

Going Places SUMMER

GOING PLACES

Participants meet Maya and Rafael
and use their imaginations to build an
amazing racing machine!



AlphaBEST
EDUCATION





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FORWARD

About Going Places Summer Camps

The Going Places Summer Camp uses the power of storytelling and hands-on STEAM learning to help cultivate creative problem-solvers and foster critical 21st-century skills - including communication, collaboration, critical thinking, and creativity. An added focus on a 5th “C” - compassion - is woven throughout.

*FableVision, an award-winning educational media and storytelling studio, partnered with AlphaBEST Education, the leading provider of after school and summer enrichment-based programming, to develop a story-themed summer camp program featuring best-selling author/illustrator duo Paul and Peter H. Reynolds’ book *Going Places* about creativity and invention.*

AlphaBEST Education, a leading provider of after school and summer programs, and FableVision, an award-winning, educational media and storytelling company, teamed up on the development of the “Going Places” Summer Camp featuring the award-winning book by FableVision’s founders and twin brothers Paul and Peter H. Reynolds. The program offers engaging, immersive activities and challenges based on the book’s themes, which illustrate the critical life skills advocated by the Partnership for 21st Century Learning - known as the “4Cs” - communication, collaboration, critical thinking and creativity.



Heralded by Kirkus Reviews as “an ode to creativity and individuality,” “Going Places” (Simon & Schuster’s Atheneum Books) is the story-catalyst for AlphaBEST’s summer program. The book features two elementary school students who participate in a school-wide go-kart building and racing contest. Each student grabs an identical kit, including Rafael who sets out to follow the instructions provided to build his vehicle. But Maya is inspired by things in motion and nature. She decides to invent an entirely different kind of vehicle.

Winner of the Library of Congress MassBook Award for Best Picture Book of the Year, “Going Places” is based on an original, animated film called “Above and Beyond,” which was produced by FableVision Studios with Partnership for 21st Century Learning (P21). P21 worked with over 180 organizations including with input from teachers, education experts, and business leaders - to create the Framework for 21st Century Learning - which mapped out 18 critical skills students need to succeed in work, life and citizenship in the 21st century. The four most important skills from the framework are known as the “4Cs” - communication, collaboration, critical thinking, and creativity.

TERMINOLOGY

The 5Cs are the 21st Century Skills that fuel the Going Places engine.

CREATIVITY:

- When we look at things differently. Ex. Try different ideas. Do something new.

COLLABORATION:

- When we work together. Ex. Sharing ideas. Compromising. Combining ideas.

CRITICAL THINKING:

- When we think about many solutions to a problem and pick the ones that we think are best. Ex. Pros and cons lists. Trying out different ideas to see what works. Make adjustments to make something better.

COMMUNICATION:

- When we share thoughts and ideas clearly. Ex. Talking, writing, drawing.

COMPASSION:

- When we care about other people's feelings and do/say things to show that we care. Ex. Compliments, hugs, active listening, sharing someone's idea.

TECHNOLOGY:

- Something that is man-made that solves a problem. Technology is not just electronics.

ENGINEERING:

- The process of designing and creating something.

THE ENGINEERING PROCESS:

- A five-step cycle that promotes critical thinking and problem solving.

SIMPLE MACHINES:

- Six basic structures used in designing and creating a machine. A machine helps you do work with less human energy.

MAKER MINDSET:

- Encourages participants to experiment with materials to find new uses and unique solutions to challenges.

PROGRAM ELEMENTS:

AGENCIES:

- Small collaborative groups of campers working all week to design and build a unique racer.

SPARK STAGE:

- Dedicated time for sharing. **"Give inspiration. Get Inspiration."**

REFLECTION STATION:

- Time to reflect on the **5Cs** and how we integrate them into our daily activity. This reflection is both visual and kinesthetic.

S.T.E.A.M. LAB:

- 30-45 minutes of structured creative time! These are interdisciplinary projects that integrate drama, fitness, lots of team building, take home crafts, science experiments and Maker Challenges.

AGENCY PROJECTS:

- Progressive team engineering projects that are worked on over two or more days. There is a culminating event at the end of the week where these are presented in some way.

MATERIALS TO SOURCE

Not all the materials are in the kit. Some materials you will need to provide.

Please source at least four (4) of the following items from nature:

- A rock
- A leaf
- A stick
- A vine
- Grass
- Dirt
- Sand



NEED TO KNOW BEFORE YOU GO!

GOING PLACES AGENCY PROJECT

ENGINEER SOMETHING TO RACE IN THE GOING PLACES RACE

The Agency Project is a progressive team engineering projects that is worked on over two or more days. There is a culminating event at the end of the week where these are presented in some way.

VOCABULARY

PROPULSION SYSTEM:

How things **GO**. Animals have propulsion systems that depend on where they live and how they travel. Cars and planes are propelled with engines.

SET UP AND INSTRUCTION TIPS

MATERIALS

Not all the materials are in the kit. Some materials you will need to provide. This week you need to provide:

- DAY ONE: S.T.E.A.M. Lab - Let's C What You Know About Technology**

You need to find **4 items** from nature that are **NOT** man-made. **Examples:** *a rock, dirt, a leaf, a stick, a vine, grass, or sand.*

1. Make samples of all the activities beforehand. This will give you a sense of how to make each project and will provide an example to inspire and guide participants.
2. Set up each day's activity materials ahead of time. You will find the materials list alongside each activity. Going Places provides a balance of specific step-by-step crafts and open-ended Maker crafts.
 - a. Materials for step-by-step activities are the same for each person. You can set up kits or pass out materials to people once they are ready.
 - b. Maker challenges are open-ended and encourage people to make choices about their materials. The Maker Buffet is a way of displaying the material choices for people to explore. Materials can be separate into baskets or simply on a table separated into piles.
3. When facilitating step-by-step activities we recommend the "I do...you do..." method where the instructor demonstrates each step, one at a time, and the participants copy one step at a time.
4. When facilitating Maker Challenges, read the challenge to the group. If possible write and display the challenge on a board for everyone to see throughout the activity. Use these Bottleneck Questions to help people explore materials and ideas:
 - a. What shapes do you need?
 - b. How can the materials we have, make what you are imagining?
 - c. Look around at what other people are doing. Is there an idea that you can borrow and work from?
 - d. What can you add?

We have included BONUS EXTENSION ACTIVITIES at the end of the curriculum. If you need additional activities throughout DAY ONE you will find them on page 34.

DAY ONE AT-A-GLANCE

SUMMARY

On **Day One**, we read the book *Going Places* and watch *Above and Beyond*, a short film, on which the book *Going Places* is based. Inspired by the story and the characters, Maya and Rafael, participants begin designing and building their own racers for the Going Places Race at the end of the week. Race Day culminates in so much excitement that Maya and Rafael come up with a fantastic idea to keep the fun going. Stick around to learn what happens next!

DAY ONE:	
45 minutes	Announcements, Camp Kick-Off and SEL
30 minutes	Going Places - S.T.E.A.M. Lab
30 minutes	Fitness Game
15 minutes	BREAK - bathroom, snack, drink
45 minutes	Going Places - S.T.E.A.M. Lab
45 minutes	Going Places Eureka Workshop - Team Engineering Challenge
30 minutes	Reflection Station with written self-assessment and instructor assessment <ul style="list-style-type: none"> • Student Led Group kinesthetic and visual reflection • Individual Reflection Sheet • Instructor Assessment

DAY ONE MORNING ROUTINES ARE SPECIAL and take a little longer than the other days.

- Share the story (usually a little longer on Mondays)
- Introduce the theme of propulsion and the 5Cs
- Introduce the Agency Project for the week

DAY ONE

DAILY KICK-OFF - (45 MINUTES)

DAILY KICK-OFF OVERVIEW:

READ THE BOOK, Watch the Movie - (20 Minutes)

DISCUSSION OF 5Cs In The Story And In Our Lives - (10 Minutes)

INTRODUCE and REVIEW the week and the day's activities - (5 Minutes)

SEL-Second Step Foundational Unit: Activity 1 for your level (10 minutes)

READ BOOK GOING PLACES AND SHOW MOVIE ABOVE AND BEYOND - (20 MINUTES)

DISCUSSION

SAY! *"Welcome to Going Places Camp! In the story Going Places, Maya and Rafael both have amazing ideas for their racers. Rafael follows the instructions exactly. What does Maya do?"*
Take responses from Campers.

SAY! *"When Rafael sees Maya's ideas, he is confused. Were you confused too? (shout out yes/no) But Rafael does something amazing! He quickly embraces her creativity and they combine their ideas to design and build an incredible racer. Look at the picture of their racer. Which parts of their racer are from Rafael's design, and which parts are from Maya's design?"*
Take responses from Campers.

DISCUSSION OF 5CS IN THE STORY AND IN OUR LIVES - (20 MINUTES)

SAY! *"Going Places Camp is all about the 5Cs that Maya and Rafael use in the story."*

Use the 5Cs Poster:

"These are the 5Cs. These are the skills that we will work hard on at all times! Let's talk about what each one looks like and sounds like."

ASK? *CREATIVITY: What is Creativity?*

When we look at things differently. Ex. Try different ideas. Do something new. What is an example of how Maya and/or Rafael think and act creatively?

Take responses from Campers.

DAY ONE

DAILY KICK-OFF (CONTINUED)

ASK? *COLLABORATION: What is collaboration? When we work together. Ex. Sharing ideas. Compromising. Combining ideas. What is an example of how Maya and/or Rafael collaborate? What is an example of how Maya and/or Rafael collaborate?*

Take responses from Campers.

ASK? *CRITICAL THINKING: What is Critical Thinking? When we think about many solutions to a problem and pick the ones that we think are best. Ex. Pros and cons lists. Trying out different ideas to see what works. Make adjustments to make something better.*

What is an example of how Maya and/or Rafael use critical thinking to solve a problem?

Take responses from Campers.

ASK? *COMMUNICATION: What is communication? When we share thoughts and ideas clearly. Ex. Talking, writing, drawing. What is an example of how Maya and/or Rafael use communication to be successful?*

Take responses from Campers.

ASK? *COMPASSION: What is compassion? When we care about other people's feelings and do/say things to show that we care. Ex. Compliments, hugs, active listening, sharing someone's idea.*

Take responses from Campers.

REVIEW ACTIVITIES FOR THE DAY- (5 MINUTES)

SAY! *"This week we will create our own agencies and innovate racers to compete at the end of the week in the Going Places Race. We will talk more about how to create our agencies later."*

SEL- USE SECOND STEP FOUNDATIONAL UNIT: ACTIVITY 1 FOR YOUR LEVEL - (10 MINUTES)

DAY ONE

S.T.E.A.M. LAB - (45 MINUTES)

MAKER CHALLENGE: Make a Going Places Kit

SUMMARY

Students work in teams ("Agencies") to make a Going Places Kit with all the materials they will need to build their own Going Places Racers later in the day.

MATERIALS (PER AGENCY):

- Paper bag
- Scissors
- Masking tape

MAKER BUFFET:

- | | |
|-------------------------------|-------------------------------|
| • Construction paper | • Pipe cleaners |
| • Large Paper or plastic cups | • Small paper or plastic cups |
| • Pony beads | • Yarn/string |
| • Chip board | • CDs |
| • Straws | • Craft sticks |
| • Paper clips | • Berry baskets |

SET UP

- Divide into teams of 3-5 people. This will be their "Agency" for the week.
- Provide each team with a pair of scissors, a roll of masking tape and a paper bag.
- Display Materials on a table as a Materials Buffet. Students will make choices.

SAY! "Remember when Rafael and his class all got their Going Places Kits with all the materials they needed to build their racers? Well, in this Maker Challenge you will work in teams to create your very own Going Places Kits. Make sure to include everything you need to build your racers."

DIRECTIONS

MAKER CHALLENGE

Make a **Going Places Kit** that your team will use to build something to race at the end of the week in the **Going Places Race**.

FOLLOW THESE CRITERIA

- All materials must fit in the bag
- You must choose **3-5 different kinds** of materials. **No more. No less.** You can use as much of each of those materials as you need as long as they fit in the box. Also make sure that you are not being wasteful and that we have enough for everyone.
- **Plan** and then **Choose Wisely!**

AN EXAMPLE OF WHAT MIGHT GO IN YOUR KIT

1. 3 pieces of construction paper
2. 1 pipe cleaner
3. 8 paper cups
4. 10 craft sticks

DAY ONE

S.T.E.A.M. LAB (CONTINUED)

LET'S "C" WHAT YOU KNOW ABOUT...

PART ONE: ... TECHNOLOGY? - (30 MINUTES)

What is **TECHNOLOGY**? Something that is man-made that solves a problem.
Technology is not just electronics.

MATERIALS AND SET UP

1. Divide into teams of 3-4 people. (These can be different than the Agencies).
2. Give each team pencils, crayons and blank paper (can be scrap).
3. Put 4 items from each column in a bag. Here are some suggestions:

TECHNOLOGY:	FROM NATURE:
Scissors	Rock
Scotch Tape Dispenser or Roll of Masking Tape	Stick
Yarn/String	Leaf
Pencil or Marker or Crayon	Vine
Dice or Game Spinner	Grass
LEGO® or other toy	Dirt
Any article of clothing/hat/glove	Sand
Any kitchen utensil/fork/ladle/spoon	
Watch	
Cell phone or other electronic	

DIRECTIONS

FIRST: Examine and discuss what is and isn't technology.

1. **ASK?** "What is technology?" All campers time to give responses.
2. **SAY!** "Technology is something that is man-made that solves a problem."
3. **SAY!** "Everyone stand. I will take an object out of the bag. If it is a form of technology, jump up and down twice. If it is NOT a form of technology, stand still."
4. One by one, take out an object and ask "Is this technology?" Remind everyone that technology is something made by people to solve a problem.
5. Briefly discuss the problem solved by each technological development.

NEXT: Innovate one of the objects to make it "better" somehow.

1. Teams - Choose an object.
2. **ASK YOURSELVES** these questions:
 - a. What else can this object do?
 - b. How can this object be better? Faster? Easier to use?
3. Draw a diagram (Labeled image) of your innovated object.
4. Give it a new name.
5. **PRESENT** your innovation to the group.

DAY ONE

S.T.E.A.M. LAB (CONTINUED)

LET'S "C" WHAT YOU KNOW ABOUT...

PART TWO: ... THINGS THAT GO - (15 MINUTES)

SET UP

Make the chart like the one below on a large piece of chart paper and hang on the wall.

DIRECTIONS

1. **SAY!** *"Let's C what we know about Things that Go. Brainstorm and list all things that GO."*
2. Make a chart like the one below. Categorize into **SKY**, **WATER**, and **LAND**.
3. Add a fourth column "**OTHER**" if you need.

SKY	WATER	LAND

DAY ONE

FITNESS ACTIVITY TIME - (30 MINUTES)

Islands

SKILL FOCUS

Throwing

GROUP SIZE

2+

COMPLEXITY



EQUIPMENT

Beanbags
Hula Hoops

- Setup playing areas as shown. Remind students of your social distancing protocols
- The aim of the game is to throw (underarm or overarm) a beanbag and land it completely inside a hula hoop (Island). If successful, the person/team owns this island
- Islands that are controlled, can be overthrown if a beanbag in an opponents island. If your island is overthrown, you can retrieve your beanbag and re-enter the game.
- Play for a designated time or until all islands are controlled
- The person/team with the most controlled islands are the winners



MODIFY IT

- ☆ Increase or decrease the amount of islands
- ☆ Increase or decrease the distance of the throw
- ☆ Increase or decrease the size of the targets
- ☆ Allow only underarm or overarm
- ☆ Change the size/shape of the throwing object

SAFETY

- ☆ Students maintain 6 feet distance throughout
- ☆ Each student keeps their own beanbag or set of beanbags

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DAY ONE

AGENCY PROJECT - (45 MINUTES)

AT THE EUREKA WORKSHOP

AGENCY PROJECT OVERVIEW:

STEP ONE: READ “The Creative Problem Solving Agency” - (5 Minutes)

STEP TWO: Introduce The Eureka Workshop and Agency Project - (5 Minutes)

STEP THREE: Complete Agency Project Planning Sheet - (5 Minutes)

STEP FOUR: Build! - (25 Minutes)

STEP FIVE: Spark Stage - (5 Minutes)

MATERIALS (PER AGENCY):

- Going Places Kits made in S.T.E.A.M. LAB Activity 1
- Masking Tape
- Scissors
- Rulers
- Pencils
- **PRINT: Week 1 Agency Project Planning Sheet**

SET UP

1. Divide into Agencies.
2. Give each Agency the **Week 1 Agency Project Planning Sheet** and a pencil

DIRECTIONS

STEP ONE

READ “The Creative Problem Solving Agency”

This is the story about The Story about the Establishment of Going Places Creative Problem Solving-Agency:

Do you know what it feels like to be famous in your own hometown? Maya and Rafael did! It had only been a few weeks since the creative duo won the Going Places contest. They had designed and built a flying contraption that really did go places - up in the air and over the finish line before all the go-carts below them! After that they started building all sorts of creative inventions that amazed the whole town.

Rafael was reading through their fan mail, “Maya, everyone keeps writing us really wonderful letters to congratulate us on all our inventions.”

Maya smiled a funny smile as she held up The Eureka Times, the newspaper headline read: “Local Students Use the 5Cs to Soar Above & Beyond.”

(Continued on next page)

DAY ONE

AGENCY PROJECT (CONTINUED)

AT THE EUREKA WORKSHOP

Rafael gave a cheer, "The 4Cs skills did make the difference - communication, collaboration, critical thinking - and - our favorite one - CREATIVITY!"

Maya leaned in, "Right - and now everyone is asking us to use the 4Cs to solve problems in town, which we're happy to do - because we CARE about helping other people."

Rafael scratched his head, "THAT'S the 5th C! Compassion! That means caring about other people - and being ready to use the other Cs to help them."

Maya gave Rafael that "Are-You-Thinking-What-I'm-Thinking" look . . .

Maya exclaimed, "Why don't we start our very own Creative Problem-Solving Agency - powered by the 5Cs - communication, collaboration, critical thinking, creativity - and COMPASSION!"

Rafael was excited, "Yes! We can use all those skills to solve problems, and help move our town - our world - to a better place."

Maya hesitated a little, "Uhhh . . . you know . . . once we start our agency, we're going to be VERY busy with people looking for help."

Rafael didn't look worried, "When you have a good team - like you and me - you don't have worry. We'll help as many people as we can!"

Maya gave him a High-C5, "I'm ready - ready use the 5Cs to go Above & Beyond!"

"This is crazy," Rafael exclaimed as he jumped up, holding a letter, "But Ms. Thomas at the public library is telling us that there's a room in the Eureka Public Library that they'd like to give us as our invention headquarters!"

"Rafael - that's perfect! Libraries are the perfect 5Cs location! People who are 'smart with heart' use libraries to develop their human superpowers. It's the perfect place to launch our 5Cs Creative Problem-Solving Agency!"

And, so they did.

Maya and Rafael set up their own Going Places Creative Problem-Solving Agency and the town's people started asking them to tackle lots of problems. Of course, as you'll see . . . they used the 5Cs to solve each one them!



DAY ONE

AGENCY PROJECT (CONTINUED)

Design and build something to race in the Going Places Race at the end of this week.

STEP TWO: Introduction to Eureka Workshop and Agency Project - (5 MINUTES)

SAY! *"Welcome Agents to the Eureka Workshop. This is where you will work in your agencies all week to engineer a unique racer. Everyday we will add new materials and new parts. Today you are limited **ONLY** to what you have in your Going Places Kit, but you will have many opportunities to add more materials throughout the week. Your Agency Project this week is to design and build something to race in the Going Places Race at the end of this week. You are just starting today. Tomorrow and Thursday we will and add more ways to make our racers **GO** and also design and build a race track. So keep those things in your head as you design."*

STOP for questions.

STEP THREE: Complete Agency Project Planning Sheet (10 MINUTES)

SAY! *"Your next step is to discuss and complete the Agency Project Planning for together as a team."*

STEP FOUR: BUILD! (20 MINUTES more or less depending on how much time you have)

SAY! *"You will have about 20 minutes to start making your racer. Remember, it will not be completed today because each day you will add new materials."*

STEP FIVE: SPARK STAGE (5 MINUTES)

Present your idea and share what you have made so far.

GIVE INSPIRATION. GET INSPIRATION.

DAY ONE

REFLECTION TIME - (30 MINUTES)

AGENCY PROJECT OVERVIEW:

TALK: Discuss how the 5Cs were used and observed today - (5 Minutes)

SHOW: On your feet! Show us how you did with the 5Cs - (20 Minutes)

ASSESS: Instructor Assessment Time - (5 Minutes)

REFLECTION STATION - (10 MINUTES)

Gather the group around the **Reflection Station Poster**.

TALK ABOUT IT - (5 MINUTES)

Go through each of the **5Cs** and ask people to give examples of what they did, saw or heard during the day that shows that particular value.

SHOW HOW YOU DID - (5 MINUTES)

Go through each of the **5Cs** and have people do the motions showing their self-assessment of how they are progressing with the **5Cs** in their words and actions throughout the day.



**ROCK
STAR!**

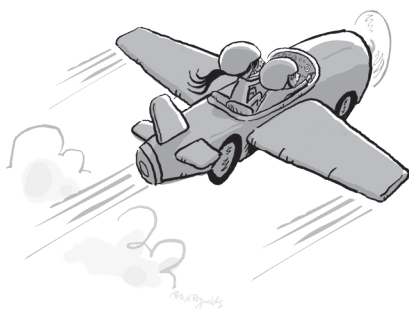
Rock Star - Pretend to be in an air band.
(Ex. Air guitar, air drums, air lead singer... air flute.)



**UNDER
CONSTRUCTION**

Under Construction - Pretend to be building something.
(Ex. Air hammer, air drill, air jackhammer.)

Going Places
SUMMER













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Reflection Station

CREATIVITY	 ROCK STAR!	 UNDER CONSTRUCTION
COLLABORATION	 ROCK STAR!	 UNDER CONSTRUCTION
CRITICAL THINKING	 ROCK STAR!	 UNDER CONSTRUCTION
COMMUNICATION	 ROCK STAR!	 UNDER CONSTRUCTION
COMPASSION	 ROCK STAR!	 UNDER CONSTRUCTION

DAY TWO AT-A-GLANCE

GOING PLACES: MAKE IT GO! PROPULSION

SUMMARY

On **Day Two**, we play “**Wings, Legs, Fins**” to learn about propulsion in nature, then we engineer vehicles using balloon and rubber band propulsion systems. Our knowledge about propulsion systems is then applied to our racers.

DAY TWO:	
45 minutes	Announcements, Daily Kick-Off and SEL
30 minutes	Going Places - S.T.E.A.M. Lab
30 minutes	Fitness Game
15 minutes	BREAK - bathroom, snack, drink
45 minutes	Going Places - S.T.E.A.M. Lab
45 minutes	Going Places Eureka Workshop - Team Engineering Challenge
30 minutes	Reflection Station with written self-assessment and instructor assessment <ul style="list-style-type: none"> • Student Led Group kinesthetic and visual reflection • Individual Reflection Sheet • Instructor Assessment



DAY TWO

DAILY KICK-OFF - (30 MINUTES)

The Agency Project is a progressive team engineering projects that is worked on over two or more days. There is a culminating event at the end of the week where these are presented in some way.

DAILY OVERVIEW:

Welcome Back! Review rules and procedures - (5 Minutes)

READ: Day Two Story Connector and DISCUSS Collaboration - (10 Minutes)

REVIEW all 5Cs - (5 Minutes)

SEL- Use Second Step Foundation Unit: Activity 2 for your level - (10 minutes)

STORY CONNECTOR

READ:

Maya takes a moment to watch a bird stretch its wings and fly from branch to branch on the tree in her backyard. "Hum," she thinks as she sketches, "That is one way to move." Rafael peeks over the fence, worried that Maya wouldn't be ready for the Going Places Contest he tries to get her attention. But Maya was too busy thinking about movement to hear her neighbor. The next morning, Rafael checks on Maya and discovers her bird-inspired invention. This sparks a conversation that would alter their individual plans for the Going Places Contest.



Rafael is really good at following instructions and built his Going Places go-cart in record time to the precise requirements. But Maya has other ideas. Working with materials from her mom's garage, Maya creates wings and explores simple machines. Sometimes the best building materials are found in unlikely places.

This makes Rafael nervous. Maya wasn't following the directions and the Going Places Contest is the next day! Maya reminds Rafael that no one said it "had to be a go-cart"?

Rafael was excited. "I get it. Hey, Maya, I really want to win this race. The instructions never said we couldn't team up either!" Deciding to work together to create their own "go-cart," Maya and Rafael work late into the night building their Going Places machine.

REVIEW ALL 5CS - (5 MINUTES)

SAY! "Going Places Camp is all about the **5Cs** that Maya and Rafael use in the story."

Use the 5Cs Poster:

"These are the **5Cs**. Let's review what each one **LOOKS LIKE** and **SOUNDS LIKE**. If you can think of an example of a way that you or another person demonstrated the **5Cs**, share those."

DAY TWO

INSTRUCTOR GUIDE

CREATIVITY

When we look at things differently. Ex. Try different ideas. Do something new.

- Started all over again from the beginning when project wasn't working.
- Used a material in a unique way.

Take responses from Campers.

COLLABORATION

When we work together. Ex. Sharing ideas. Compromising. Combining ideas.

- *"Let's use my wheels and your vehicle body."*
- *"What if we use all of our ideas."*

Take responses from Campers.

CRITICAL THINKING

When we think about many solutions to a problem and pick the ones that we think are best. Ex. Pros and cons lists. Trying out different ideas to see what works. Make adjustments to make some thing better.

- *Why aren't the wheels turning?*
- *How can we make this go faster?*

Take responses from Campers.

COMMUNICATION

When we share thoughts and ideas clearly. Ex. Talking, writing, drawing.

- *You draw the picture and I will add the color.*
- *I think the first idea will last longer.*

Take responses from Campers.

COMPASSION

When we care about other people's feelings and do/say things to show that we care. Ex. Compliments, hugs, active listening, sharing someone's idea.

- *That's a great idea!*
- *I like that picture!*

Take responses from Campers.

SEL- USE SECOND STEP FOUNDATIONAL UNIT: ACTIVITY 2 FOR YOUR LEVEL - (10 MINUTES)

DAY TWO

S.T.E.A.M. LAB - (45 MINUTES)

BALLOON POWERED VEHICLE

Engineer a balloon powered vehicle. Use as much or as little of the directions for the **Balloon Hovercraft**. Also use the images for inspiration.

MATERIALS (PER AGENCY):

- 2 balloons
- 1 CD
- 1 sports bottle pop up top (optional)
- PRINT: Balloon Hovercraft Instructions
- PRINT: Inspiration images

For all to share:

- | | |
|-----------------------------|---------------------|
| • PRINT: Inspiration images | • Straws |
| • Construction paper | • Single hole punch |
| • Pipe cleaners | • Masking tape |
| • Twist ties | • Glue |
| • Small bathroom cups | • Scissors |
| • Coffee filters | |

SET UP

1. Divide into Agencies
2. Display inspiration images
3. Set up shared materials table buffet-style
4. Provide each team with **PER AGENCY** materials.

DIRECTIONS

SAY! “Welcome back the **S.T.E.A.M. LAB**. Today we are exploring Propulsion Systems. Propulsion is a fancy word for how we make something go. For example, we use our legs as one of our propulsion systems.” “What do birds use? Wings! How about fish? How do fish propel themselves? Fins.”

SAY! “Today’s challenge is to design a Balloon Powered Vehicle. In other words, a vehicle that uses balloon air as a propulsion system. We are providing you with directions for how to make one. You can follow these exactly or make your own. We encourage you to use your **AWESOME COLLABORATION** skills and do a combination of both. We also have ‘Inspiration images’ available for you to use as models. Use all of your resources. Remember: Today’s C is Collaboration.”

BUILD!

DAY TWO

S.T.E.A.M. LAB ACTIVITY TWO - (45 MINUTES)

LET'S "C" WHAT YOU KNOW ABOUT... PROPULSION IN NATURE

Engineer a balloon powered vehicle. Use as much or as little of the directions for the **Balloon Hovercraft**. Also use the images for inspiration.

DRAMA/FITNESS GAME: Wings, Legs, Fins

MATERIALS:

None.

SET UP:

You will need a large open space like a gym.

DIRECTIONS:

1. Establish a starting line and a finish line.
2. Teach the Three Propulsion Systems.
3. **Practice.** Call each move a few times for practice.
4. **Race.** Call *Wings, Legs, Fins* in any order. It is possible to have multiple winners in this race.

SAY! *"There are only three ways that you can move towards the finish line. And you can only do them when I call them." Here are the movements:*

1. **Wings:** Walk on your knees and flap your arms like a bird.
2. **Legs:** Walk on all fours like a dog or cat. Both hands on the ground.
3. **Fins:** Jump with your feet together while also pretending to swim.

DAY TWO

FITNESS ACTIVITY TIME - (30 MINUTES)

Build a Score

SKILL FOCUS

Throwing
Catching

GROUP SIZE

2+

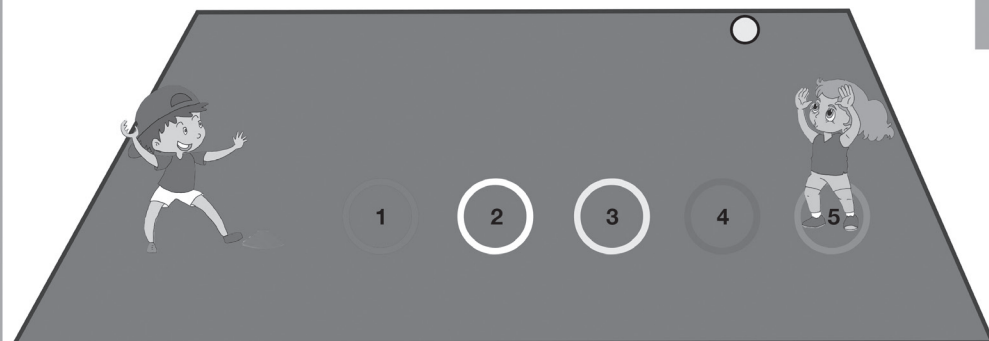
COMPLEXITY



EQUIPMENT

Cones
Beanbags / Balls
Hula hoops

- Setup playing areas as shown. Remind students of your social distancing protocols
- Try to build a score by successfully catching a ball in the allocated hula hoop.
- At least one foot needs to be in the hoop to count.
- After 5 throws, switch over with your partner.
- Make it competitive by playing to a certain score e.g first to 50 or for a designated timeframe



MODIFY IT

- ★ Move the distance of the hoops further or closer to the thrower
- ★ Adjust the size or shape of the ball
- ★ Choose a different way to send the ball e.g kick, roll etc
- ★ Change catching technique e.g one hand or with an implement such as a cone

SAFETY

- ★ This activity uses a ball shared between 2 players
- ★ Students maintain 6 feet distance throughout
- ★ Sanitize balls before and after use

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DAY TWO

AGENCY PROJECT - (45 MINUTES) AT THE EUREKA WORKSHOP

AGENCY PROJECT OVERVIEW:

EUREKA WORKSHOP - Work with your Agency to add a propulsion system to your racer.

AGENCY MERGER - Pair up teams. Merge. Add. Assist.

SPARK STAGE - Give Inspiration. Get Inspiration.

MATERIALS: None.

DIRECTIONS FOR INSTRUCTOR

Pause between each step so that groups can complete. Pair up two agencies together. If there is an odd number of agencies, create a group of three.

SAY! *"Agency Mergers are an opportunity to collaborate just as Maya and Rafael do in the book."*

At **STEP FOUR** You will have the choice to:

- A. MERGE?** Combine your agencies and projects into one larger agency with one larger project.
- B. ADD?** Use ideas from the other agency to add to your project.
- C. ASSIST?** Ask for help with a challenge your agency is facing

STEP ONE: Pair up with another agency.

STEP TWO: Look at each other's projects and answer

1. *What do you admire about the other agency's design?*
2. *How can you add that to your design?*
3. *How can you merge your agencies?*

STEP THREE: AGENCY ASSISTANCE

SAY! "When problem solving with a person or group it is critical that we work **WITH** the person/group, not **ON TOP OF** them. In other words, don't take over. Help each other."

- ASK?**
1. *What works?*
 2. *What's Wonky?*
 3. *What If?*

STEP FOUR: Decide - **WILL YOU...**

- A. MERGE?** Combine your agencies and projects into one larger agency with one larger project.
- B. ADD?** Use ideas from the other agency to add to your project.
- C. ASSIST?** Ask for help with a challenge your agency is facing.

SPARK STAGE - (10 MINUTES)

Present your idea and share what you have made so far.

GIVE INSPIRATION. GET INSPIRATION.

DAY TWO

REFLECTION TIME - (30 MINUTES)

AGENCY PROJECT MODULE OVERVIEW:

TALK: Discuss how the 5Cs were used and observed today - (5 Minutes)

SHOW: On your feet! Show us how you did with the 5Cs - (20 Minutes)

ASSESS: Instructor Assessment Time - (5 Minutes)

REFLECTION STATION - (10 MINUTES)

Gather the group around the **Reflection Station Poster**.

TALK ABOUT IT - (5 MINUTES)

Go through each of the **5Cs** and ask people to give examples of what they did, saw or heard during the day that shows that particular value.

SHOW HOW YOU DID - (5 MINUTES)

Go through each of the **5Cs** and have people do the motions showing their self-assessment of how they are progressing with the **5Cs** in their words and actions throughout the day.



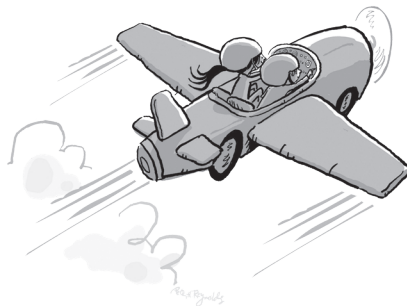
Rock Star - Pretend to be in an air band.
(Ex. Air guitar, air drums, air lead singer... air flute.)



Under Construction - Pretend to be building something.
(Ex. Air hammer, air drill, air jackhammer.)

UNDER CONSTRUCTION

Going Places
SUMMER



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Reflection Station

CREATIVITY	ROCK STAR!	UNDER CONSTRUCTION
COLLABORATION	ROCK STAR!	UNDER CONSTRUCTION
CRITICAL THINKING	ROCK STAR!	UNDER CONSTRUCTION
COMMUNICATION	ROCK STAR!	UNDER CONSTRUCTION
COMPASSION	ROCK STAR!	UNDER CONSTRUCTION

DAY THREE AT-A-GLANCE

SUMMARY

Because this week is a little shorter than the others, there are **THREE Cs** today: Critical Thinking, Communication and Compassion.

On **DAY THREE**, we design and build the **Going Places Race Course**. The course contains obstacle and we must adapt our races to make them successful on the race course we have built.

THEN ... RACERS! START YOUR ENGINES...OR Whatever propulsion system you are using...

The emphasis today is on appreciation, compassion and celebration. Now that we are done building our racers, we spend the day building up everyone's confidence and self-esteem. We finish the week with races, cheering and many opportunities to show appreciation for each team.

DAY THREE:	
45 minutes	Announcements, Camp Kick-Off and SEL
30 minutes	Going Places - S.T.E.A.M. Lab
30 minutes	Fitness Game
15 minutes	BREAK - bathroom, snack, drink
45 minutes	Going Places - S.T.E.A.M. Lab
45 minutes	Going Places Eureka Workshop - Team Engineering Challenge
30 minutes	Reflection Station with written self-assessment and instructor assessment <ul style="list-style-type: none"> • Student Led Group kinesthetic and visual reflection • Individual Reflection Sheet • Instructor Assessment

DAY THREE

DAILY KICK-OFF - (30 MINUTES)

The Agency Project is a progressive team engineering projects that is worked on over two or more days. There is a culminating event at the end of the week where these are presented in some way.

AGENCY PROJECT MODULE OVERVIEW:

ANNOUNCE: Today is Race Day! - (5 Minutes)

READ and DISCUSS: Day Three Story Connector - (10 Minutes)

SEL - Use Second Step Foundational Unit: Activity 3 for your level - (10 Minutes)

- ...be made up of different sections that each agency will make.
- ...be assembled and connected using tubes, ramps and bridges.
- ...include obstacles designed by each agency.
- ...be large enough for two racers to race against each other at a time.

READ AND DISCUSS DAY THREE STORY CONNECTOR - (15 MINUTES)

The day has finally arrived - the **Going Places Contest** was ready to begin. The entire town is there to cheer on the racers. Everyone has worked hard to create their by-the-box go-carts. Maya and Rafael roll their creation to the start line. Some of the other racers aren't as kind - but Maya and Rafael support each other and encourage the other participants. If they were going to win, they had to do it together!

SEL- USE SECOND STEP FOUNDATIONAL UNIT: ACTIVITY 3 FOR YOUR LEVEL - (10 MINUTES)



DAY THREE

S.T.E.A.M. LAB: BUILD THE RACE COURSE - (45 MINUTES)

PART ONE: Design & Build the Race Course - (25 MINUTES)

CHALLENGE

Build a piece of the race course.

MATERIALS

- Chip board
- Cardboard boxes (optional)
- Duct tape
- Masking tape
- Paper tubes
- **PRINT: Race Course Planning Sheet**

REQUIREMENTS

- a. Must be wide enough to fit at least 2 racers next to each other.
- b. Must be at least 3 feet long. (Instructor: adjust this if you need to.)
- c. Must include at least one obstacle.

SET UP

- Create Maker Materials Buffet
- Provide each agency with a Race Course Planning Sheet

DIRECTIONS

PLAN. Use Race Course Planning Sheet.

BUILD. Follow your Planning Sheet

PART TWO: PUT ALL THE RACE COURSE PIECES TOGETHER - (20 MINUTES)

1. *Collaborate and communicate about which pieces should be at the starting line. Which at the finish.*
2. ***HOW** do we connect all the tracks? Do we need plain track lengths between each piece? Ramps? Slides? Tunnels? Bridges? Body of water? Swamp?*
3. *Focus on completion, not winning.*

DAY THREE

S.T.E.A.M. LAB: COMPASSION PEP RALLY- (45 MINUTES)

PART ONE: DESIGN & BUILD THE RACE COURSE - (25 MINUTES)

CHALLENGE:

Build a piece of the race course.

MATERIALS

- Construction paper
- Printer paper
- Markers/crayons
- Scissors
- Glue stick

SET UP:

Set up Maker Materials Buffet.

DIRECTIONS:

SAY!

"There are so many ways that we can show compassion for each other. One great way is to celebrate each other's work. That's why today we are going to make encouraging posters celebrating all the members of our teams. Then after we are all done, we will have a PEP Rally and cheer on everyone at camp."

STEP ONE - (20 MINUTES)

- Create a flag/banner celebrating your team. Celebrate the individuals and their strengths as well as what you believe your team does well.
- OPTIONAL**, create a flag/banner celebrating the Agency that you merged with yesterday. Express gratitude for their support.

STEP TWO: PEP RALLY

- SHARE** with the entire group.
- HOW** do we connect all the tracks? Do we need plain track lengths between each piece? Ramps? Slides? Tunnels? Bridges? Body of water? Swamp?
- Focus on completion, not winning.

DAY THREE

FITNESS ACTIVITY TIME - (30 MINUTES)

Space Invaders

SKILL FOCUS

Throwing
Rolling

GROUP SIZE

2+

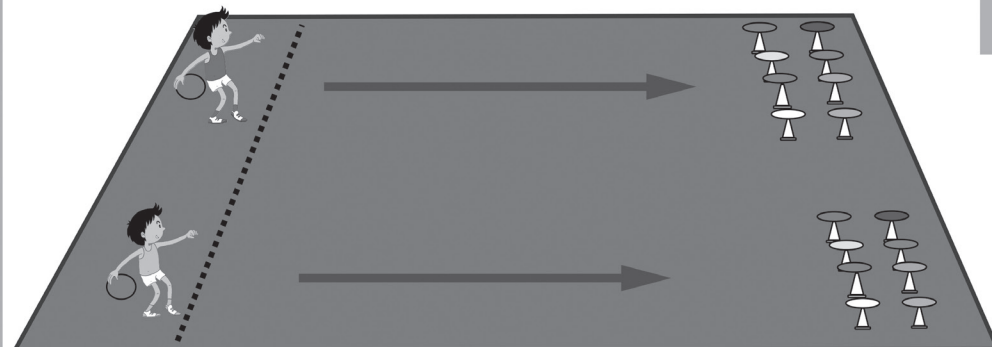
COMPLEXITY



EQUIPMENT

Cones
Balls
Frisbees

- Setup playing areas as shown. Balance discs on top of cones to create targets.
- Remind students of your social distancing protocols
- The object is to knock apart as many "space invaders" as you can in 60 seconds by throwing the foam ball from behind the line and knocking the discs off the cones.
- On the start signal, throw the foam ball at the cones and discs. After you throw the ball, run and get it, return to the throwing line, and then throw again. Continue for 1 full minute.
- If you knock all 8 discs off of the cones, you can reset the discs and then move back to the line to attempt more throws. Don't forget to count the number of 'space invaders' you destroy



MODIFY IT

- ★ Move the distance of the Cones further or closer to the targets
- ★ Adjust the size or shape of the ball
- ★ Choose a different way to send the ball e.g kick, roll etc
- ★ Change throwing technique e.g opposite hand

SAFETY

- ★ Students maintain 6 feet of distance throughout
- ★ Each student should have their own frisbee or ball
- ★ Sanitize frisbees and balls before and after use

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DAY THREE

AGENCY PROJECT - THE GOING PLACES EXHIBITION AND RACE - (45 MINUTES)

AND WE'RE OFF TO THE RACES!! - (15 MINUTES)

EXHIBITION:

SET UP:

Provide a space (table or floor) where each Agency can proudly display their racer.

DIRECTIONS:

- 1. EXPLAIN:** "Everyone will visit each Agency's Racer. When we get to your racer, your group will step to the front of the group and present."
- 2.** "I will ask you **THREE** questions. Please work with your Agency, to prepare responses to the following:
 - *What special features does your racer have?*
 - *What were the biggest challenges that your agency faced?*
 - *What were your agency's greatest accomplishments?*
- 3.** Once groups are ready, tour the exhibition by visiting each Racer and asking each Agency the three questions.

RACE: - (30 MINUTES)

SET UP:

Give teams a few minutes to:

- Put the finishing touches on their racer.
- Test racers on the course.
- Make final adjustments.

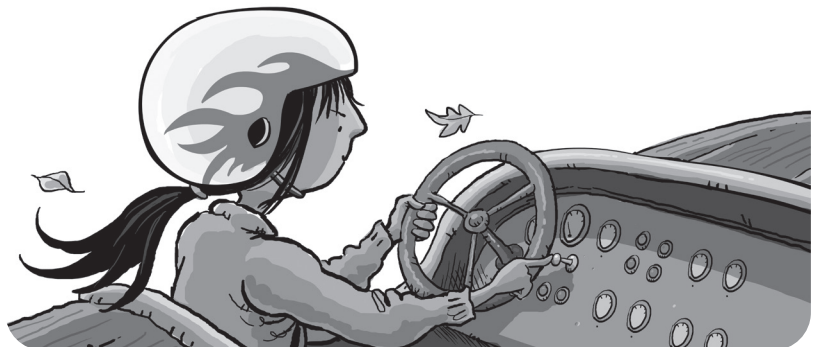
RACE!

Race two at a time. **CHEER** for all teams.

CHEER! - (10 MINUTES)

Because there is always room for more compassion!

- 1.** Have each Agency stand in front of the group with their racer.
- 2.** Have 2-3 people say what they like about that Agency and their racer.
- 3. APPLAUD** and **CHEER**
- 4.** Repeat for each Agency.



DAY THREE

REFLECTION TIME - (30 MINUTES)

REFLECTION TIME OVERVIEW:

TALK: Discuss how the 5Cs were used and observed today - (5 minutes)

SHOW: On your feet! Show us how you did with the 5Cs - (20 minutes)

ASSESS Instructor Assessment Time - (5 minutes)

REFLECTION STATION - (10 MINUTES)

Gather the group around the **Reflection Station Poster**.

TALK ABOUT IT - (5 MINUTES)

Go through each of the **5Cs** and ask people to give examples of what they did, saw or heard during the day that shows that particular value.

ASK?

1. Which of the **5Cs** do you feel you used the most this week?
2. Which do you think is your strength?
3. Give an example of how you or someone on your team used **AT LEAST 2** of the **5Cs** at the same time.
4. What did you do differently when building today vs. on Day One?
5. Was your racer successful on the course? **Explain.**
6. Which other racers were successful on the course? **Explain.**

SHOW HOW YOU DID - (5 MINUTES)

Go through each of the **5Cs** and have people do the motions showing their self-assessment of how they are progressing with the **5Cs** in their words and actions throughout the day.



**ROCK
STAR!**

Rock Star - Pretend to be in an air band. (Ex. Air guitar, air drums, air lead singer... air flute.)

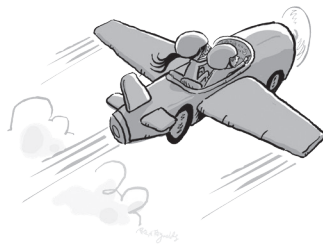


**UNDER
CONSTRUCTION**

Under Construction -

Pretend to be building something. (Ex. Air hammer, air drill, air jackhammer.)

Going Places
SUMMER













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Reflection Station

CREATIVITY	▶	 ROCK STAR!	 UNDER CONSTRUCTION
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CRITICAL THINKING	▶	 ROCK STAR!	 UNDER CONSTRUCTION
COMMUNICATION	▶	 ROCK STAR!	 UNDER CONSTRUCTION
COMPASSION	▶	 ROCK STAR!	 UNDER CONSTRUCTION

BONUS ACTIVITIES

GOING PLACES OBSTACLE COURSE:**MATERIALS: Per Agency**

- 2 cones
- 5 bean bags
- 1 hula hoop
- 1 frisbee
- 1 jump rope
- Paper and pencil

DIRECTIONS:

Use all the materials to design an obstacle course with at least 3 challenges.

***IMPORTANT!** Write down what each obstacle will be so that you do not forget!

DEMONSTRATE:

Each Agency will run through their obstacle course for the entire group.

MAKER CHALLENGE:

Engineer a rubber band powered vehicle.

MATERIALS:

- Slingshot Flyer Kit
- Pipe cleaners Paper
- Scissors
- Rubber bands
- Craft sticks
- Tape
- **FOR ADULT ONLY:** Stapler

DIRECTIONS:

1. Use the Slingshot Flyer kit to make a rubber band powered airplane.
2. **THEN**, use the Maker materials to invent your own rubber band powered vehicle.

