

summer wellness activity guide

Unit 3: The World Through
My Eyes (Social/Emotional)

ages
10-12

Oregon ASK
Afterschool & Summer for Kids Network



WHAT ARE THEY FEELING?

ACTIVITY DESCRIPTION AND PURPOSE: The purpose of this activity is to help participants identify what others may be feeling based on their facial expression. By reading facial expressions, individuals can better establish harmonious and trusting relationships among one another.

SUPPLIES:

- "What are they feeling?" Handout - provided
- Pen or pencil

STEPS:

1. Ask the students the question: "How do facial expressions allow us to connect with one another?"
2. Allow them the students to share their responses.
3. Using the handout provided, instruct the students to draw a line pointing to a face and write down what they think the person may be feeling. They will do this for each face in the handout.
4. Ask participants to voluntarily share the emotion they placed for each face expression.

ADAPTATIONS:

For a virtual adaptation, visit [this website](#) to access a game.

EXTENSIONS:

1. [Reading Facial Expressions of Emotion](#)
2. For more information on understanding your emotions visit [this link](#).

DISCUSSION QUESTIONS:

1. What makes me feel this way?
2. What would change the way I feel right now? why?

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WHAT ARE THEY FEELING?



WHAT IS RESPONSIBILITY?

ACTIVITY DESCRIPTION AND PURPOSE: Understand the meaning of responsibility and identify the kind of responsibilities they have in their life.

According to PBS, responsibility is the act of reliability, efficient decision-making, and accountability.

SUPPLIES:

- “What is responsibility?” Handout
- Pen or pencil

STEPS:

1. Allow participants to reflect on the types of responsibilities they have in their life.
2. Participants will have 5 minutes to fill out the responsibility handout.
3. Participants are encouraged to share their responses with their peers.

ADAPTATIONS:

For a virtual adaptation, watch this video:

<https://www.youtube.com/watch?v=fQSnzrB5bso>

EXTENSIONS:

1. <https://centerforparentingeducation.org/library-of-articles/responsibility-and-chores/developing-responsibility-in-your-children/>

DISCUSSION QUESTIONS:

1. Why do you think being responsible is important?
2. What could be some of the consequences for not completing a responsibility you wrote in the handout?

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WHAT IS RESPONSIBILITY?

Responsibility can be described as being in charge of something or someone, which means taking accountability for what happens to that something or someone. For example, if you are responsible for taking out the trash, but forget to do so, that may create bugs inside the home. You are then responsible for getting rid of the bugs and taking out the trash, as well as being accountable for anything the bugs may do to others. Don't forget to take out the trash.

Another example can be homework. When you are assigned homework, you are responsible for completing it on time. A consequence of not doing so may be a bad grade. When you don't fulfill your responsibilities, that can be described as 'irresponsible'.

Let's think about some responsibilities you have in different settings.

Home

At home, I am responsible
when _____

I am irresponsible when

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School

At school, I am responsible

when _____

I am irresponsible

when _____

Community

In my community, I am responsible

when _____

I am irresponsible

when _____
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STRESS-FREE CHARADES

ACTIVITY DESCRIPTION AND PURPOSE: It is normal to feel stressed at some point in our lives, no matter how old you are. It's important to find positive ways to manage stress so that we can maintain optimal health, physically and mentally. In this activity, participants will have the opportunity to think of healthy methods to relieve stress and apply them when necessary.

SUPPLIES:

- White Board or a sheet of paper

STEPS:

1. Ask the participants the question: "What are some things that can make us feel stressed?"
2. Have participants break into small groups or pairs
3. With their partner, allow participants time to silently think of ways they can relieve stress during stressful situations
4. Begin playing charades by having one person act out a way they think may relieve stress
5. Try to guess what the person is doing and have fun!
6. Use the white board or a sheet of paper to keep score

Examples of ways to relieve stress: riding a bike, hiking, running, painting, cooking, listening to music

ADAPTATIONS:

For a virtual adaptation, participants can log into Zoom and play Charades. For more information on Zoom's features to facilitate a virtual game of Charades, [click here](#).

HOW TO EXPAND:

1. For more information on coping with stress visit [this link](#).

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2. [3 Tips to Manage Stress](#)
3. Playing games with our friends and family can drastically ease the stress we feel. Watch the video "[Kids play charades](#)". Organize a game between you and your friends and see who can get the most right.

DISCUSSION QUESTIONS:

1. When you feel stressed, ask yourself what is within your control and what is not?
2. What can I do to succeed when feeling stressed?

I DEFINE MYSELF

ACTIVITY DESCRIPTION AND PURPOSE: Most individuals have encountered someone who has said hurtful things to them in the past, and as a result, they carry those hurtful comments with them for a long time, which can negatively impact their mental health. According to Stopbullying.gov, 20% of children ages 12-18 experience bullying nationwide. The purpose of this activity is to help participants let go of any hurtful comments anyone has told them in the past by playing an interactive basketball game.

SUPPLIES:

- 6 sheets of paper
- Pen or pencil
- Trash can

STEPS:

1. Remind the students that “hurtful words only have power if we allow them to.”
2. Instruct the students to write down one hurtful comment someone has told them before on a sheet of paper.
3. Ask the students to repeat this for a total of 5 sheets of papers with different statements on each
4. Then, the students will crumble each sheet of paper into a ball and aim to shoot it into the basketball net (the trash can) as a symbol of letting go of these negative comments.
5. Next, move the trash can further away from the students after each shot
6. If possible, the students can turn it into a basketball game.

ADAPTATIONS:

For a virtual adaptation, visit [this link](#) for online basketball game options.

HOW TO EXPAND:

1. Learn more information on bullying and actions you can take, [visit here](#).
2. [Compassion and the Science of Kindness](#)

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DISCUSSION QUESTIONS:

1. How did throwing those comments in the trash make you feel?
2. How do you think you can respond to similar comments in the future?

I AM CHANGING

ACTIVITY DESCRIPTION AND PURPOSE: This activity is meant to help students find out more about their habits and see if there are any areas they would like to improve. They may also notice that others have similar tendencies.

SUPPLIES:

- “I am Changing” Handout
- At least two individuals

STEPS:

1. Make sure you are in a room with enough space to move from one side to the other. You can also use the wall of a room.
2. Next, you will be walking from side to side of the room (or wall). Next, determine what side of the room indicates a ‘Yes’ or ‘No’ answer. For example, the right side of the room will mean you agree with the statement and the left side means you do not agree.
3. Using the handout, have one person read the statements out loud.
4. Walk towards the side of the room that indicates ‘yes’ or ‘no’ as a response to the statement
5. Switch roles with your partner

ADAPTATIONS:

1. For a virtual adaptation, participants can visit [this link](#) to test their knowledge on resilience.

HOW TO EXPAND:

1. [Change your Habits, Change your Life](#)
2. [Health Benefits of Having a Routine](#)

DISCUSSION QUESTIONS:

1. Did you notice anything about yourself that you had not noticed before?
2. Is there anything you would like to change about your habits?

I AM CHANGING

Read these statements out loud to your partner so they can determine if they agree with them or disagree. Next, you will switch roles. This exercise is designed to help you understand your habits and allow you to see areas of improvement.

1. In group situations, do you feel you want to be the leader of the group?
2. Do you keep your room neat and tidy most of the time?
3. Do you tell lots of jokes?
4. When something goes wrong, do you focus on the things you can't change?
5. When you are with others, do you prefer to listen or to talk?
6. Do you eat junk food most of the time?
7. In your free time, do you exercise or play a sport?
8. Do you get angry quickly?
9. In group situations, would you rather follow the lead of someone else?
10. Do you usually stress out about things?

THE TIMELINE OF MY LIFE

ACTIVITY DESCRIPTION AND PURPOSE: Goal-setting has many benefits such as priority identification, visualization, increased awareness of strengths and weaknesses, and more. When you set a goal, it becomes easier to find a path to reach it by identifying steps or objectives you can take daily to reach that goal. In this activity, participants will begin to set goals in a timely manner by creating a timeline of their life goals.

SUPPLIES:

- Magazines
- Scissors
- Glue stick or tape
- Poster board or sheet of paper
- Pencil or marker
- Ruler (optional)

STEPS:

1. Think about where you would like to take your life in the future. For example, what would you like to accomplish in 5, 10, or 15 years from now?
2. Draw a line across the poster board or the sheet of paper and add 3 circles equally separated from each other
3. Under the circles, write the number of years from now that you would like to focus
4. Look through the magazines to find pictures that reflect your goals
5. Paste the pictures onto the poster board under the year that you would like to accomplish that
6. Share your timeline with peers or relatives

ADAPTATIONS:

1. For a virtual resource that may help create daily habits to reach your goals, participants can download the Habitica App which creates daily tasks into a role-playing game.

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HOW TO EXPAND:

1. [Goals vs. Wish](#)
2. [Why Goal- Setting Is Important to a Fulfilling Life](#)

DISCUSSION QUESTIONS:

1. What do you think you can do on a daily basis to get closer to those goals?
2. How does making a timeline make you feel?
3. Do you think it is important to have goals?
4. What challenges do you think may rise?

GIVING THANKS

ACTIVITY DESCRIPTION AND PURPOSE: According to the Harvard Medical School Journal, practicing gratitude has a significant correlation with increased happiness. Gratitude aids in cherishing positive experiences, building relationships, and better overall health. In this activity, participants will practice gratitude by drawing symbols on a sheet of paper that represent the things in their life they are grateful for.

SUPPLIES:

- Pen or pencil
- Color pencils (optional)
- Sheet of paper

STEPS:

1. Think about what you are grateful for in your life
2. Make a drawing for each thing you are grateful for. If you want to color them, you are welcome to.
3. Share with your peers or relatives

ADAPTATIONS:

1. For a virtual adaptation, visit [this link](#) to watch a video that explains an activity called 'The Gratitude Experiment'. This activity can be done in the comfort of your home.

HOW TO EXPAND:

1. For more information on gratitude and its effects from the Harvard Medical School Journal, visit [this link](#).
2. [Gratitude and Well Being](#)

DISCUSSION QUESTIONS:

1. What is special about the things you are grateful for?
2. How does thinking about your blessings make you feel?
3. What would happen if you did not have these things in your life?