each other. Start with a simple code like a=1, b=2, c=3, d=4, etc. When Club members get the hang of it, have them develop their own codes. Get a book about secret codes from the library for more ideas.
- Make invisible ink. The easiest invisible ink to use is lemon juice. Dip a toothpick in lemon juice and write a message to someone. Use an iron or hold the paper close to a light bulb to make the message appear. Club staff should make the messages appear since either method could lead to burns. Be careful!
- Learn about Morse code. How do you use it? What has it been used for in the past? Visit <http://www.soton.ac.uk/~scp93ch/morse/> to translate and listen to your own message in Morse code.
- Get a book of one-minute mysteries and have Club members read one each day. Have students write their own mysteries and have their friends read them and try to guess “who did it” before they get to the end of the story.
- Visit www.mathschallenge.net and practice breaking codes from their online archive of problems. The site also includes a small library of articles on code-breaking strategies.
- Find a book of logic games. Play one each day of the week and award prizes to participants.
- Foreign languages are like secret code until you learn them. Choose a language and learn how to say simple phrases.

Theme 5: The Human Body

What is more fascinating than the human body? Spend time with Club members learning how the body works and what they can do to keep their bodies healthy and strong.

SUGGESTED CLUB ACTIVITIES

- Organize a Human Body Olympics featuring events such as who can hold their breath the longest, jump the highest, or scream the loudest? After each event discuss the body part(s) used and how they work.
- Discuss nonverbal types of communication. How do people communicate without talking? Try using facial expressions and gestures to convey different feelings and emotions. Learn a few words and/or phrases in American Sign Language. Try having a 30-minute period at your Club when everyone communicates without talking.
- Learn about the food pyramid. What are the foods you should be eating every day? What vitamins are in the food you eat? Have Club members keep track of everything they eat for a week and see how close they are to eating a good diet. Read food labels to find out what foods are healthy and what foods aren't. For example, buy a variety of juices and check the labels to see how much actual juice is in them.
- Blindfold Club members and have them smell foods. Can they identify them just by the smell? What about tasting?
- Get big pieces of paper (butcher paper is excellent for this activity) and have Club members lie down on them. Trace around the outline of their bodies. Let them decorate the inside with markers, paints, etc.
- Have Club members calculate the average height and shoe size of Club members. Compare their averages to those of staff members and professional athletes. How many Club members' feet could fit in Shaquille O'Neal's shoes? Explain ratio and proportion.
- Measure the Club in footsteps. How many "feet" does it take to get across the gym? How many "feet" to walk around the Club?
- Integrate a daily or weekly SMART Moves discussion about health and wellness into your summer program.
- Read portions of Isaac Asimov's *Fantastic Voyage* to Club members. What parts of the body would be most interesting to see from the inside?

Implement fun, hands-on science activities from the Exploratorium's Web site, http://www.exploratorium.edu/ti/human_body/ to help teens gain a better understanding of the human body. The Web site contains a wide variety of creative activities for members ages 12 and up. All activities use low-cost or no-cost materials.

Theme 6: The Weather

Learning about the weather is a fun way to become more aware of your environment, as well as learn more about science and math concepts.

SUGGESTED CLUB ACTIVITIES

- At the end of each day, have Club members make predictions about what the weather will be like the next day. Keep track of the accuracy of their predictions. Track your local weather person's predictions. Who is most accurate most often? Invite your local weather person to visit your program at the end of the summer and recognize your members' accomplishments.
- Schedule a visit to the local television station to learn about how the weather people track the weather.
- Watch the clouds. Learn about the different types of clouds and what they mean. Find pictures in the clouds.
- How does the weather affect local businesses and individuals in your community?
- Compare the average temperature and precipitation in your community to that of other cities, states, regions, and countries of the world. Discuss how different hemispheres of the world experience the seasons at different times of the year.
- Use a flashlight to cast shadows. What are shadows? How are they different depending on where the sun is in the sky?
- How do you feel when it's sunny, rainy, foggy, windy? Talk about how the weather affects our emotions.
- Visit the weather classroom at <http://www.weather.com> for additional resources.

Planning your own Themes

Use the planning forms in the Appendix to develop your own themes for your summer program. Ask your members for suggestions about themes that interest them. Possible themes might include:

- Archaeology
- Gardening
- Journalism
- Creepy Creatures
- The Forest
- Magic
- Photography
- Our City, or Our Neighborhood
- The Environment
- Technology
- The Olympics
- Music
- Aviation
- Baseball
- Endangered Species
- Kites
- Money
- Natural Disasters
- Dinosaurs
- Languages
- Amphibians
- Inventors and Inventions

It's also possible to run themes by program area. If you don't have a Club-wide theme, think about using themes in one program area. For example:

- **In the art room** – Choose a country or ethnic group each week and learn about the art through research and activities. Don't forget that art includes drawing, painting, sculpture, photography, poetry, crafts, dance, etc.
- **In the gym** – Learn about a different sport or a famous athlete each week. Organize weekly trivia contests and research challenges.
- **In the games room** – Run different types of tournaments each week giving different members opportunities to showcase their talents. Learn about games from different parts of the world.
- **In the technology center** – Use Club Tech resources to organize themes such as Web design, movie making and digital photography.

Celebrating Summer Holidays

Don't forget to select a few holidays over the summer months to celebrate in your Club. Invite guest speakers and other members of the community to join your Members in celebrating these special events.

May 31 – Memorial Day

Ask veterans from your community to talk about their experiences.

June 2 – International Volunteers Week

Participate in a community service project.

June 12 – Birth of Anne Frank

Read selections from Anne Frank's diary and encourage your members to keep a journal for a week.

June 19 – Juneteenth

Celebrate Juneteenth, the oldest known celebration of the end of slavery, which originated in Galveston, Texas in 1865. Discuss the history of slavery.

June 30 – Ice Cream Soda Day

Write recipes and enjoy your favorite types of ice cream sodas. Give a ribbon to the most creative concoction.

July 4 – U.S. Independence Day

Visit www.fireworksafety.com to find out all about fireworks.

July 11 – World Population Day

Visit the U.S. Census Bureau's Web site to find out what percentage of the world's 6 billion people lives in Africa? Asia? South America? Divide your Club members into groups based on these percentages and make a human bar graph in your gym.

June 16 – Happy Birthday Washington, D.C.!

Learn more about our nation's capital, which was established on this day in 1790.

July 21 – National Ice Cream Day

Make homemade ice cream and talk about why you use salt to melt the ice in the freezer.

July 31 – Birth of J. K. Rowling, Author of the *Harry Potter* Series

Write your own fantasy or science fiction short story.

August 3 – National Kids Day

Visit www.bgca.net and find out more about organizing a community-wide National Kids Day celebration.

August 5 – Anniversary of Neil Armstrong’s Moon Walk

Complete activities described under the outer space theme.

August 12 – Birth of Cecil B. DeMille

Celebrate the birthday of this pioneer filmmaker by beginning a digital moviemaking activity in your Club.

August 18 – Bad Poetry Day

Have your Club members visit www.madlibs.org to create their own bad poems.

On the Spot Fun – High-Yield Summer Learning Activities

One characteristic of high-quality youth development professionals is their ability to capture a young person's attention and generate excitement about an activity at a moment's notice. Often the most effective and engaging high-yield learning activities are those that require little in the way of advanced planning and expensive supplies. The following high-yield activities are as varied as the professionals who implement them and the Club members who participate in them.

Here is a quick set of suggestions for impromptu summer games and activities for various areas within and outside your Club. Activities are divided into the following categories:

- What if it Rains? High-Interest Indoor Activities
- Great Activities for the Great Outdoors
- Cool Summer Technology Tips
- Water, Water Everywhere

Each activity description includes a list of materials, instructions and possible extension activities. Remember that all activities should be supervised by an adult and should provide opportunities for members to practice skills such as reading, writing, speaking, listening and calculating. All of the activities require some advanced planning and can be adapted according to the specific resources and needs of your program.

What if it Rains? High-Interest Indoor Activities

CREATE A CLUB T-SHIRT

Use a variety of creative techniques to design T-shirts and host a Club fashion show.

Materials

Stencil or paintbrush, fabric paints, ribbons, shoelaces, white T-shirts

Instructions

1. Paint or draw design with fabric paints. Use an iron-on appliqué or an overhead projector to sketch the graphic onto the T-shirt.
2. Sew ribbons, buttons, shoelaces on T-shirt with your initials or Club name.
3. Attach glow-in-the-dark string around sleeves and collars.
4. Paint design shapes and stripes.
5. Use patches and other items to attach to T-shirts.

Extension Activity

Go global! Have Club members create patches that represent different areas of the world. Club members can read information on different cultures they are assigned. These shirts can also prove helpful when dividing Club members into groups for games.

MAKE A BOOK, READ A BOOK

Motivate club members to read by having them create their own books.

Materials

Thick paper, strong thread or dental floss, sewing needle

Instructions

1. Use thick paper and extra-strong thread or dental floss. The paper should be twice as long as you want each page.
2. Be sure to design a cover for the book before you sew.
3. Open the book, mark a straight line in the middle in neat dots about an inch apart, and sew along the lines.
4. Have members write short stories, journals, autobiographies or poems in their books.

Extension Activity

Create summer scrapbooks with pictures and stories about your members' favorite experiences.

WE ALL SCREAM FOR ICE CREAM

Host an ice cream social in your Club.

Materials

Various flavors of ice cream, frozen yogurt, sodas, orange juice, ice cubes, fruit and a blender or hand mixer.

Instructions

1. Experiment with making different types of floats, smoothies, milkshakes and ice cream sodas.
2. Have members write and exchange the recipes for their favorite concoctions.

Extension Activity

Invite parents and members of the community to stop by your Club's "ice cream shop." Have your members produce menus and practice handling financial transactions.

FORTUNE COOKIES

Make a fortune cookie with jokes or riddles inside.

Materials

¼ cup all purpose flour
2 tablespoons sugar
1 tablespoons cornstarch
dash of salt
2 tablespoons cooking oil
1 egg white
1 tablespoon water
Skillet
Spatula
Strips of paper with jokes and riddles

Instructions

(Makes eight cookies)

1. In a small mixing bowl, stir together flour, sugar, cornstarch, and salt. Add oil and egg white. Stir until smooth. Add water and mix well.
2. Adult should heat a lightly greased skillet. Pour about a tablespoon of batter into the skillet---Spread batter into a three and a half-inch circle. Adult should cook over low heat four minutes or until lightly browned. Flip cookie with wide spatula and cook and additional minute.
3. Working quickly, place cookie on a pot holder or paper towel. Put a riddle strip in the center. Flip cookie in half; then, fold again over the edge of a glass. Let cool.

Extension Activity

Insert brainteasers, math puzzles and other fun learning games into cookies. Club members could solve their puzzles and then eat their cookies as a treat.

MAD HATTERS

Create cool hats to keep cool in the sun.

Materials

Newspaper pages, tape, scissors, stapler, decorations

Instructions

1. Place each sheet of a newspaper atop one another, and place them over your head, completely covering your face and the back of your head.
2. Have a partner wrap masking tape several times around your newspaper-covered head just above your eyebrows.
3. Remove the newspaper from your head. Trim the corners, designing your hat to suit you (either staple or tape the edges together, or roll up the brim and tape). Decorate your hat with ribbons, baseball cards, tiny objects, junk jewelry, vines or flowers.

Extension Activity

Learn about different styles of hats such as top hats, pillbox hats, berets, bonnets and fedoras. Have Club members make and model the different hats. Read and discuss *Chicken Sunday* by Patricia Polacco.

FINGER PUPPETS

Put on a "hands-on" theater production!

Materials

Old pairs of gloves, felt tip markers, yarn, glue

Instructions

1. Cut the ends off the fingers of old gloves.
2. Have members draw faces on their fingers with felt tip markers.
3. Glue on yarn for hair.

Extension Activity

Have older members act out popular fairy tales for younger members using finger puppets.

CLUB SCAVENGER HUNTS

Find unusual things within the four walls of your Club.

Materials

Paper and pencils

Instructions

1. Make a list of objects (i.e. a book with a title that begins with W, a ballpoint pen, etc.) or a list of personal characteristics (i.e. a person who was born in July, someone with blonde hair, etc.).
2. Distribute the list to Club members and start the timer.
3. The person who returns with all the items or names of people correctly written wins.

Extension Activity

Have your members make lists of things they plan to see at your next field trip destination. Hand out disposable cameras before the trip and take a photographic scavenger hunt.

TOOTHPICK CONSTRUCTION PROJECTS

Build bridges and geodesic domes out of toothpicks.

Materials

Marshmallows, round toothpicks, cardboard, glue

Instructions

1. Check out books or visit Web sites about famous bridges and domes.
2. Give Club members the same number of toothpicks and marshmallows and see who can build the highest and widest domes.
3. After you've experimented with building different types of structures have a toothpick bridge-building competition. Divide your members into teams. The group that builds the strongest bridge with the fewest toothpicks wins.

Extension Activity

Visit the Building Big Web site (<http://www.pbs.org/wgbh/buildingbig>) for ideas about other building projects such as designing skyscrapers, dams, and tunnels.

GROWING SPROUTS

Make an indoor garden.

Materials

Glass jars, nylon stockings, rubber bands, alfalfa seeds

Instructions

1. Fill each jar $\frac{1}{4}$ full of seeds and soak in water overnight.
2. Drain water thoroughly the next day and cover with nylon stockings and a rubber band around the mouth of the jar. Do not place in direct sunlight.
3. Rinse and drain the seeds twice daily for the next four days.
4. When the seeds sprout, place in direct sunlight so they will turn green.
5. Store sprouts in refrigerator for up to two weeks after they are green.
6. Enjoy on sandwiches and in salads.

Extension Activities

Experiment with sprouting different types of beans and seeds using this method. What happens if you don't rinse and drain the seeds? See how many different types of plants you can grow in a Club windowsill.

PAPER AIRPLANES

See which airplane has longest flight duration and travels the greatest distance.

Materials

Paper, scissors, paper clips, tape, stopwatch, tape measure

Instructions

1. Members design, create and name their own planes.
2. Have members fly their planes in the gym and record the duration and distance of each plane's flight.
3. Repeat this activity for three flights.
4. Using calculators, have members find the average flight duration and distance of their three flights.
5. Graph the duration and distance of each flight.

Extension Activity

Challenge members to fold a better plane and explain the reasons for changes in design. Members could write a summary of experimental results.

Great Activities for the Great Outdoors

HIGH-YIELD HIKING

Observe the world around you.

Materials

None

Instructions

1. Take a walk around your neighborhood or local park as a group and discuss what you see.
2. What shapes/colors are most common? Where are squares found in nature? Which is easier, finding shapes in natural or human made structures?
3. Imagine a place that is made out of only one shape, draw a picture and write about this place.

Extension Activity

Have younger children read and discuss *Taking A Walk* by Rebecca Emberley.

FRUIT FLY TRAPS

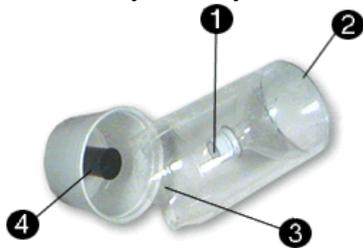
Learn about life cycles.

Materials

A two-liter plastic bottle, butter tub, film canister, masking tape, fruit

Instructions

1. Make a small hole in the lid.
2. Cut top and tape it upside down (see diagram).
3. Cut bottom off of bottle.
4. Tape film canister to butter tub.
5. Add fruit to film canister/push pieces together.
6. After two weeks, watch what happens. The females in your trap will lay eggs, and in a few days they'll hatch. Watch for the different stages eggs, larvae, pupae, fruit fly. The entire life cycle only takes about two weeks.



Fruit Fly Trap Diagram



Completed Fruit Fly Trap

Extension Activity

Discuss and learn about the life cycles of other living things. How are they similar and different from that of the fruit fly?

PARACHUTES

See how many paper clips you can carry safely to the ground.

Materials

Cellophane or tissue paper
String
Masking tape
Paper clips
Scissors
Ruler
Hole punch

Instructions

1. Cut a cellophane or tissue paper square (36 cm.).
2. Put a piece of tape on each corner.
3. Punch a hole through tape at each corner.
4. Cut four pieces of string 41 cm. long.
5. Tie a piece of string to each corner.
6. Tie loose ends of string together.
7. Attach paper clip (add more to increase the load).

Extension Activity

Try to make a parachute that will carry an egg safely to the ground. Invent a device to launch your parachute. Try to modify your parachute so that it will spin in the air, make a noise or take a picture on the way down.

BALLOON ROCKETS

See how far you can launch a rocket.

Materials

Balloons
String
Clothespins
Straws
Scissors
Tape

Instructions

1. Cut a long piece of string.
2. Thread string through straw.
3. Inflate balloon. Put clothespin on neck of balloon.
4. Tape balloon onto straw.
5. Launch it!

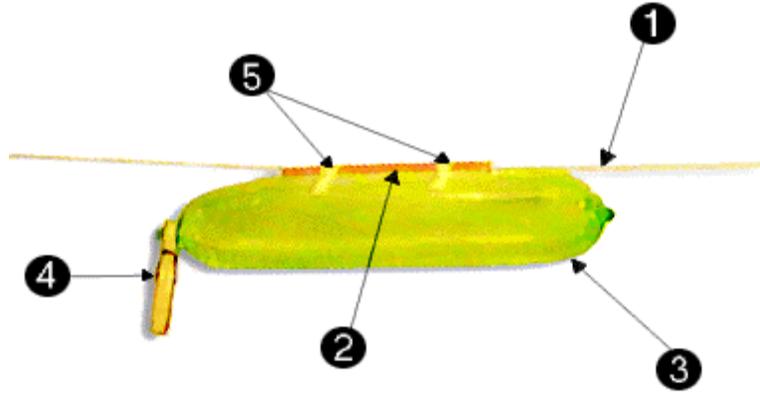


Diagram of Balloon Rocket

Extension Activity

Learn about Newton's three laws of motion and how they relate to rocketry and aviation. Experiment with designing different types of flying objects that illustrate the key principles of flight (lift, drag, thrust, controlling aircraft, etc.).

INVENT AN OUTDOOR GAME

Encourage creativity in recreational activities.

Materials

Balls, playground equipment

Instructions

Have members work in teams to invent and teach a new game or sport to their peers. Give awards or special recognition to teams that come up with the most creative uses for existing equipment and supplies.

Extension Activity

Use the same concept in the games room with an assortment of game pieces and boards.

FIVE HUNDRED

Reinforce math skills using a classic playground game.

Materials

Playground ball

Instructions

One person throws the ball and every one else hovers close by. The thrower tosses the ball in the air towards the group and announces a number between 50 and 500, like so: "I've got 200 up for grabs." If some one in the group catches the ball, he or she gets as many points as the thrower yelled. However, if the catcher drops it, he or she loses the same number of points (negative scores are possible). The first person to get 500 points wins and becomes the thrower for the next game.

Extension Activity

Experiment with different rules for the game in order to reinforce different skills. For example, play to 108 and keep score by nines to practice multiplication. Start at 500 and work backward to zero in order to brush up on subtraction. Change the thrower's announcements to include problems that need to be solved in order members to earn points such as, "I've got four times seven points up for grabs."

COMMUNITY SERVICE

Pick a project that helps others in your neighborhood.

Materials

None

Instructions

Have members select a community service project that they want to work on over the course of the summer.

Extension Activity

Have members keep a journal about their experiences. Discuss what they learned from the experience.

NUMBER LINE

Practice the concept of positive and negative integers the next time you line up.

Materials

Blindfolds (optional)

Instructions

1. Provide blindfolds for all members or simply ask your members to keep their eyes shut for this activity.
2. Set up teams into groups of five to seven players. Every player will get one blindfold and will receive a small tag with a number. They are to read that number to themselves and not let any other player see it. They cannot talk or even react when they read the number because that could give it away.
3. Once all players have read their number, they will be instructed to put on their blindfolds. When the leader of the game signals, all players on each team will try to

put their members into a numerical order line. When they have accomplished this and are correct they are the winners.

4. But it's not that easy because here is how you'll number each set of tags for each team: negative two, negative one, zero, one and two. This numbering system is for five players per team. Just add additional numbers for larger teams. The game will require all players to work together silently as a team.

Extension Activity

Make a life-size number line on your gym floor with tape. Act out basic arithmetic problems with younger students.

AMOEBAS TAG

Play tag and learn about microbiology.

Materials

None

Instructions

1. Find at least 10 Club members to play this game in a large, open space.
2. The game is an alternate version of tag. "It" becomes a group of people instead of just one person.
3. Choose two people to start the amoeba. They join hands and run around trying to tag people. When they catch someone, that person joins hands with them and becomes part of the amoeba. The game is over when everyone is one big amoeba.

Extension Activity

What are amoebas? Why is this game called "amoeba tag"? Can you think of other games that could be re-named after living organisms? How many different variations of tag can members develop?

Cool Summer Technology Tips

BUY A CAR ONLINE

Have members conduct research on the real prices of real automobiles and use a spreadsheet application such as Microsoft Excel to analyze the pricing information they find online. Use www.cars.com as a resource. Which automobile would they select and how would they choose to pay for it?

PLAN A VIRTUAL VACATION

Have members work in groups to plan a family vacation using Internet travel resources. Give each team a budget and have members prepare PowerPoint presentations about their trips. Where did they decide to go and why? How much money did they spend?

THE MILLION-DOLLAR PROJECT

Give each member the task of spending \$1 million. Members should research, document and present the ways in which they plan to spend their money.

Using a spreadsheet, have members create a financial statement for how they spend their money. They can use formulas to make sure they spend as close to \$1 million as possible. Be sure to check their skills and understanding of how a spreadsheet works before doing this activity. All Club information can be combined in one spreadsheet for group analysis. Members can brainstorm different ways to compare and contrast the data. Results can be displayed using charts and graphs. For example, members can use sorting procedures to find the 10 most popular items purchased.

INVENT A DOMAIN NAME

Ask each member to think of a domain name that best advertises himself or herself to the world. Ask why they've chosen their particular name. Have members research to see if their domain names are available. Have them go to www.register.com or a similar site. They should search .net and .gov derivations of their domain names. Discuss how a domain name affects a user's perception of what might be found on that site. Have each member give an oral presentation to the group using a visual of their own construction that shows any relationships between the domain name they've chosen and one that actually exists.

Water, Water Everywhere

BLOWING BUBBLES

Materials

2/3 cup Joy dishwashing soap

1 gallon water

2 to 3 tablespoons of glycerine (available at the pharmacy or chemical supply house)

drinking straws (48 inches long)

String

Instructions

1. Have a staff person mix water, detergent and glycerin in a large basin or dishpan.
2. Thread the string through both straws and knot the ends.
3. Lay the straws and string down in the bubble solution. Gently lift up the straws, one in each hand.
4. Spread the straws apart as you lift, and watch a giant bubble form.

Extension Activity

Experiment with bubbles. Create bubble wands out of found objects (straws, pipe cleaners, strawberry baskets and coat hangers) and have your own bubble festival. Try catching a bubble with a dry hand versus a wet hand. Which lasts longer? Experiment with adding food coloring to your bubble solution.

SUBMARINE SONAR

Please make sure a lifeguard is on duty for this activity.

Have all kids duck underwater for a few seconds at a time. Each time they go under, one sings a favorite tune. The others must guess the name of the song. Whoever guesses the song gets to be the next singer. Make different noises, like animal sounds, car sounds, beeps or bubbles. Have the others listen. When all players come to the surface, one of the other players reproduces the sounds he thinks he heard underwater. Visit a local aquarium or Web site to learn more about how marine life communicate with each other in the water. What is sonar? How do dolphins communicate?

ATTACK OF THE FLYING SPONGES

This is a great way to stay cool if you don't have a pool. Collect a bunch of sponges from the store, the larger the better and if possible, in a variety of colors. Set out buckets of water on either side of the lawn, or if possible, give a bucket of water to each player. Toss the sponges inside the buckets to get them wet. On the word "Go," the kids grab a sponge

from the bucket and chase each other around the lawn, trying to hit other players with the sponges. Learn more about where natural sponges come from.

SHIPWRECK

Please make sure a lifeguard is on duty for this activity.

You'll need objects to swim around, through and under that are weighted with sand-filled plastic bottles. You'll also need inexpensive costume jewelry, gold-painted stones or small plastic toys. Set up an obstacle course under the water with a variety of objects such as hula-hoops, plastic chairs, large rings and ropes, weighted and arranged so players can swim underneath them. Disperse costume jewelry, painted stones and plastic toys throughout. When you have created your "sunken ship," have divers swim through, around and underneath the obstacles to retrieve the "treasure."

BUILD YOUR OWN WATER CYCLE

Materials

Jar, plants, bottle cap or shell of water, soil, sand, small rocks

Instructions

Fill the jar first with small rocks, then sand, then soil. Then add plants in the soil and place your bottle cap or shell of water in the jar and put on the lid. Put the jar in a sunny place and see how the water cycle works.

Extension Activity

Discuss how water never stops moving. Snow and rain fall to the earth from clouds. The rain and melted snow run downhill into rivers and lakes, sometimes crashing over waterfalls. Eventually the water flows into the ocean. During evaporation, the water turns from liquid into gas and moves from oceans and lakes into the atmosphere where it forms clouds. Then the cycle begins all over again.

WATER BALLOON TOSS

This relay race is great for hot summer days. Members should pair off and line up about five feet apart. Give one child from each pair a water balloon. Then at the signal from an adult, he or she should toss the water balloon to his or her partner. Everyone whose water balloon hasn't popped takes a step back and tosses the water balloon again. The game keeps going until only one team's balloon is still full of water. That team is the winner. Experiment with different sizes of balloons, amounts of water and types of liquids. Which balloons are the most difficult to break? Why?

Happy Trails: Maximizing Field Trip Learning

Summer field trips can be a fun way to learn. The chance to visit a new place or try a new activity makes a field trip an adventure full of learning potential. For example: field trips to the local art museum or a state park might spark a lifelong curiosity about art or the environment in a young person.

To get the most out of your Club's next field trip, some advance planning will help. Here are some tips for creating a high-yield field trip.

Before the Field Trip

Have Club members do some advance research related to the field trip. For instance:

- Before attending a sporting event, members could calculate statistics on the opposing team's record (a great math activity).
- Before seeing the musical *Miss Saigon*, have a discussion about the Vietnam War.
- Visiting a national park? Have members read about the trees and wildflowers they will see at the park.
- For trips to art museums, have members look at reproductions of the works of art online and in books. Club members will have fun roaming through the museum looking for paintings they have already seen.
- Gather background on historical sites, sports stadiums and museums. Call ahead and ask for information before your trip, so that you and Club members will know what to look for when you arrive. Share this information with chaperones, too.
- Have Club members brainstorm questions they would like to have answered when they go on the trip. Think of people who might be able to answer those questions at your destination and see if these people will be available for a discussion.

On the Road

The travel time for your field trip can also be an educational experience. For example, younger children might enjoy games based on what they see on the road, like predicting the number of red cars they might see or spotting each letter of the alphabet on billboards.

Here are some more road trip activities:

- **License Plate Game.** The object is to be the first one to spot the highest number of out-of-state license plates. To make the game more difficult, find the plates in alphabetical order.

- **Alphabet Game.** The object is to find every letter of the alphabet on cars, billboards, road signs or anything else you see during your drive. Letters must be collected in alphabetical order and come from outside your vehicle.
- **Scavenger Hunt.** Before leaving the Club, have everyone write a list of 10 things you might see along a highway. When you start the trip, have each member pull a list from a hat. The first person to find all the items on the list is the winner.

At the Destination

When you arrive at the site of your field trip, keep looking for and capitalizing on high-yield learning opportunities:

- **Career possibilities.** Ask Club members about the types of jobs that are available at the field trip site, and what they would need to do to get those jobs. For instance, at a sports event there are coaches, broadcasters, advertisers and many other types of professionals in addition to the athletes. At a museum, talk about artists, curators, security guards and guides. At an amusement park, talk about the engineers who designed and built the rides.
- **Self-expression opportunities.** Bring sketchbooks, clipboards or journals on the field trip. For example, let Club members sketch their versions of paintings at a museum, or take a break from hiking in a park to write about what Club members see, hear and smell on the trail.
- **Math and reading skills.** Throughout the trip, look for activities that will help build math and reading skills. For instance, if your Club is going bowling, have members keep score manually. These strategies may take a little longer, but they provide important learning experiences.

After the Field Trip

On the way home (or at a later date), ask Club members what they liked best about the trip. Ask them what they learned on the trip, as well as what they tried or saw for the first time on the trip.

Make sure Club members write thank you notes, if appropriate. They may complain at first, but when they get used to the idea, they may start to enjoy writing the notes and will learn the importance of being polite.

Finally, make sure to follow-up if Club members are interested in learning more about something from the trip. Help Club members learn about careers or study subjects that interest them, whether it is an artist whose work they liked or the machine at the batting cage.

You will be surprised how much fun Club members can have doing something educational on the road!

Field Trip Checklist

1. DECIDE WHERE YOU ARE GOING AND WHY

- Decide where you are going. Seek suggestions from members.
- Determine how the trip will help accomplish your program objectives.
- Set criteria for determining the success of the field trip.

2. DO A PRE-TRIP SITE VISIT

- Determine the best route to the site.
- Determine the best entrance for Club members.
- Calculate how many members can be accommodated (maximum and minimum).
- Know specific rules to follow at the site and/or special rules for groups.
- Make preparations for a meal or snack, if necessary. Choose the most convenient food and location for the meal.
- Know your way around the site.
- Determine admission cost per member and if groups get a reduced rate.
- Obtain free promotional posters, flyers or brochures, if available.
- Arrange special tours or programs for groups of children, if available.
- Determine appropriate dress. If all members wear the Club's T-shirt, it is easy to recognize members and advertise for the Club at the same time.

3. MAKE ADVANCE ARRANGEMENTS

- Distribute parental permission slips with a cut-off date, return date, times and location clearly stated.
- Make reservations (if necessary) for dining facility arrangements.
- Finalize transportation arrangements and make sure insurance coverage is adequate.
- Recruit volunteer chaperones to accompany members (two leaders, at least one being an adult, per eight members).

- Send confirmation letter stating date and time you will expect chaperones to meet at the Club.
- Distribute promotional items (posters, flyers and announcements) for trip.
- Plan special activities (e.g., backstage or locker room tours) for the site.
- Check insurance policy to see if members are covered for off-premises activities. If not covered, obtain special per trip insurance coverage.

4. ORIENT CHAPERONES

- Meet with chaperones to discuss site rules, travel rules and appropriate action to take if members break rules.
- Discuss emergency procedures, times and meeting places, and other expectations with all chaperones.

5. COMPLETE ESSENTIAL TASKS ON THE BIG DAY

- Gather everything needed for the trip (e.g., list of eligible members and chaperones, list of members for which chaperones are responsible, driving instructions, tickets or entrance fee, first aid kit, etc.).
- Review the day's plan with members and chaperones.
- Do a head count, have members meet with chaperones and board bus.
- Conduct in-travel activities (if desired) such as songs, word games or chants.
- Implement field trip site activities.
- Do a head count as members re-board the bus.
- Have members check-in as they return to the Club.

6. CONDUCT POST-TRIP ACTIVITIES

- Plan, promote and implement activities that will help members think about and build on their field trip experiences.
- List objectives accomplished (survey of members and chaperones).
- Make a list of what could have been done differently to avoid problems. Share this list with staff.

Beyond Day Camp: Building Strategic Partnerships to Enhance your Program

Strategic partnerships can greatly enhance the programs and services you offer to young people over the summer. By tapping into a wide range of local resources in your community, you can help young people learn new skills and experience new challenges. Without hiring additional staff members, partnerships also can expand the number of adult mentors who participate in the lives of young people. The pages that follow describe a wide variety of partnership opportunities that can help young people have a healthy, stimulating, productive summer.

Camp Programs

Nights by the campfire, swimming in a lake, boating, archery, arts and crafts... a kid's dream come true. Unless you are one of the lucky Clubs that owns a residential camp, offering this opportunity to your Club members will take some extra work. Residential summer camp extends the range of experiences and opportunities available to Club members. Establishing a partnership with an organization currently operating a camp program is a fast-track way to get local members involved in the fun.

Many camp programs are interested in engaging the members traditionally served by Clubs, but may not have access to young people or have established trust from their families. Clubs can inform young people of such opportunities, offer a support system to guide parents through the registration process and provide transportation to and from the campsites.

Tips for Overnight Camp Partnerships

- Start small and build a lasting partnership.
- Have members spend a few days at “day camp” when camp is not in session such as during a school break or between the end of school and the beginning of the regular camp schedule.
- Send members who will represent the Club well and build excitement about camp programs when they return.
- Send a Club staff member out to the camp to assist with activities during busy times in the schedule.
- Collaborate with camp staff to develop proposals to fund your partnership.
- Explore scholarship and sponsorship opportunities for children and youth from your community to attend camps.
- Check with Club board members about sponsoring summer camp opportunities for members.

- Engage members in a grassroots fundraising effort to help earn all or a portion of the camp fees.
- Visit <http://www.camps.com> to learn more about camps in your area.

Outdoor Programs

Looking for creepy crawlies, hiking to the peak of a mountain or spending a day at the beach can strengthen relationships between Club members and staff. In addition, when outdoor programs are planned thoughtfully they can convey the fundamentals of earth science, biology, chemistry, the arts and many other educational topics. Be creative in your program planning and use resources in the local area. In addition to supporting educational skills, outdoor programs can improve members' perseverance, self-sufficiency and self-confidence.

Before you plan an activity, talk to experts who possess technical outdoor skills. Contacting a government agency responsible for land use (i.e. state fish and wildlife agencies, U.S. Forest Service and national park staff) regarding suggestions for activities, locations and guides. Other resources include special interest groups such as the Mountaineers and employees of retail establishments selling outdoor gear.

Never forget the importance of safety in Club programming. After all, one of the most fundamental aspects of our mission is to provide a safe place for young people to learn and grow. Outdoor trips can turn from a day hike to an overnight emergency situation in an instant. Develop contingency plans in the event that something unexpected happens.

If your Club does not have access to land for outdoor programs, consider using public parks as program spaces. In some cases, outdoor programs could even be implemented at your Club.

Community Partners

Partnerships with other youth service organizations in your community can help you expand your summer program offerings and obtain additional staff support to supervise activities. Before adding new staff and activities to your program, consider whether organizations in your community already have expertise in the proposed program area. For example, rather than starting a pottery program from scratch, you might find individuals from a local arts group who could volunteer their services.

Here are some tips for summer partnerships:

- Be selective. Protect your reputation in the community by partnering only with those programs or groups that can deliver high quality programming for your members.
- Discuss similarities and differences between the mission statement and operating procedures of the Club and those of potential partners.

- Start a summer programs advisory board that includes local youth programs such as Girl Scouts, Boy Scouts, Big Brothers/Big Sisters, Campfire USA, Girls Inc., YMCA and YWCA. Explore ways that you can work together to ensure that all young people in your community have access to high quality summer programs.
- Look for groups and organizations that focus on specific hobbies or interests. For example, a local kite club might be interested in volunteering for a one-day event focused on learning to build and fly kites. Most groups are eager to share their interests with young people.
- Share credit for success with your partners and involve them in collaborative fundraising ventures.

Identify the roles and responsibilities of each partner and honor your commitments. Develop a written memorandum of understanding with each partner that clarifies expectations.

Involving Parents in Summer Programs and Activities

Summers are an ideal time to involve parents in Club activities and showcase strategies that adults can use to support learning in fun, informal ways outside the classroom. As important as it is to have parents volunteer as chaperones on field trips and participate in Club events, the ultimate goal of your outreach to parents should be to enable them to be better partners in their child's education and development.

Parents should leave Club activities with higher expectations and aspirations for their children based on their child's success in the Club. They should see positive attitudes and effective youth development strategies being implemented and modeled by Club staff. Furthermore, they should observe and participate in high-yield learning activities with their children and learn new ways to reinforce knowledge, skills and behaviors necessary for success at school in the home.

The structure of your summer program can communicate the power and value of the following ideas and concepts to parents:

- using positive rather than negative reinforcement to address behavior issues;
- teaching productive problem-solving strategies;
- encouraging children to be self-directed;
- having high expectations for children; and
- encouraging children to enjoy themselves while learning.

Research identifies six types of involvement programs that can help Clubs build effective partnerships with families in support of higher student achievement during the summer months

and throughout the school year.⁷ While much of the research on parent and family involvement has focused on schools as its primary audience, the types of involvement listed below clearly apply to Club programs and activities. As you plan ways to build partnerships with parents in your Club, consider the following approaches:

TYPE 1: PARENTING

Assisting families with parenting and child-rearing skills, understanding child and adolescent development and setting home conditions that support children as students at each age and grade level.

TYPE 2: COMMUNICATING

Communicating with families about Club programs and student progress through effective Club-to-home and home-to-Club communications.

TYPE 3: VOLUNTEERING

Improving efforts to recruit and involve families as volunteers and audiences at Club events and activities.

TYPE 4: LEARNING AT HOME

Equipping parents to become more involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

TYPE 5: MAKING DECISIONS

Including parents and families as participants in Club decisions, governance and advocacy through meetings, committees and other parent organizations.

TYPE 6: COLLABORATING WITH THE COMMUNITY

Coordinating resources and services for families and Club members with businesses, agencies and other groups providing services to the community.

For more information on the types of involvement and the challenges associated with each type, visit <http://www.csos.jhu.edu/p2000/sixtypes.htm>.

⁷ Epstein, J. L., Coates, L., Salinas, K. C., Sanders, M. G. and Simon, B. S. *School, Family, and Community Partnerships: Your Handbook for Action*. (Thousand Oaks, Calif.: Corwin Press, 1997).

Parent and Family Involvement Checklist

As you prepare for your summer program, make sure that you do the following:

- Send home a complete schedule of field trips for the summer along with a personal invitation requesting the participation of parents on your trips.
- Send home weekly progress reports and updates about major events and activities.
- Remind parents about strategies they can use at home to support learning such as playing games with their children, reading before bedtime and engaging in conversations about current events.
- Invite parents to a closing ceremony at the end of your program when you can honor young people with awards and give them an opportunity to showcase the work they completed over the summer.
- Share reading lists and information about the themes you covered over the summer with parents.
- Take a trip to the public library with parents and Club members. Encourage every family member to leave with a library card and a book.
- Provide incentives for parents to participate in Club activities such as reduced fees in exchange for volunteer hours in the Club.
- Convene a parent advisory board to make recommendations about your program and activities.

Summer Food Service Program

Just as learning does not end when school closes for the summer, neither does the need for good nutrition. Healthy eating habits and proper nutrition are necessary for maximizing learning all year long. The U.S. Department of Agriculture's Summer Food Service Program enables members of Boys & Girls Clubs and other organizations to get the nutrition they need throughout the summer by providing well-balanced meals and snacks at no cost.

The U.S. Department of Agriculture's Summer Food Service Program was created to ensure that children in lower-income areas could continue to receive nutritious meals during long school vacations, when they do not have access to school lunch or breakfast. Boys & Girls Clubs implementing the Summer Food Service Program receive payments for serving healthy meals and snacks to children and teenagers, 18 years and younger, at approved sites in low-income areas. Boys & Girls Clubs need to apply to sponsor the program. Local state education departments have application information. Boys & Girls Club staff receive training before starting the program to learn how to plan, operate and monitor a successful food service

program. Boys & Girls Clubs will receive payments based on the number of meals served and the documented costs of running the program.

The Summer Food Service Program is a win-win-win endeavor! Club members benefit from receiving nutritious snacks and meals. Parents benefit from help stretching their food dollars. Boys & Girls Clubs serve a healthier membership as well as potentially draw new members to the Club through promotion of this program. Be sure to promote this resource with other community agencies, housing developments, local parks and the media. The Summer Food Service Program also is loaded with learning opportunities. Members can learn the nutritional value of meals and snacks. For example, members could analyze amounts of food consumed then make charts and graphs depicting the results. Imagine tracking the numbers of apples eaten over the summer months! Utilizing creative approaches staff can turn this program into a bounty of high-yield learning activities.

For more information regarding the Summer Food Service Program contact your State Administering Agency. Contact information is available online at <http://www.fns.usda.gov/cnd/Summer/contacts.html>.

Partnering with Public Libraries

Libraries today are incredibly kid-friendly and offer more than just books for young people. Summer programs often feature live music, interesting exhibits, engaging speakers and entertaining performers. The local library is not only a wonderful community field trip destination but can also enhance the Club's summer program. In addition, by visiting libraries over the summer, members will become familiar with their staff and resources. Consequently, members may be more likely to access the library during the school year. Here are some innovative ways to partner with the local library.

- **Library Cards** – Getting a library card is an empowering experience. Instantly thousands of books, magazines, videos and games are available for use and enjoyment. Members gain self-esteem by having the trust and responsibility to borrow library resources. During the summer, help Club members get a library card of their own. Have library card applications available at the Boys & Girls Club and make regular visits to the library for processing. Club staff should help members understand and follow the privileges a library card provides.
- **Summer Reading Program** – Reading during the summer will help a child prevent the loss of reading skills. Summer reading programs at public libraries are incentive-based programs designed to motivate young people to read books. Through attention-grabbing themes like “The Wild West” or “Treasure Hunts,” children’s librarians turn libraries into exotic locales with artwork and books on display. Librarians provide an age appropriate reading list and young people are rewarded for reading achievements with attractive prizes. Arts and crafts, guest speakers, cooking activities and special events bring the theme to life at libraries throughout the summer. Enroll Club members in your library’s summer reading program and participate in program events. Your members (and their teachers) will thank you.

- **Rotating Library Collection** – Keeping new, interesting children’s books in the Club will promote reading among your members. However, buying new books can be very costly. By partnering with the local library, Club staff can arrange to have a rotating book collection of current titles at the Club. Designate a Club staff member to borrow up to 50 books every two weeks. The library will recommend appropriate titles. Be sure to keep track of titles. Remember books are not just for learning centers. Have books available at the front desk, in the games room, art room and gymnasium.
- **Special Events** – Throughout the summer, libraries host a variety of special events including puppet shows, celebrity readings, drama productions, guest speakers, art exhibits and story times. Get a weekly schedule and take advantage of these neighborhood field trip opportunities. Most are at no cost to attendees!
- **Book Clubs** – As an effort to attract teen readers, many libraries host regular book clubs. Book clubs provide an opportunity for participants to read and discuss the same book over a period of weeks. Food and field trips are often components of the book club experience.
- **Weekly Activities** – Throughout the summer, libraries offer weekly enrichment programming including arts and crafts, science and cultural classes. Inquire about the possibility of having Club members attend these programs on a regular basis.

Forming a relationship with the local library will greatly enhance your Club’s program and opportunities for Club members. Contact the children’s librarian at the local library near you.

Summer Employment for Teens

Finding the right summer job can be a wonderful learning experience for teens at your Club. Summer employment is a fantastic way for teens to earn spending money, save for college and help their families. In addition to providing a paycheck, summer jobs teach responsibility, self-discipline and communication skills to young people. Job experience helps teens become competitive in both the workforce and the college admissions process. College admissions officers and future employers expect a positive work history from all prospective candidates.

Boys & Girls Clubs staff can help teens gather information about potential job opportunities during the summer. Summer employment opportunities may be available through your mayor’s office, local department of recreation and/or chamber of commerce. Also, don’t forget to contact Club board members and other youth service organizations with whom you work for possible job opportunities. In addition to employment opportunities, take advantage of the summer months as a time for teens to establish relationships with mentors or complete interest-based internships. These experiences often serve as a foundation for future studies and careers.

Guidelines for helping Club members find summer employment include:

- Ensure teens have their social security cards, birth certificates and other appropriate identification documents in order.
- Familiarize yourself with the labor laws for your state. Know at what age teenagers can become employed and if they will need a work permit.
- Know if licenses and certificates (e.g., CPR/First Aid, Life Guarding, Food Handler's Card) might affect a person's ability to work. Identify agencies where teens can earn these merits.
- Start identifying job opportunities in early spring. Most companies begin hiring for summer positions in March or April.
- For best results, target large organizations or companies that will hire many teens during the summer. Think about places in your community where the number of people increases during the summer months (sporting arenas, pools, parks).
- The best tool a teen can have when they begin a job search is a personal data sheet or sample employment application. Examples are provided on Boys & Girls Clubs of America's CareerLaunch[®] Web site.
- Teens tend to feel they lack experience when applying for a job. Help them document their skills, volunteer experience and extracurricular activities so that their applications and resumes reflect all they've accomplished. Employers understand that everyone has had a first job.
- Interviews are often the most difficult aspect of any job search. Staff can help teens by holding mock interviews and practice sessions until members feel comfortable. Activities like Youth of the Year also can help members prepare for personal interviews.
- Make sure to address obstacles to employment like transportation, attitude and work ethic. A position as a Junior Staff member at a Club can help a teen develop skills and address these issues.
- Don't forget the follow-up. Avoid abandoning teens once they've successfully found a job. Keep up contact and ask important questions. Have you been getting to work on time? How are you getting along with your supervisor? Co-workers? How are other staff members treating you?
- Celebrate success!

Boys & Girls Clubs of America has developed several resources to assist our members in exploring and preparing for the workforce. Additional information on all of these programs is available at www.bgca.net.

CareerLaunch is a Web-based resource to help Club members, ages 13-18 assess their skills and interests, make sound educational decisions, explore a variety of careers, and prepare for the world of work. It is available to all Clubs with Internet access through www.bgca.net. Additional CareerLaunch resources include a Quick Reference Guide and Tips for Teens booklet.

JOB READY! prepares Club members ages 15-18 to enter into and be successful in the world of work. Using the comprehensive program materials and assessment tools that JOB READY! provides, you can tailor the program to meet your members' specific needs. Teens learn how to identify job opportunities, write effective resumes, perform well in interviews, dress appropriately, develop good work habits and get along well with others in the workplace.

Junior Staff Career Development is a comprehensive small-group program designed to guide youth toward careers in youth development or human services by nurturing their leadership skills and providing guided, practical experiences. While a career in human service may not be appropriate for all Boys & Girls Club members, staff will guide the development of interested and concerned youth toward volunteer involvement in community service activities. The manual also includes information on the CLUBService and Leaders in Training programs, bringing all Club-based volunteerism programs together in one cohesive resource.

Summer Art Programs

Summer is the perfect time for messy, outdoor art projects such as painting murals or dying T-shirts. Take advantage of the beautiful weather by having Club members participate in an outdoor theater production. Have Club members build a backdrop for a musical, drama production or puppet show. Use space outside to build and paint the set. At the end of the summer, have Club members put on a show for the community. Contact local summer theater programs. They may be willing to volunteer their time and help create the next Broadway production in your own backyard!

In addition, use outdoor landscapes as inspiration for your Club members to draw or paint their environments. Have them work in watercolors or tempera for landscapes and use the pictures to create a mural for the Club. Encourage them create their own illustrated scavenger hunt. Draw pictures of trees, rocks, flowers or other items outside and around the Club and send their fellow members on a search. You could also do the same activities with a camera. Check out the activities in B&GCA's *ImageMakers National Photography Resource Guide*.

Many parks and recreation departments offer outstanding arts activities during the summer such as concert series, dance performances, or art activities in public parks. Contact your city's parks and recreation department for a schedule of events and to discuss how your Club members can take advantage of these fun activities.

In addition, local museums and cultural organizations often offer fun and interesting arts activities in their summer programs. Contact your local museum for a schedule of events or call them to schedule an activity geared specifically for your summer program. Contact local cultural organizations for a list of festivals and arts-related activities in your community.

Partnering with Local Colleges and Universities

Each summer colleges and universities across the country operate exciting learning programs for young people. Enrichment opportunities on college campuses in your community might include outdoor education programs, sports camps, youth leadership workshops and hands-on science explorations. Contact colleges and universities in your area to find out how to involve Club members in such opportunities. Visit each university's Web site to learn more about the different programs they provide and inquire about scholarship opportunities for local youth. In addition to learning valuable information, Club members who participate in university summer programs gain valuable insights into college life. Cultivate your members' interest in attending college and visit local campuses frequently.

Peterson's online database is also a great resource of summer programs for kids and teens at <http://www.petersons.com/summerop/>. The database includes traditional summer camps, tour groups and university programs offered by more than 1,600 organizations and educational institutions. To find a specific program in your city or region of the country on Petersons.com, take the alphabetical or geographical pathway through the database. You may also use the keyword search option to access more in-depth program descriptions.

In addition to involving youth in summer camp programs, partnerships with colleges and universities can help Clubs meet critical summer staffing needs. Consider recruiting college students who qualify for federal work-study funding to complete an internship in education and youth development at your Club. Under the America Reads and America Counts programs, the federal government will pay 100 percent of an eligible Federal Work Study students' wages if he or she serves as a reading or math tutor for elementary age children.

Talk to the financial aid office at your local college or university. In many cases, colleges and universities struggle to meet their quota of students who are completing off-campus, community-based work-study assignments. Send staff members to recruit college students at summer job fairs, which generally take place on campuses in February and March. College students who work in your summer program may decide to pursue a career in education or youth development. Even if they don't become full-time Club staff members, many college students will end up serving as volunteers and board members of nonprofit organizations in their communities because of their positive experiences in the Club.

Evaluating the Effectiveness of your Program

Over the past decade, evaluations have become increasingly important for all Boys & Girls Club programs. Despite the relatively short duration of your summer program, formal evaluations and other forms of assessing your summer program are critical tools in helping you develop and sustain a high quality program. Evaluating your summer program can lead to increased marketability and funding. In addition, evaluations are useful management tools that can provide staff with opportunities to reflect on successes and challenges and use data to improve programs and services.

Prior to developing a program evaluation plan, you should develop a logic model for your summer program. A typical logic model describes the inputs, activities, short-term objectives, and long-term objectives of your program. The following is an example of an abbreviated logic model. Use this as a starting point for developing your own plan for your summer program.

Inputs	Activities	Short-Term Outcomes	Long-Term Outcomes
Funding Staffing Volunteers	Conduct daily read-aloud activities Organize weekly educational field trips Implement thematic units and special events	75 young people spend 25-35 hours a week engaged in high-yield learning activities.	Prevent summer learning loss in reading Increase members' motivation to learn

Using this model, inputs include all financial and human resources you have to implement your program. Activities are the major components of your summer program such as leisure reading, educational field trips, and outdoor recreation.

Short-term objectives, sometimes referred to as “outputs,” are usually expressed in terms of numbers of people, products, or organizations reached by your program. Long-term outcomes refer to changes that might not be expected to emerge until some time after members have completed the program.

As you plan your evaluation, you should keep in mind that a key strength of the national evaluation of *Project Learn* is that it identified the necessary components of effective Club education programs. Your summer program should align with your school-year implementation of Project Learn. With the exception of homework help, your education programming should continue during the summer months. Therefore, a key measure of your success should be the extent to which young people are engaged in high-yield learning activities during the summer months.

Evaluation Tips

1. Document how many hours members spend engaged in constructive learning activities during the summer months in your Club. If you run a full-day program, your target should be to have members participate in 25-35 hours of HYLAs each week.
2. Use the B&GCA *Youth Development Outcome Measurement Tool Kit* to design brief pre-test and post-test surveys that you can administer to members to capture their overall satisfaction with the program, how frequently they read books over the summer, etc. More information is available on www.bgca.net.
3. Gather data on average daily attendance during the summer months and keep a record of the number of members who are on waiting lists to attend your program. Use these figures to assess the cost-effectiveness and potential for growth of your program.
4. Keep records of all field trips, weekly themes and books read over the summer. Share a list of these events and activities with teachers, parents and funding sources in the fall.
5. Calculate the cost-effectiveness of your summer program by tracking all summer expenses and reporting your expenditures in terms of average cost per member.
6. Conduct a pre-test and post-test summer staff survey focused on whether or not staff was able to meet the needs of members and on ways to improve the program.
7. Conduct a pre-summer teacher survey that asks for information on skills and behaviors that the Club should work on during the summer months. Also conduct a post-summer teacher survey that asks teachers to assess whether members returned to school in the fall ready to learn.
8. Conduct a pre-survey and post-survey of parents to determine whether they found the program to be beneficial.
9. Track the academic performance of Club members who participated in the summer program over the first grading period of school. Do summer program participants require significant review and re-teaching? How do their grades compare to their performance last fall? How do their grades compare to similar peers who did not attend the summer program?
10. Collect anecdotal information on the benefits of the summer program to your organization. What partnerships did you develop? Did the program help you recruit new staff members?

For additional ideas on program evaluation, visit the Finance Project's Web site (<http://www.financeproject.org>) and the Harvard Family Research Project's Web site (<http://www.gse.harvard.edu/hfrp>).

Appendix

*(In addition to the summer programming resources provided here,
you can download a sample funding proposal and
sample press release from www.bgca.net.)*

Web Resources

The following list of Web resources will provide you with additional information to supplement your summer educational programs. Web resources are categorized into basic educational disciplines, as well as various summer programming components. Because Web URLs may change, Club professionals should ensure that all Web resource materials are checked for accuracy and appropriateness before using with Club members.

Reading and Writing

<http://www.ed.gov/americanreads/kids.html>
<http://pbskids.org/lions/>
<http://teacher.scholastic.com/>
<http://www.pbs.org/teachersource/>
<http://www.teachervision.com/>
<http://www.rif.org>
<http://www.education-world.com/>
<http://www.riverdeep.net/>
<http://www.funbrain.com/>
<http://www.eduplace.com/index.html>
<http://school.discovery.com/lessonplans/>

Science

<http://pbskids.org/>
<http://www.exploratorium.org>
<http://sln.fi.edu/>
<http://www.howstuffworks.com/>
<http://www.getsmarter.org/index.cfm>
<http://www.riverdeep.net/>
<http://www.madscience.org/>
<http://www.funbrain.com/>
<http://billnye.com>
<http://www.chem4kids.com/>
<http://www.biology4kids.com/>
<http://www.learningnetwork.com/>
<http://www.education-world.com/>
<http://www.teachervision.com/>
<http://www.eduplace.com/index.html>
<http://school.discovery.com/lessonplans/>

Math

<http://www.math.hmc.edu/funfacts/>
<http://www.gomath.com/>
<http://www.funbrain.com/>
<http://www.getsmarter.org/index.cfm>
<http://www.riverdeep.net/>
<http://www.coolmath4kids.com/>

<http://www.coolmath4teachers.com/>
<http://www.pbs.org/teachersource/>
<http://pbskids.org/>
<http://www.learningnetwork.com/>
<http://www.education-world.com/>
<http://www.teachervision.com/>
<http://www.eduplace.com/index.html>
<http://school.discovery.com/lessonplans/>

Social Studies

<http://www.riverdeep.net/>
<http://www.pbs.org/teachersource/>
<http://www.historychannel.com/>
<http://www.education-world.com/>
<http://www.teachervision.com/>
<http://www.funbrain.com/>
<http://www.geography4kids.com/>
<http://www.nationalgeographic.com/education/>
<http://www.eduplace.com/index.html>
<http://school.discovery.com/lessonplans/>

Art and Music

<http://www.archfoundation.org/education/>
<http://www.arts4learning.org/>
<http://www.sesameworkshop.org/music/>
http://artsedge.kennedy-center.org/teaching_materials/artsedge.html
<http://kinderart.com/camp/>
<http://www.teachervision.com/>
<http://www.pbs.org/jazz/kids/>
<http://www.funbrain.com/>
Your local museum Web site

Physical Education

<http://www.teachervision.com/>
<http://www.pbs.org/teachersource/health.htm>

Field Trips

<http://educate.si.edu>
<http://www.field-guides.com/>
<http://sln.fi.edu/>
http://www.msichicago.org/exhibit/coal_mine/index.html
Your local museum Web site

Seasonal

<http://www.proteacher.com/160023.shtml>
<http://www.timeforkids.com/TFK/teachers>

<http://www.teachervision.com>
<http://www.eduplace.com/index.html>

Camps

<http://www.kidscamps.com/>

<http://www.camppage.com/>

Outdoor Education

The following resources may be useful as you plan outdoor components of your program:

Project WILD K-12 and Project WILD Aquatic

Provides free curriculum and activity guides with the purchase of training. Fees typically range from \$10 to \$20 per person. For more information, please contact:

Project Wild National Office
5555 Morningside Dr., Suite 212
Houston, TX 77005
(713) 520-1936
<http://www.projectwild.org>

Project Learning Tree

Provides curricula and training for elementary and middle school youth at a minimal cost. For more information, please contact:

American Forest Foundation/Project Learning Tree
1111 19th Street NW, Suite 780
Washington, D.C. 20036
(202) 463-2475
<http://www.plt.org>

Planning Weekly Club-Wide Themes

Title of Theme: _____

Program Areas	Club Activities				
	Monday	Tuesday	Wednesday	Thursday	Friday
Games Room					
Gym					
Outdoors					
Learning Center					
Arts and Crafts					

Planning Themes by Program Area

Program Area: _____

Title of Theme: _____

Date	Activity Description	Materials Needed	Skills Reinforced	Staff Responsible



**BOYS & GIRLS CLUBS
OF AMERICA**

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Boys & Girls Clubs of America
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