SUMMER ENRICHMENT 2026


MUSICAL INSTRUMENTS

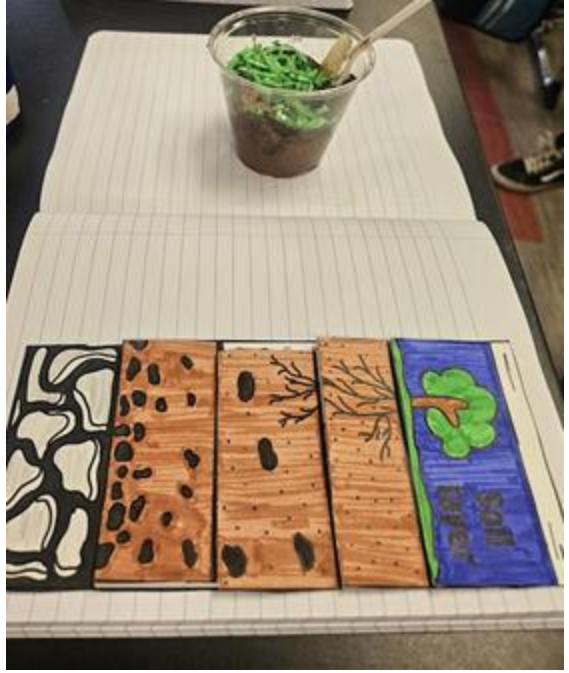
This summer, students participated in a STEAM-focused Indigenous enrichment program that blended science, technology, engineering, arts, and mathematics with culturally authentic experiences. Guided by Indigenous presenters and knowledge keepers, students engaged in hands-on activities, including traditional storytelling, cultural teachings, creative arts, and projects that encouraged curiosity, problem-solving, and innovation.

The program provided meaningful opportunities for students to strengthen their cultural identity, build confidence, and connect with their peers in a supportive and engaging environment. Through the integration of STEAM and Indigenous knowledge, students experienced a memorable summer filled with learning, creativity, pride, and a strong sense of community.

Prior to the workshop, students participated in a mini-lesson on soil layers to identify where clay is found in the earth and created an edible "layers of soil" dessert to reinforce their learning.

Students then began the hands-on cultural workshop led by Pee-Posh and Kwatson cultural educator Yolanda Hart Stevens. Through this immersive experience, students explored Pee-Posh history, cultural teachings, and traditional art forms while learning foundational clay techniques, including hand-building, shaping, refining, glazing, understanding clay properties, and the firing process.

Each student learned traditional methods of preparing clay and created their own clay beads, which were added to a handmade beaded necklace. Throughout the activity, students also practiced patience, mindfulness, and breathing techniques, fostering creativity, cultural appreciation, and personal well-being.

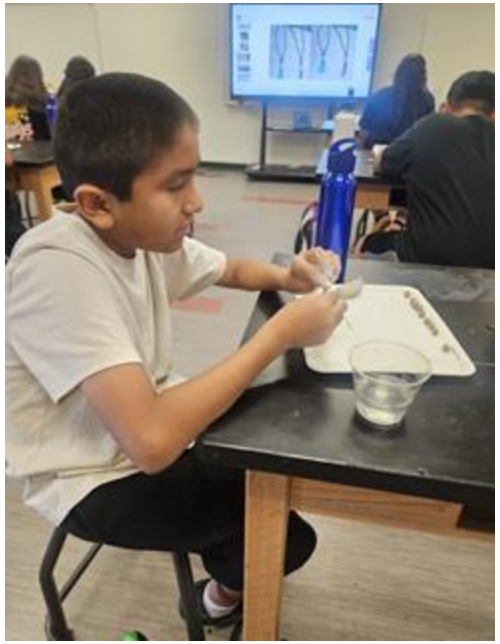










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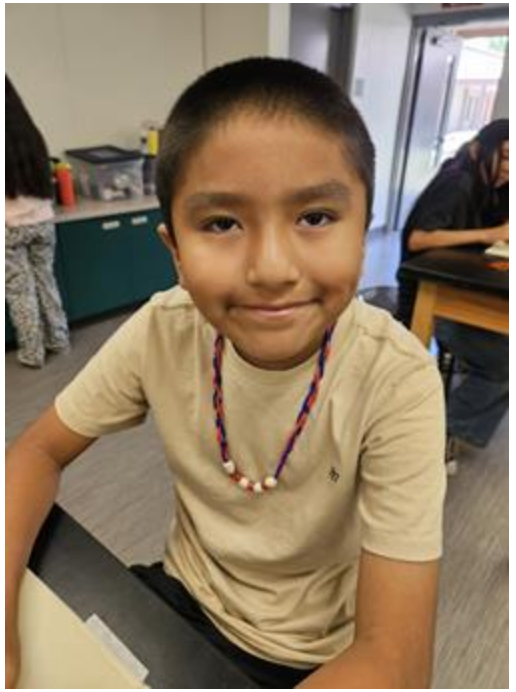
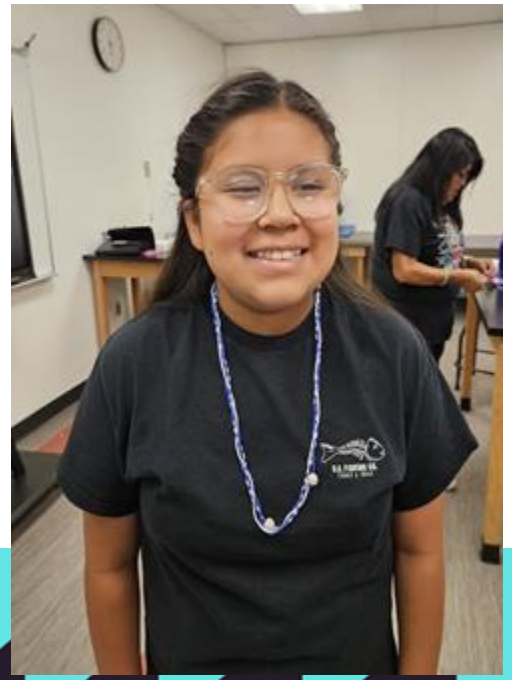
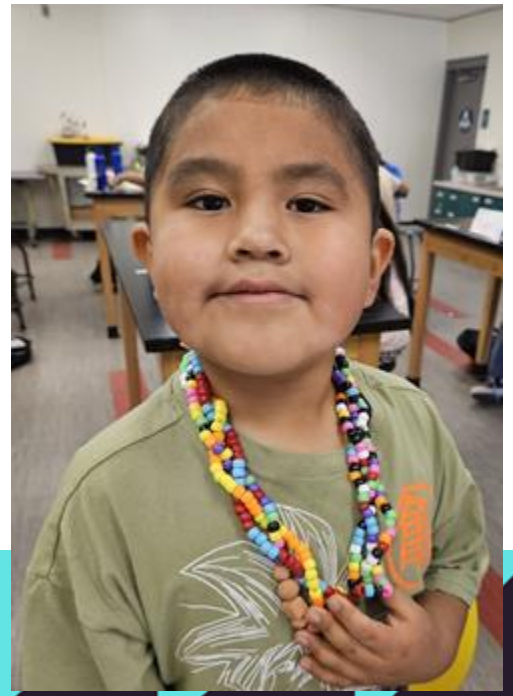




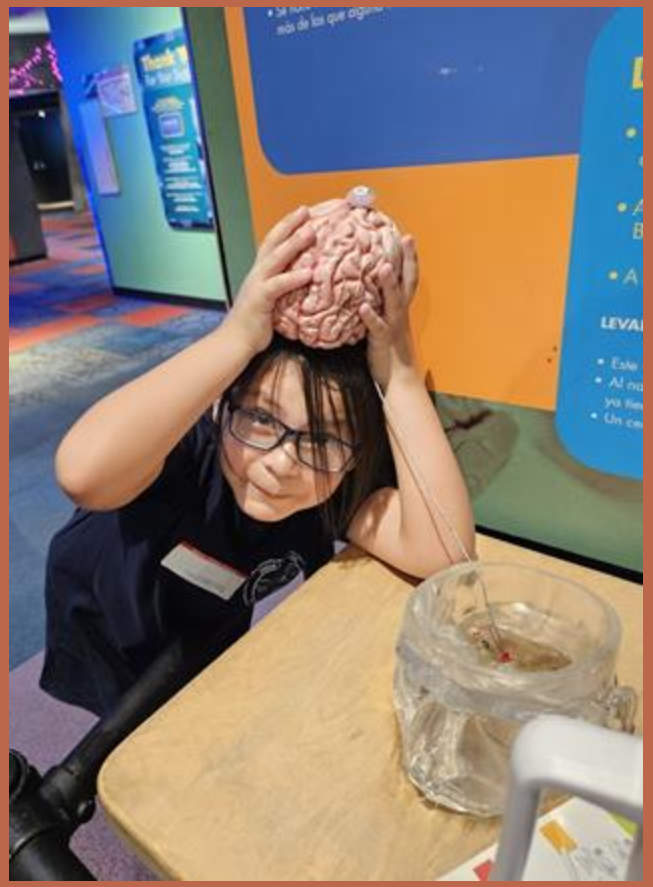


Students explored the concept of symmetry with Ms. Mitchell from K’aa'logii Kisses, learning the differences between linear symmetry (one line of symmetry) and radial symmetry (multiple lines of symmetry). They also discussed the significance of geometric patterns and designs in Native cultures and how symmetry is reflected in traditional artwork and cultural expressions.

Students examined the characteristics of three-dimensional sculptures and relief sculptures, which create depth on a flat surface. Using these concepts, they applied principles of art, geometry, and design to create their own radial paper relief sculptures, combining creativity with mathematical thinking, cultural connections, and spatial reasoning.

Prior to the field trip, students participated in a mini-lesson on the history of Arizona's water canal systems, exploring how Indigenous communities, particularly the Hohokam, engineered extensive irrigation canals to support agriculture and sustain life in the desert.

Students then visited the Arizona Science Center, where they engaged in hands-on STEAM experiences through interactive exhibits focused on science, technology, engineering, arts, and mathematics. They investigated topics such as physics, engineering design, health sciences, and the natural world through experimentation, problem-solving, and collaborative activities. The experience encouraged curiosity, critical thinking, and real-world connections while inspiring students to explore future careers in STEAM fields.




EXIT


PRECAUCIÓN
18.0MPH
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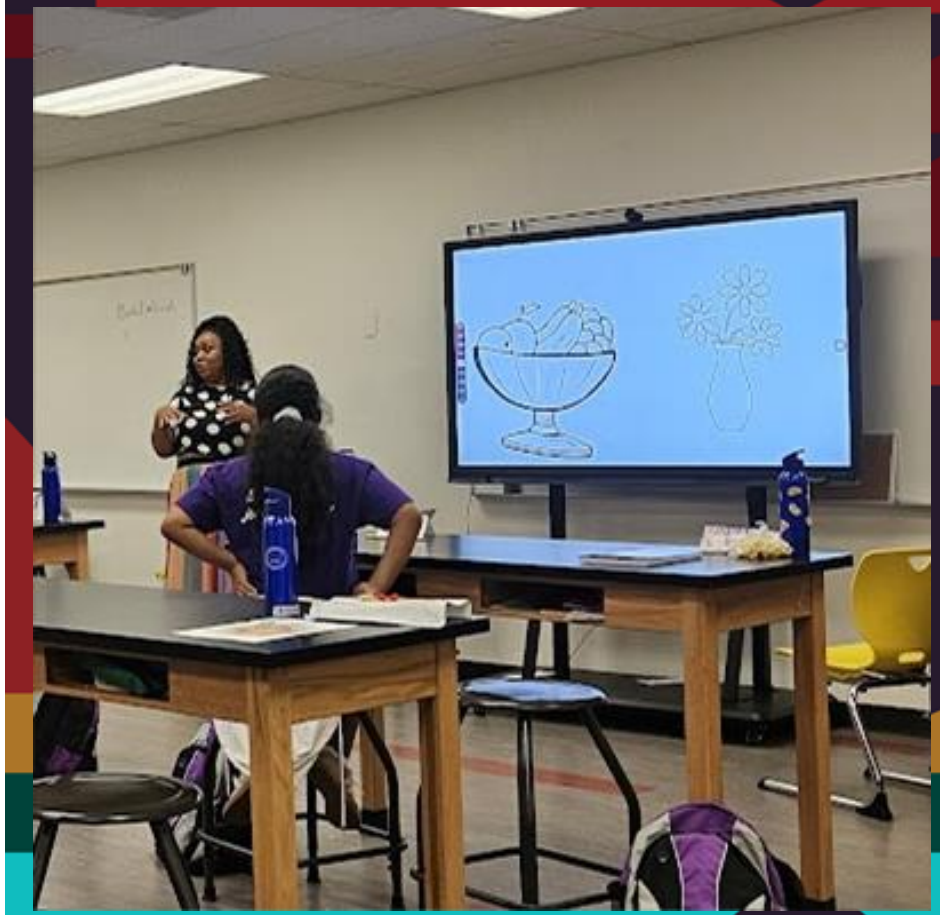
HURRICANE

Prior to the workshop, students participated in a teacher-led mini-lesson on mixtures and solutions. They categorized examples of each, created a mixture using popcorn and M&M's, and made a solution by combining Kool-Aid and water. Students also explored how plants and natural elements from the earth have traditionally been used to create colors for rugs, pottery, and other forms of Native art.

Following the mini-lesson, students had the privilege of working with Ms. Mitchell from Kaa'logii Kisses, who guided them through a workshop on color theory and color mixtures. Students learned about primary and secondary colors, experimented with mixing colors to create new shades, and applied their understanding by painting their own images. The experience blended science, art, and cultural knowledge through an engaging, hands-on STEAM activity.

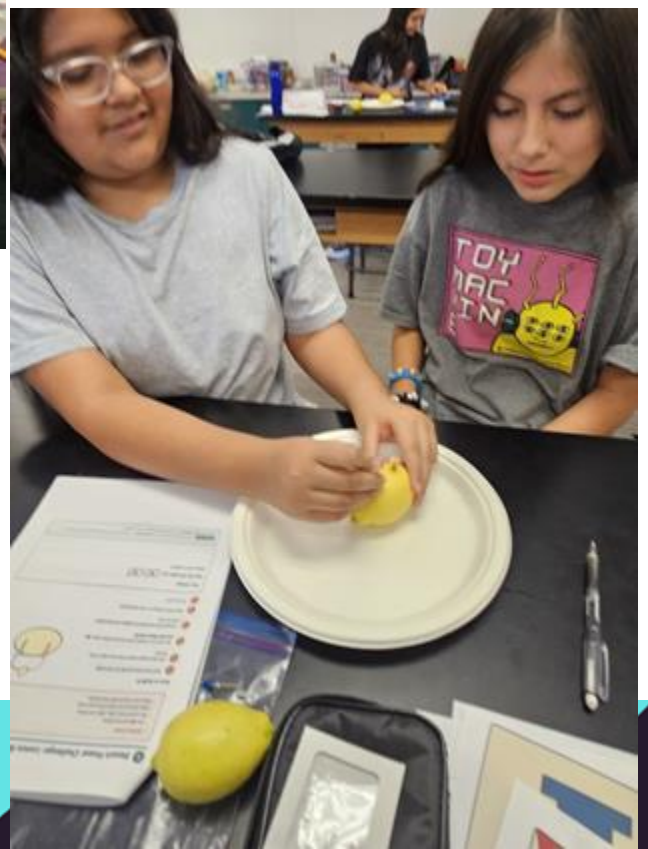



EXIT
Karen

SunClan
CONSULTING, LLC

Students explored how Indigenous communities have long observed and learned from nature to develop innovative solutions for everyday life. Through a teacher-led mini-lesson, students examined patterns found in nature and discussed how observation, creativity, and problem-solving contribute to scientific discovery and engineering.

Students then worked with Dr. Tayo Fakunle to investigate the basics of electricity through a hands-on experiment using lemons, potatoes, and nopales as natural batteries. They explored how electrical energy moves through a circuit, tested different natural materials for their ability to conduct electricity, and observed how the properties of plants and foods can generate power. The activity connected Indigenous knowledge, natural resources, and modern STEAM concepts while encouraging curiosity, critical thinking, and innovation.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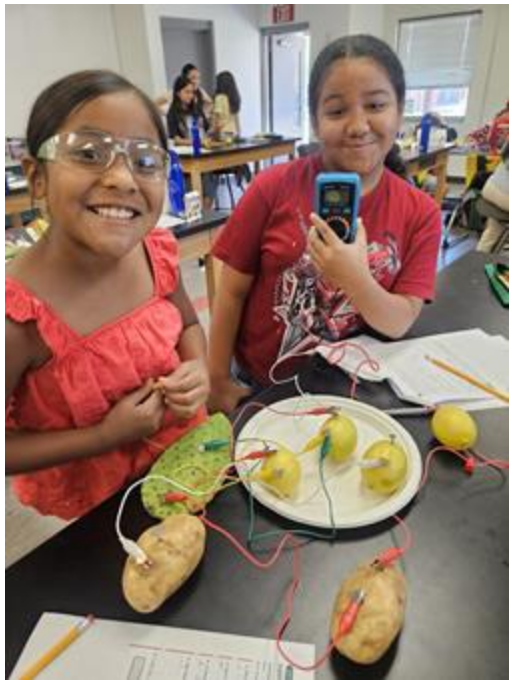
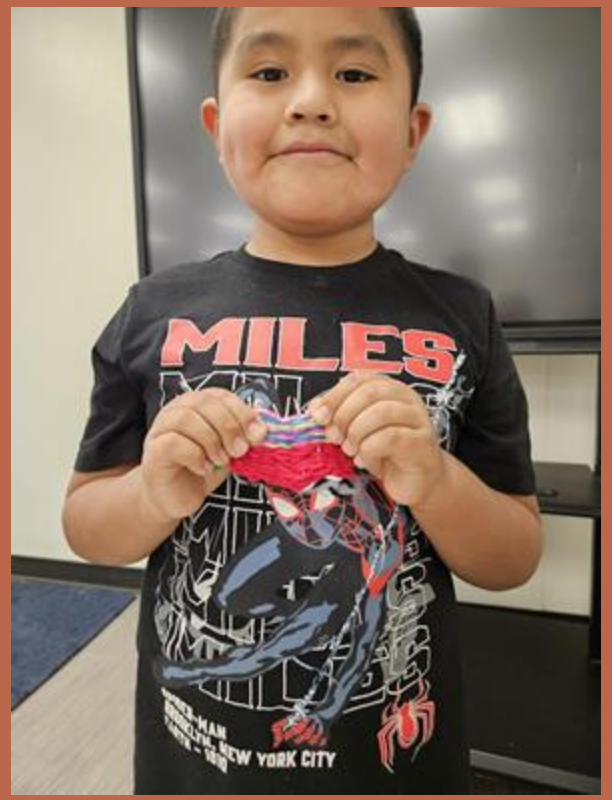


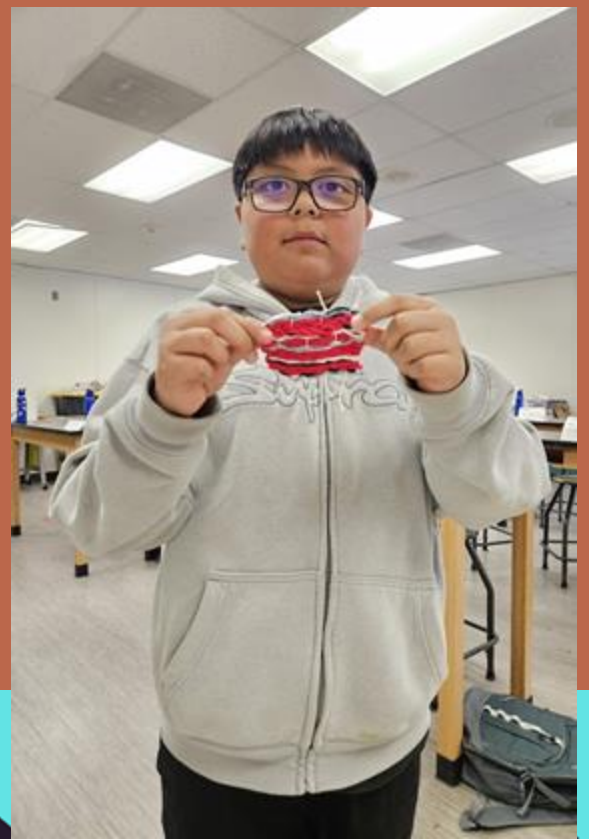

SUPER
MONKEY BALL

Students participated in a teacher-led mini-lesson on patterns and natural color dyeing, exploring how colors and designs can be created from natural materials. Ms. Esther read *The Goat in the Rug* and introduced students to the parts and tools used in Navajo weaving, connecting the story to traditional practices and techniques.

Students then applied their learning by creating their own small woven rugs, practicing foundational weaving techniques while exploring pattern, design, and cultural traditions. The activity combined storytelling, hands-on art, and cultural knowledge to support creativity, focus, and STEAM learning.

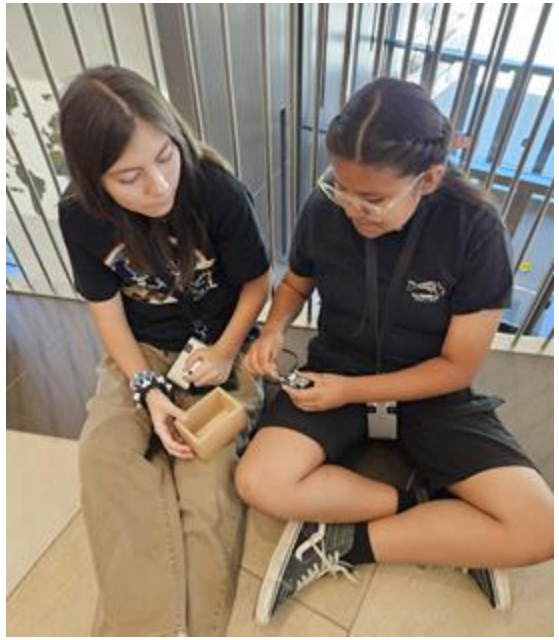

MILES
NEW YORK CITY


HOT WHEELS



Students visited the Musical Instrument Museum, where they explored instruments and music traditions from around the world. Through interactive exhibits and guided exploration, students learned how musical instruments are designed, how sound is produced, and how culture and geography influence music.

The field trip connected science, technology, engineering, arts, and mathematics (STEAM) as students investigated vibration, energy, pitch, and sound. The experience encouraged curiosity, cultural appreciation, and a deeper understanding of how music reflects diverse global communities.

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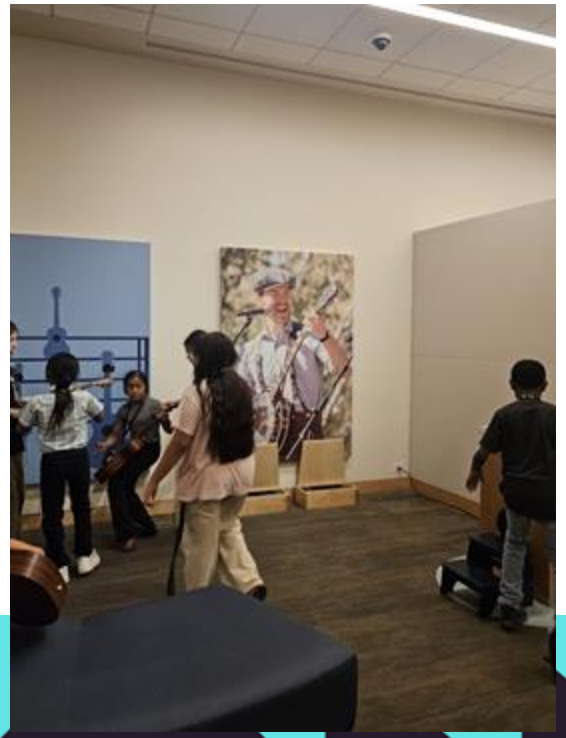


Students participated in a one-day hands-on workshop in partnership with the Tonatierra at the Garfield Elementary School Garden, learning about Indigenous agriculture. They explored culturally significant crops, including Hopi blue/purple corn (ready for harvest) and O'Odham yellow-meated watermelon (still growing).

During the workshop, students actively engaged in the harvest by pulling corn directly from the stalks and learning about traditional growing practices and food systems. They also explored the garden to observe a variety of plants being cultivated and discussed Indigenous agricultural knowledge.

Students then used harvested ingredients to prepare a traditional Three Sisters soup, deepening their understanding of the cultural significance of corn, beans, and squash in Indigenous food systems.


EXIT

Students worked with Ms. Esther once again to explore art inspired by nature and the land we live and learn on. They discussed local birds, plants, and natural elements, building connections to the environment and cultural relationship with place.

Using harvested natural materials such as twigs, leaves, and rocks, students experimented with painting tools made from nature. They used these materials to create artwork inspired by an Arizona sunset, blending observation, creativity, and hands-on exploration.

Prior to the workshop, students participated in a mini-lesson on the connection and relationships between animals and Indigenous communities. They explored the importance of animals in cultural teachings, including their roles in clans, regalia, ceremonies, and storytelling. Students also created trading cards featuring an animal of their choice to demonstrate their learning.

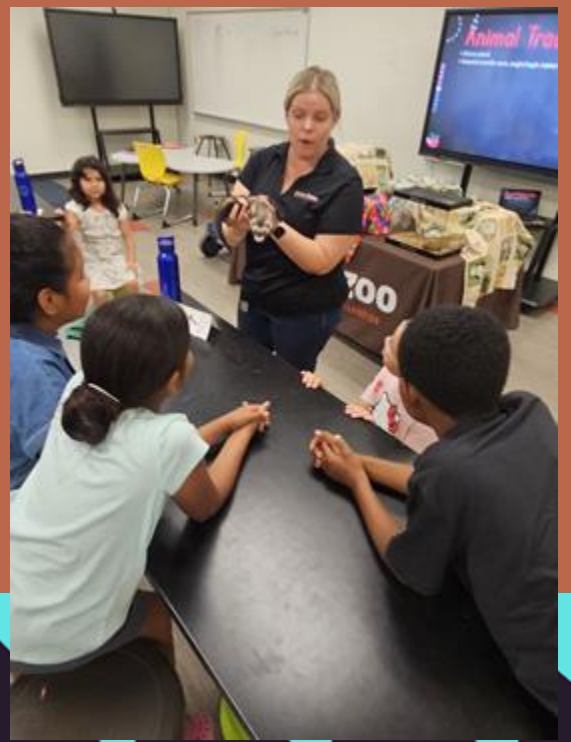
The Phoenix Zoo visited the classroom and provided students with a unique opportunity to observe live animals up close. Students learned about each animal's habitat, behaviors, and characteristics through hands-on, interactive presentations.

These experiences supported students in building deeper understanding of the natural world, cultural connections to animals, and scientific observation skills through engaging STEAM learning.










PERFECT ATTENDANCE CREW

PESD award all summer school students a book if they attended their program everyday.