

*Summer Stride Activities*

***Week 5***



# Cascade's Summer Stride

***EXPLORE RENTON •  
MAKE MEMORIES • LEARN  
AND PLAY • CONNECT WITH  
THE CASCADE COMMUNITY •  
BUILD PRIDE!***

# Week 5: My Attitudes

**Goal:** I can identify the connections between behaviors and outcomes.

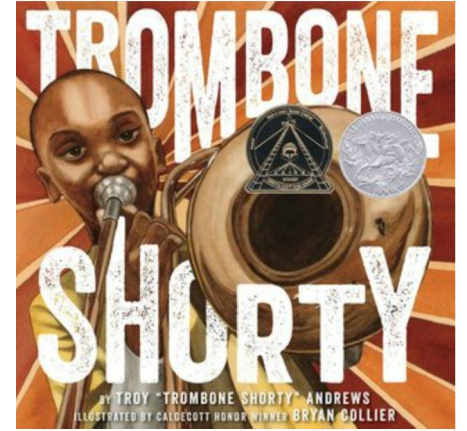
## Activity: Trombone Shorty

### Materials:

- Read Aloud: [Trombone Shorty](#) by Bryan Collier
- Also available as a read aloud on YouTube: [Storyline Online - Trombone Shorty](#)

### Instructions:

- Choose a time for a family read-aloud (e.g. bedtime, weekend morning, after dinner, etc.)
- Listen to the book.
- Listen for the steps Tony takes to become an expert trombone player.
- What do you think would happen if Tony didn't practice his trombone?
- What sorts of things does Tony do to become good at playing the trombone? Was he always an expert?
- How did his family feel about him playing the trombone? Were they supportive? Do you think that made Tony feel?



### **Continue the Conversation:**

- Do you think playing a musical instrument is hard? Why or why not?
- Do you know anyone who plays a musical instrument? If so, interview them to see what they had to do to get good at it.
- What is something that you are good at, or getting better at? Were you always good at it?
- What sorts of things does your family do to support you? What about your community?
- If you want to get better at something, what are some goals you can make right now to help you?

### **Tips for Families:**

- Children are always watching adult behavior – try and foster a growth mindset by modeling goal-setting for children. Try creating family goals, or goals for each member of the family, and posting them somewhere everyone can see them.

# My Attitudes

**Goal:** I can identify an accomplishment and reflect on the steps I took to get there.



## Activity: I Can Count

### Materials:

- Paper and Pencil
- Markers

### Instructions:

- Today you are going to learn to count to ten in a different language!
- Choose any language you want or you can use the Japanese list to the right.
- Come up with a plan! How will you learn this new skill? Making flashcards? Going online to hear others say the words? Practice with a friend?
- When you think you have it down, count to ten in your new language with your family.
- Reflect on the steps you took to accomplish this goal. Was it helpful planning them ahead of time. How does it feel to now be able to count to ten in another language?

一 One "Ichi"	二 Two "Ni"	三 Three "San"	四 Four "Shi"	五 Five "Go"
六 Six "Roku"	七 Seven "Nana"	八 Eight "Hachi"	九 Nine "Kyuu"	十 Ten "Juu"

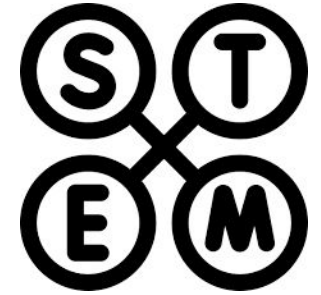
### **Continue the Conversation:**

- Did you like that activity?
- Was it easy or hard? Why?
- What did you do to make learning the words easier? Did making the plan help you?
- Did you stick to your plan? Why or why not?
- Can you think about other times in your life that making a plan would help you accomplish a task?

### **Tips for Families:**

- Wherever your child's comfort level is with doing independent tasks, try to encourage them to go one step further. Instead of just learning how to count to ten, challenge them to then learn to write the numbers. After that, they could teach a sibling or other family member. If they show real interest, there are many online language apps and programs they may be interested in trying. Sometimes the hardest part of learning a new skill is just getting started!

# My Attitudes



**Goal:** I can demonstrate the ability to express myself clearly and constructively during a conflict with a peer

## Activity: Makerspace

### Materials:

- 10-20 random objects from around the house (rubber bands, toothpicks, cardboard tubes, sponge, etc.)
- At least one other person (parent, friend, sibling, etc.). The more, the better!

### Instructions:

Take 10 minutes to design a machine that will solve one of the problems below:

1. A giant squid is attacking your city and you need to keep everyone safe and try to keep buildings from being destroyed. Design a machine to fight the squid!
2. You are stranded in the forest and need a way to catch fish from a river, cook it, and eat it.
3. Your house has a family of porcupines living in the basement, and you need to catch them without harming them and then set them free.

### **Continue the Conversation:**

- What did you like about that activity?
- What was easy about it? What was hard?
- Were there moments when you disagreed with your partner(s)? What happened?
- Why is it important to stay calm in disagreements? What happens when you get really upset?
- Can you think of a character from a TV show, book or movie who has a hard time staying calm during a disagreement? What would you recommend to them?

### **Tips for Families:**

- If opportunities to practice differing opinions aren't arising, try voicing an opinion that's different from your child. Encourage solving the disagreement with respectful language and while staying calm.



# My Attitudes



**Goal:** I can identify and plan how to meet personal, school, and family goals in a variety of ways.

## **Activity: My Vision Board**

### **Materials:**

- Poster board and Magazines
- Additional images and words (optional), from artworks, old books, or printed from the internet
- Scissors, Glue sticks, and art supplies (optional), such as Sharpies, paint, glitter, or sequins

### **Instructions:**

- Choose one or more goals! Things you want to accomplish over the next school year.
- Create a vision board of pictures, words and drawings that have to do with your goal(s). Seeing your vision board regularly helps remind you of your goal(s).
- Vision boards are fun to make. You can be as artistic and creative as you want.
- Find images and words for the vision board, assemble, glue and display.

## Continue the Conversation:

- What other ways can you think about your goals?
- Are goals always short-term? What about long-term goals?
- What did it feel like to make a vision board? What feeling words would you use to describe it?

## Tips for Families:

Make your own vision board along with your child. It will be important for them to see you create, set and accomplish goals as well. You could even make a family vision board! This vision board may be something your child would like to share with their teacher, coach or any other adult who might be related them achieving the goal.



# My Attitudes



**Goal:** I can identify the connections between behaviors and outcomes.

**Activity:** Deal or No Deal?

**Materials:** None

## Instructions:

- Your family works hard to provide for you and sometimes they need help!
- Make a deal with an adult in your household.
- Exchange your hard work for a special outing!
- Maybe you gather the laundry in exchange for a visit to the ice cream shop.
- Maybe you wash the car in exchange for a trip to the park.
- Maybe you watch a younger sibling in exchange for some candy and a movie!
- Your behaviors (helping your parents) result in them having more time to do fun things with you!
- Deal or no deal?

### **Continue the Conversation:**

- Should you expect a fancy reward every time you help around the house? Why or why not?
- If you refuse to help your family, what consequences should there be?
- Can you think of other examples of how your behavior and outcomes are related? (Good friend = sometimes being invited to play, not being a good friend = sometimes not being invited to play).
- What behavior do you think you need to improve on?

### **Tips for Families:**

- It is important for children to help around the house, not only to feel a sense of responsibility but also be a contributing member of the family.
- Even young children can do chores! Ask them to help gather shoes strewn around the house, they can help put away dishes, gather laundry, clean up their bedroom, help you carry in groceries.
- Do not underestimate them just because they're small!

# Cascade Cougar summer places to visit:



**Tuesdays 3:00-7:00 PM**



**Explore Renton, WA**