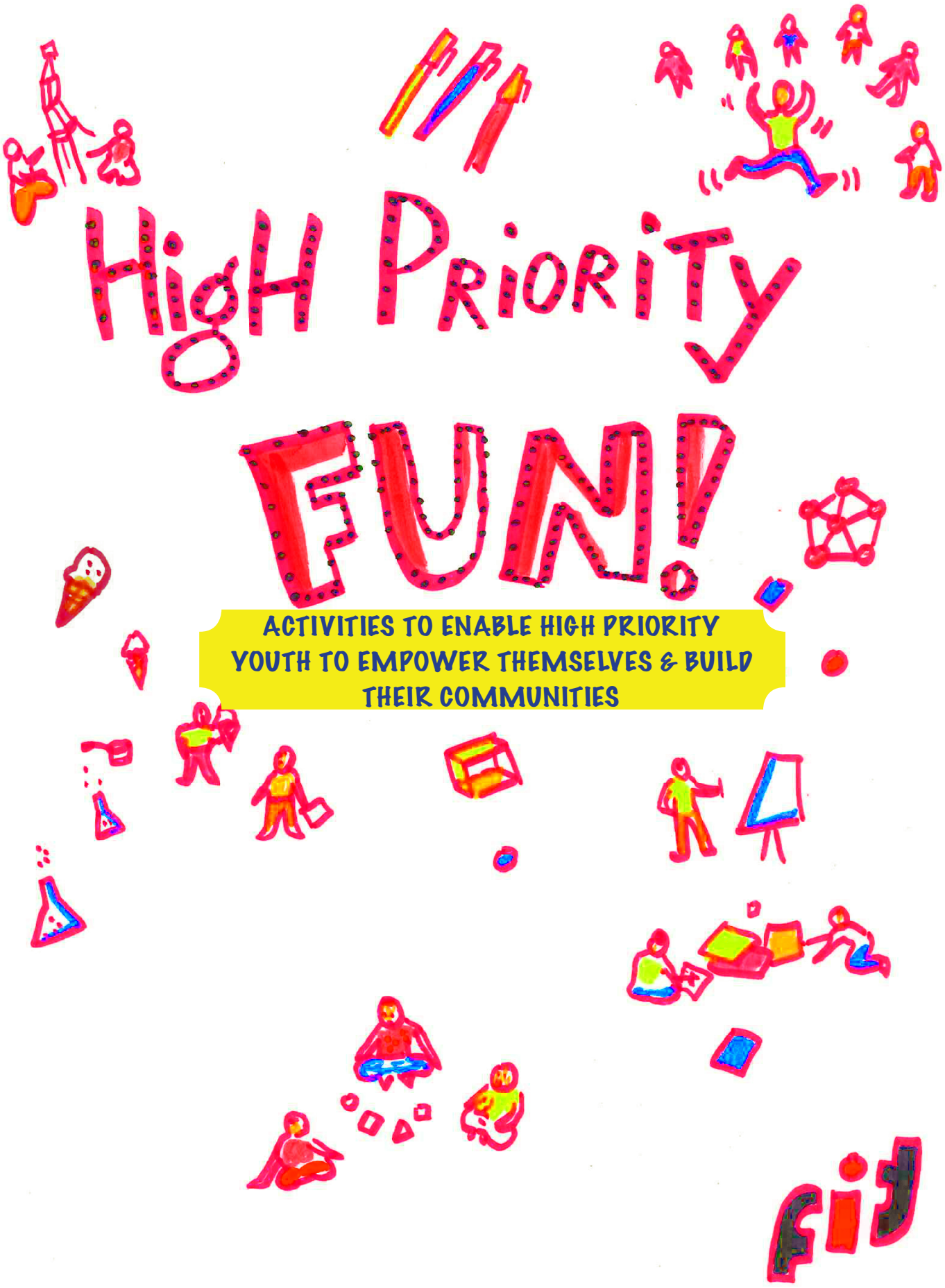

High Priority
FUN!
ACTIVITIES TO ENABLE HIGH PRIORITY YOUTH TO EMPOWER THEMSELVES & BUILD THEIR COMMUNITIES

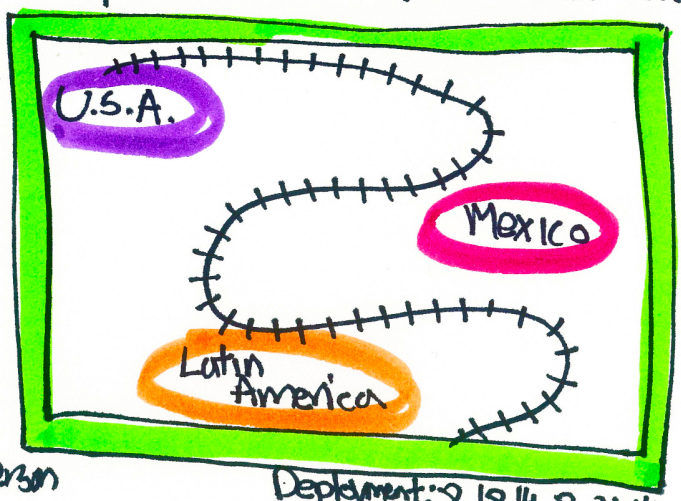
Dear Disruptive Innovator,

We invite you to join our journey by utilizing programs in this little book to scale the next generation of innovators. You will find a mix of newly created & existing content accompanied by illustrations. The Field Innovation Team (FIT) volunteers spent many late nights assembling this book after working in the hot Texas sun with Honduran, Guatemalan & El Salvadoran children. These children survived incredible journeys from Latin America to the U.S.A.

Our team typically deploys to tornadoes, hurricanes, earthquakes, etc. We innovate real-time with responders & communities. Join us on our journey by utilizing these materials in your classroom & in the field.

Let's Innovate!

Desirée Matel-Anderson
Chief Wrangler



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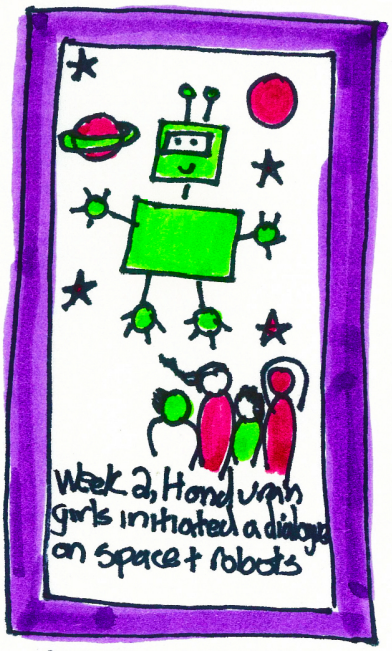
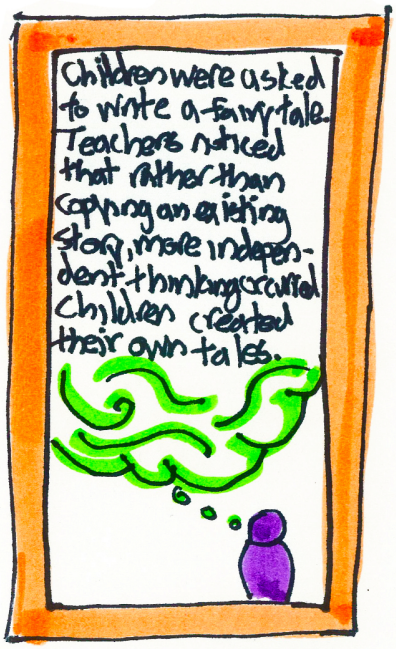




A big thank you to our volunteers & St. PJ's staff for your energy & imagination.

INTRODUCTION TO HIGH PRIORITY FUN!

Welcome to "High Priority Fun!: Activities to enable high priority youth to empower themselves and build their communities." This compilation of recreational activities was created by the Field Innovation Team in collaboration with St. PJ's Children's Home International Program, Field Ready, City X, DreamBuilders, Little Bits, Origami Robotics, Windsphere & the Hexagon Project, Raghava KK, Asel Art Supply (San Antonio), Riverwalk Plaza Hotel, Willy B's Pizza, and Spontaneous Village. FIT volunteers from diverse backgrounds and areas of expertise collaborated with St. PJ's direct care staff to ensure our activities met the needs of the International Program population – we ideated and adjusted the programs real-time to bring the best forward-thinking activities to the children.

The curriculum is designed to meet multiple learning objectives, for children from refugee populations. The curriculum is sustainable and scalable for use in other circumstances, such as disaster recovery. The 3 subject areas of this program include, Art, Science & Technology, & Spontaneous Village - a theater-based improvisation activity series. Programs are color-coded:
Art = Purple
Science & Technology = Green
Spontaneous Village = Yellow-Orange
Appendix = Blue (see here for supplementary materials for the City X and Cartoon activities, plus a Recreational Activity Schedule for your planning purposes).

We recommend the following Curriculum Procedure when implementing program activities.

Curriculum Procedure:
The curriculum will follow a 3 Phase procedure to attain completion and measurement.

Phase 1 – Getting Familiar & Having Fun
Phase 2 – Expression of Self
Phase 3 – Exploration

These Phases are designed to be flexible and interchangeable. It is preferred that children follow the procedures in the order of 1, 2, 3, but given the nature and circumstance of refugee and migrant populations, there are times when following a set of procedures with a specific group of individuals is impossible. Therefore,

Program/Curriculum Meta-Theme: Journey to High Priority Fun!

Problem Definition: Unaccompanied, migrant youth are on a journey north from Central America to the United States, with a need to grow, question, build, and explore ideas through technology and creativity by focusing on past, present, and future journeys. Let's make it our journey.

Solution: FIT is joining the journey to empower the youth to innovate in their lives and with the challenges they're faced with in their past, present, and future journeys by building creative, exploratory, and educational programing.

FIT's Mission: Deliver real-time innovations in disasters.

FIT's Purpose for this Mission: Deliver a real-time, innovative, educational, and entertaining children's curriculum to unaccompanied migrant minors through direct service to the children and hands-on staff training. We will deliver disaster-based sustainable programs to teach preparedness.

St. PJ's Mission: The mission of St. PJ's Children's Home is to serve the needs of children and families by providing a safe, nurturing community to heal body, mind and spirit, shape successful adults, and break the cycle of abuse and neglect.

 Please turn the page and "leap-in" to begin your Journey to High Priority Fun!

ARTS OVERVIEW

The Art Program is designed to encourage creative expression and self-exploration through art exercises and games. Art is a valuable medium for all ages and genders, and staff does not need to have art skills to facilitate activities.

Learning Outcomes
As a result of participating in the Art Program, children will be able to:
Develop brainstorming skills.
Demonstrate ability to portray self-expression.
Explore sense of self, likes and dislikes, and self-confidence.
Recognize group diversities and similarities.
Introduce the concept that it's good to have multiple "correct" answers.

Evaluation Questions
What did you like about this game/exercise/experiment?
What would you change about this game/exercise/experiment?
What will you remember about this game/exercise/experiment?

Supplemental Materials Needed
Each activity lists required materials

Possible Constraints or Anticipated Difficulties
Collecting and assembling the materials.
It is important for facilitators to feel confident facilitating art activities even if they don't have strong art skills. You don't need to be good at art to facilitate art.
Visual art tends to be personal. Therefore it is important to NOT ask for single individual stories, especially in a group setting.

Responsibilities and Roles
Teachers and staff are responsible for explaining and demonstrating the activity to preview what is expected of the children.
The roles of teachers and staff are to encourage student participation through teacher participation in the activities and helping encourage all children to take part in the games.
Teachers and staff should ask the Evaluation Questions at the end of each session to gather feedback, increase social sharing, and reinforce learned concepts.
Students are responsible for listening to the instructions, watching demonstrations, and asking questions.
The role of the student is to participate in the activities as comfortable and be respectful of their peers.

Qualifications Needed
None

MONSTERS!

GOAL: Collaborate to create a zoo of surprise monsters with special powers

1. SUPPLIES

- long pieces of papers, 1 per child
- pens, markers

2. EXAMPLE

(10 min)

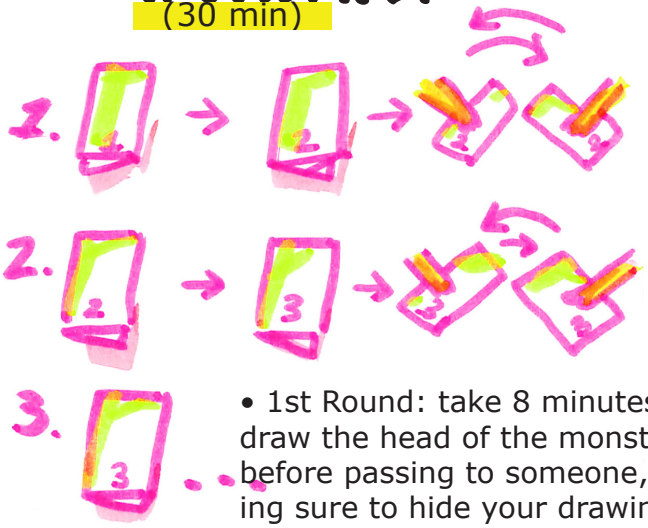
3. FOLD

(3 min)

- Fold into three equal-sized pieces
- Mark the first piece 1, the middle piece 2, and the last piece 3.
- Draw an asterisk to indicate the front of the monster

4. CREATE!

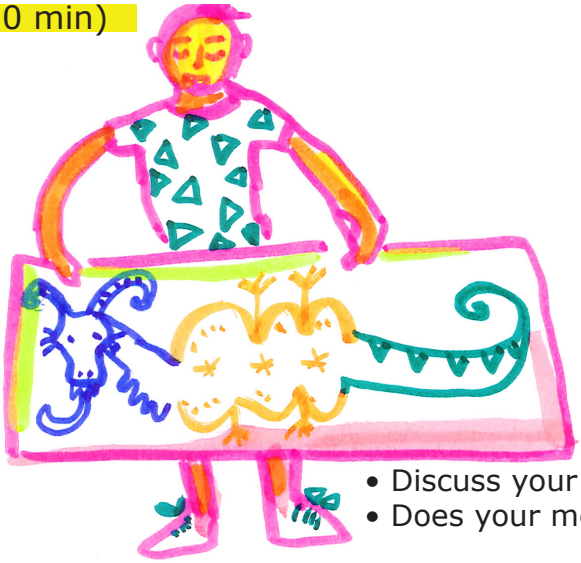
(30 min)



- 1st Round: take 8 minutes to draw the head of the monster before passing to someone, being sure to hide your drawing.
- 2nd Round: draw the middle of a new monster, being sure to pass it with tyour drawing face down when you swap monsters
- 3rd Round: draw the end of a third monster

5. REVEAL & SHARE

(10 min)



- Discuss your monsters abilities and super powers!
- Does your monster have a name? What is it?

Monsters!

(60 min)

Draw surprise monsters with special powers using collaboration!

(1) Materials and Set-Up – 5 min:
Distribute blank, long paper and markers to every student
Workstation: Tables and chairs or couches and books

(2) Introduce – 5 min:
You can show an example of a monster drawing that you have already done to give an idea of how the project will turn up. This is optional.

(3) Prepare – 5 min:
Walk the students through preparing their paper. First, they need to fold the paper into thirds. Folds are easy to make by rolling the paper and then creasing the rolled edges. Once they have folded and creased the paper, have them unfold it. Next they will write numbers at the bottom of the page: the number 1 on the far left section of the paper, the number 2 in the middle and the number 3 on the far right section. Next have them draw a very small star or dot mid-way up the page, on the left side of each section. Finally, have them fold the paper so that only the side with the number 1 is shown.

(4) Draw! – 10 to 20 min (adjust for time available):
Have everyone draw the head of their monster on their sheet (3-6- min depending on your total time). Ask helpful questions: how does your monster see? How does your monster smell and taste?
Next, students will hide /fold their head so that only sides 2 and 3 are showing. It is important for them to make small marks on page number 2 where their "neck" ends so that the next person knows where to start. Make sure to emphasize that there is not peaking! Then they swap with someone else in the room.
Students now draw a body with their new paper. Again, you can ask questions: how does your monster get around? How does it protect itself?
Next, the students must flip the paper, careful to hide their bodies and swap papers again – keeping the body of the monster face down. Again, they need to make marks on page three, where their bodies end so that the next person knows where to start.
The final step is for the kids to draw the "end" of their monster on page 3. This can be a tail, another head or anything else they imagine.

(5) Reveal!
Unfold papers to reveal surprise monsters!

(6) Describe – 10 min:
Have the students invent stories about their monsters. What is the monster's name? Where does it live? Does it have special powers? Etc.

SHADOW BOXES!

GOAL: Use imagination to create an exciting 3D scene in a small space!

1. SUPPLIES

- 1 small box for each child
- Tape
- glue sticks
- pens, markers
- paint & brushes
- construction paper

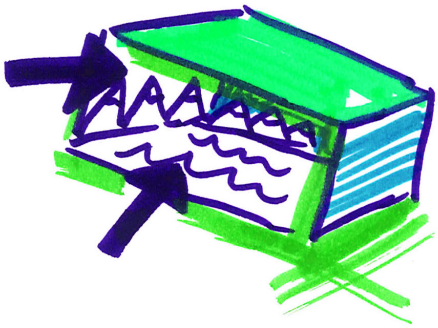
2. INTRODUCTION

(10 min)

3. PLAN

(10 min)

Have students map out their shadow box



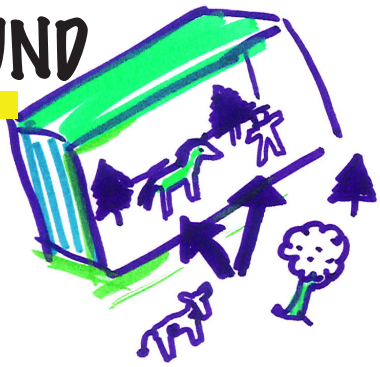
4. BACK-GROUND

(15 min)

Use desired materials to make background

5. FORE-GROUND

(15 min)



Develop characters and objects for foreground

6. SHARE

(10 min)

Shadow Boxes

(60 min)

GOAL: Build exciting scenes using a small space!

(1) Materials and Set-up – 10 min:
- A box of any sort such as a shoe box or food boxes from the cafeteria
- Construction paper in a variety of colors
- Glue stick
- Tape
- Markers
- Workstation: table and chairs
- Optional materials upon availability but not necessary: clay, pipe cleaner, tissue paper, materials from outside (rocks, leaves, flowers, etc.)

(2) Pick a theme (with or without kids) – 5 min:
Examples themes include space, underwater, history, tropical forest, etc.

(3) Brainstorm – 10 min:
Have the kids brainstorm their shadow box before they begin work within the box. They can draw some sketches on a piece of paper or write it in words. You can help by asking them questions about their box. What does the background look like? What kind of creatures are walking around? How big are they? Etc.

(4) Create the background of the box – 10 min:
On the bottom of the box, have the kids use construction paper or markers to create the background of their scene. Encourage them to go beyond just creating a sky. What can they see in the distance? Are there mountains or an ocean? Is it sunny, cloudy, dark, starry?

(5) Create the scene – 15 to 30 min:
Turn the box on it's side so that the background is now vertical. Have the kids use construction paper, tape and glue to create other subjects in their scene. If you have any of the additional materials, they can use those too! They will need to create extra room at the bottom of their animal/plant/etc. or tabs in order to have a place to paste the item into scene.

(6) Describe scene in pairs – 10 min:
Put kids in small groups or pairs and have them talk about their shadow box together. After 5 minutes, have them return to the group and say something they liked about their partners or someone else in their group.

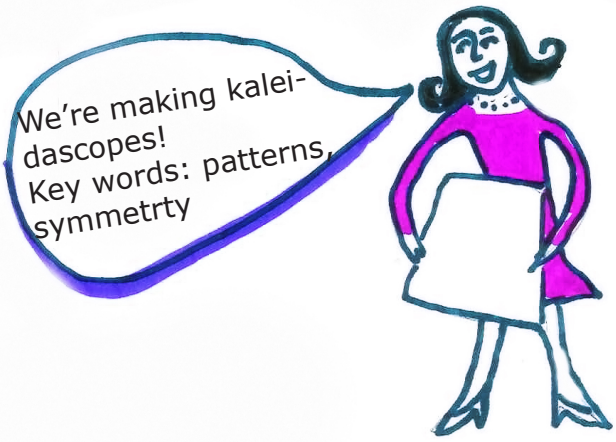
KALEIDOSCOPES!

GOAL: Use home-made vegetable stamps to make a repeating pattern.

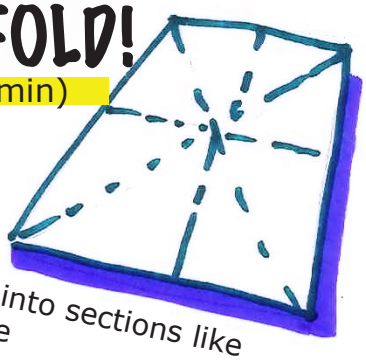
1. SUPPLIES
(10 min)

- Paper: 1 large piece for each child
- Vegetables cut up into stamp shaped-pieces
- Several colors, brushes for each
- smocks

2. INTRODUCE
(10 min)

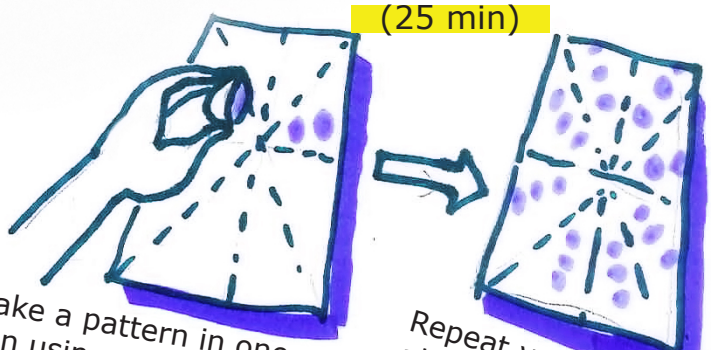


3. FOLD!
(5 min)



Fold into sections like above

4. LET'S GET STARTED!
(25 min)



Make a pattern in one section using vegetable stamps

Repeat your pattern in all sectors

5. REVEAL!
(10 min)

Kaleidoscopes!

(60 min)

Themes: FUN!

Knowledge: Patterns, Symmetry, Fine motor skills

Preparation & Setup: Gather materials: several colors of paint, paint brushes, dropcloth, visual examples (optional), paper (colored paper if possible!) carrots, celery, apples, potatoes, etc. Read the tips for doing visual art card since this activity requires paint.

CUT VEGETABLES so that they form a "stamp". Eg. The end of the celery will make a "C" shape. You will paint the cut end, and use the other end as a handle. If you want to get really creative, you can carve designs into the potatoes or carrots.

Move chairs AWAY from tables, cover tables, lay out drawing materials, lay out visual examples.

Warm up: Play a name game!

Provide the goal for the day: Today we are going to make paper prints (paintings) using vegetables.

Show example print: This is a sample drawing that I made. I made this pattern by dividing my paper into sections and repeating the same design in each section. Before we start painting, we need to fold our paper into sections. : fold the paper horizontally and vertically & diagonally. (Alternatively, students could mark the sections with a pencil & ruler).

Students set aside their folded paper to practice using the stamps:
We're going to practice using the stamps on the group paper in front of us. We pick a color, paint the end of the stamp and press it on the paper. Everyone practices "stamping" on the same piece of paper. They can have a paper towel to wipe off extra paint before switching colors.

Once they get the hang of it, they put aside the "test" paper, and work on their own papers. Start in one section, and use three shapes and three colors to make a pattern. Repeat this pattern in the other sections until the print is complete.

Some students will have trouble with the idea of patterns and repeating it in the other sections, try to help them to understand, but if they don't understand and still want to use the stamps, that's okay.

IDENTITY!

GOAL: Use visual symbols to represent personal identity & demonstrate the value of diversity.

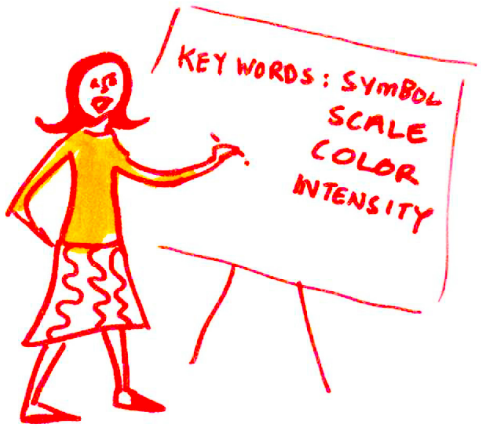
1. SUPPLIES

(5 min)

- Hexagon-shaped paper for each child
- Printed examples of symbols (e.g. photos of murals)
- Markers, etc. for drawing and/or painting

2. INTRODUCE!

(5 min)



Write these on the board, explain their meaning

3. SHOW EXAMPLES

(10 min)

Show examples of symbols.
Have them identify symbols in your example pictures.

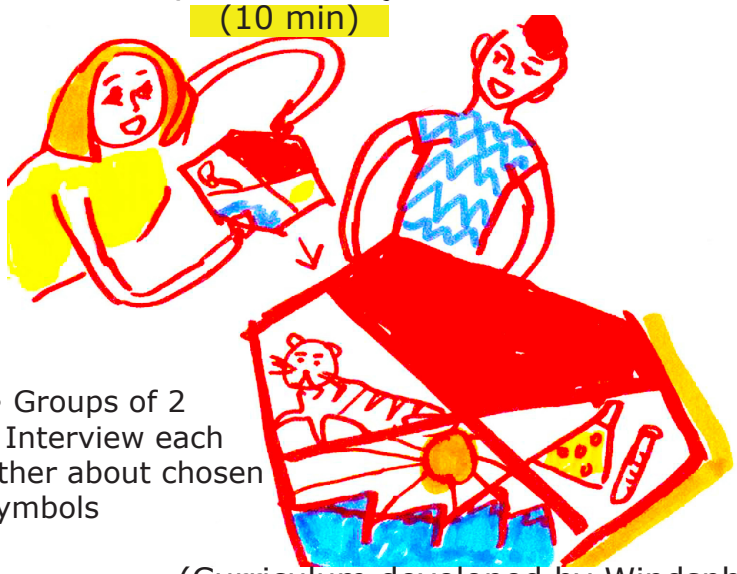
4. GET STARTED!

(20 min)

Ask students to choose:
- An animal
- A color
- An activity
- Something they want to earn

5. PARTNER SHARING

(10 min)



- Groups of 2
- Interview each other about chosen symbols

6. CLOSING THOUGHTS

(10 min)

- Kids talk about their partners hexagon. NOT THEIR OWN.
- Reaffirm Goal

(Curriculum developed by Windsphere & The Hexagon Project)

Identity - Group Mosaic (60 min)

Themes: Identity, Sense of Self, Sense of Group, Diversity and Similarities in the Group

Knowledge: Symbolism, composition, interpreting meaning from visual information
Note for facilitators: The goal for this activity is to break down the "I can't draw" in youth, encouraging the use of simple or complex symbols to represent ideas. Encourage the youth to fill the whole space of each section with color.

Preparation & Setup: Gather materials: markers, oil pastels, pens, pencils, paint, paint brushes, dropcloth, smocks (optional), visual examples (optional). Cut out the hexagons ahead of time. You can draw/print a pattern to help you. If the youth are allowed to use scissors, they can do this step, but that will take a while and they will need your support. Move chairs AWAY from tables, cover tables, lay out drawing materials, lay out visual examples.

Provide the goal for the day: Today we are going to make individual drawings (show a sample hexagon) to represent different things about ourselves and then we will lay them out together in a mosaic. This project lets you practice brainstorming and observation (Will kids keep their tiles?

Show example tile: This is a sample drawing that I made about myself. In the top section, we are going to answer the question: If I could be any animal for one day, what animal would I be? In this section, we are going to practice closing our eyes and imagine a color. You'll put the color that you "see" in this section. In the next section, you're going to make a drawing of something that you like, and in the final section you'll draw something that you want to learn. (Briefly describe the symbols that you chose).

Optional Discussion Activity: Before we get started, we have some examples of ideas that artists use in their murals to tell stories with their art. Those ideas SYMBOL, SIZE, SCALE, COLOR, INTENSITY give one sentence explanation of each word, explain that we can use images of things from nature to create a visual story without words.Use printed examples of mural art to get each group to identify these ideas (For younger kids: point to a symbol on one of the murals, point to the biggest thing you see, smallest, what color is most important, why?) Ask one or two groups to describe the mural using one of the terms.

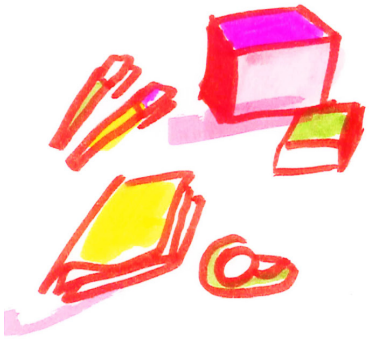
Get to work: Now that you know more about these ideas of symbols, size and scale, we're going to work on our own drawings. When you are drawing, you want to fill the whole section with your image and colors. Help youth divide their hexagon into 4 sections. If they do it a different way, that's fine. As they draw, facilitators support students one-on-one when they are "stuck" by doing brainstorming.

Group activity: Announce that youth need to wrap up their drawings 5 minutes before doing the wrap up. Youth bring their finished tile to debrief in a circle. Youth are invited to place their tiles in the middle next to another tile that has something they like. The tiles fit together like a mosaic. Youth and facilitators look at all of the tiles together, and point out symbols or patterns that they like. Help them to interpret themes of diversity and similarities.
(Curriculum developed by Windsphere & The Hexagon Project)

SKYSCRAPER CITY!

GOAL: Create your own skyscrapers that get built into a fantastical city.

1. SUPPLIES



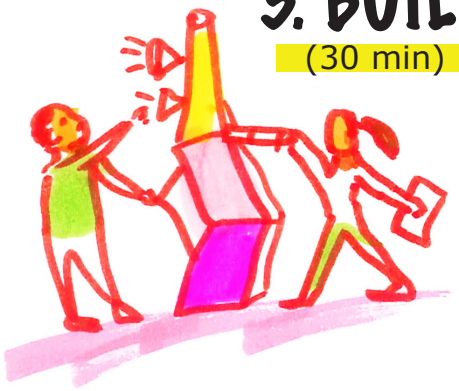
- Boxes of all shapes and sizes.
- Construction paper.
- Tape
- Markers
- Any other supplies you want!

2. INTRODUCE

(10 min)

3. BUILD!

(30 min)



- Use your imaginations to plan a building unlike any you've seen before.
- While building, think about what kinds of things people can do in your building.
- What kind of features does your skyscraper have? The sky is the limit.

4. FORM CITY & DISCUSS

(10 min)

Skyscraper City

(60 min)

GOAL: Create your own skyscrapers that get built into a fantastical city.

Themes: Design, Construction, Spatial reasoning, Architecture

Knowledge: Symbolism, composition, interpreting meaning from visual information
Note for facilitators: Youth will design and construct a freestanding building structure that they imagine. The "crazier" the structures, the more fun the activity, so some diverse examples will help to get their imaginations running. You'll need to collect spare supplies ahead of the activity, ideas below.

Preparation & Setup: Gather materials: markers, pens, pencils, glue, tape, string, paper clips, soda tabs, toilet paper rolls, cereal boxes, cardboard, clean plastic containers, buttons, dropcloth, the more options the better! If the youth can't use scissors, it you should cut some irregular shaped pieces of the cardboard and plastic for them ahead of time. Move chairs AWAY from tables, bring out visual examples.

Provide the goal for the day: Today we are going to make buildings and towers to make a town/city. This project lets you practice being a designer or architect. Your building can be as tall as you like. At the end, we are going to plan a city by putting our buildings together and deciding how they will be used.

Share the rules 1. You can work alone or in a group of two. 2. You need to share the materials that we have here so that everyone can make a building. 3. You can modify these materials to design a skyscraper, community building, or other structure for our new city. 4. As you build, think about what your building will be used for. Who will use it? What do those people need while they are in your building? How will they arrive and exit? How do you want people to feel when they see your building?

Group activity Youth bring their finished structures into a circle and are told that now they have to figure out how they are going to lay out their buildings to design their city. They figure this out in a group on their own. Facilitators observe and can only ask questions during this part. Someone takes a picture of the finished city.

Final group questions – Have someone tell about the city. Who is going to live there? What do some of the buildings do to help the people there? Ask questions about the building process – did you have any trouble with the materials? How did you resolve that issue?

SHAPE DRAWINGS!

GOAL: Use basic shapes to communicate impactful things while getting to know your fellow classmates

1. SUPPLIES

- Paper
- Markers

2. INTRO

(5 min)

Draw many versions of each of the 5 shapes!

3. EXAMPLE

(5 min)

4. DRAW

(20 min)

5. SWAP & INTERVIEW

(10 min)

- Swap drawings
- People take turns telling the story they imagine from the story they got while the other listens.
- Afterwards, they can talk about what they actually were trying to represent.

6. SHARE

(10 min)

- Stories can then be shared in the larger group.

Shape Drawings!

(60 min)

GOAL: Use basic shapes to communcate impactful things while getting to know your fellow classmates

(1) Materials
FOR PARTICIPANTS
• One sheet of paper per participant (8x11 or Legal)
• Pens or Colored Markers for each participant (depending on what's available, one color works or many colors can work)
FOR FACILITATOR
• Paper for instructions (poster size or Legal)

(2) Setup - 5 min:
Before the participants arrive, draw each shape (star, circle, rectangle, triangle, and swirl) onto a piece of paper. You can just draw the basic shapes, or include examples of ways the shapes can be combined to create more complex ideas (ex, a triangle on top of a square is a house, circles can be true circles or ellipses, triangles can be isosceles or right triangles etc…). The paper, shapes, and language should be large enough for all participants to see and read. If possible, affix this paper somewhere everyone can see and reference it for the duration of the activity. Distribute Materials for Participants.

(3) Introduction - 5 min:
Tell participants, "Today, we're going to tell stories using shapes. The shapes we'll be using are circles, rectangles, triangles, squares, and swirls. As you can see, these shapes can be expressed in many ways- rectangles can be long, thin lines or square, triangles can be right triangles, etc…"
Tell participants, "Shapes can also be combined to create more complex images, for example, a triangle over a square is a house, a circle plus a star is a person, etc…"
Tell participants, "Now, I'd like for you to tell a story about…
- A time you made a new friend
- A time you successfully resolved a conflict
- About a great hero
- What the world will be like 100 years from now
- Whatever!
Tell participants, " ...but, I want you to draw the story, using no words, and only using theses five shapes (pointing to the shapes).
You'll have 10 minutes." The drawing period can be as long or short as you'd like it to be, or as time allows. I'd recommend staying between 2-30m.

(4) Draw! - 10 min

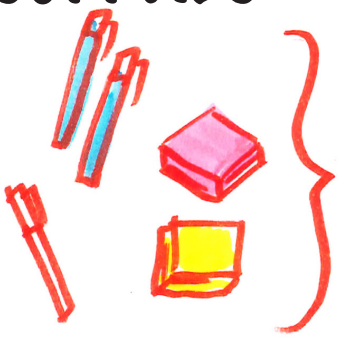
(5) Share - 15 min
Tell participants, "Ok, now I'd like you to turn to you neighbor, and switch drawings with them."
Tell participants, "Now, I want you to take turns describing what story you can depict from your partner's drawing and then discussing what the drawer actually intended.
Tell participants, "I'd like volunteers to share any of their partner's stories that they thought were particularly awesome."

(6) Debrief - (15 min):
Ask participants, "So how did you feel telling these stories visually, with just five shapes?".
MESSAGE: there's a lot you can do with simple shapes.
Ask participants, "How did it feel listening to your partners describe the story you were trying to tell in your story." Participants usually talk about feeling vulnerable and exposed when partners weren't able to figure out what they were trying to say, excited when partners got even one or two things, and interested in the alternative stories that partners created, often times getting great ideas from the alternate perspectives. MESSAGE: You don't have to be an artist to clearly communicate complex stories and ideas, and visually representing things evokes alternative perspectives, expanding the storyteller's original idea for the better.

BUILD A DREAM!

GOAL: Collaborate to build words into poems much like we use bricks to create a house.

1. SUPPLIES

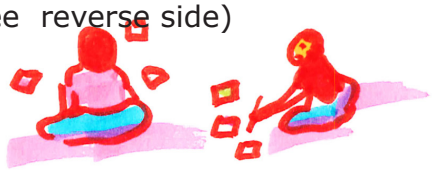


- Pens, pencils, or markers
- PostIt Notes

2. INTRODUCTION & BRAINSTORM

(15 min)

Each group of 2 -3 brainstorm at least 3 words for each sentence (see reverse side)



3. POST IT WALL

(5 min)

4. CHOOSE WORDS

(5 min)

5. CREATE POEM

(15 min)

6. SHARE

(15 min)

Build a Dream!

(60 min)

Themes: Feelings and needs

Knowledge: Brainstorming, working in a group, non-violent communication
Note for facilitators: This is a game to play with poetry, visual arts, and performance. This would be a great game for learning English.
Preparation & Setup: Gather materials: markers, pens, pencils, glue, post it notes. Youth can sit at tables or on the floor.

Provide the goal for the day: Today we are going to learn how to build poems with words the same way we build houses with bricks. First we will brainstorm words to get "materials," than we'll put all of our materials together and arrange them into poems.

Share the rules 1. You can work group of 2 or 3 people. 2. I'm going to give you three incomplete sentences, and you'll need to brainstorm at least three responses for each "blank" to complete each sentence. 3. Each response is written on a separate post-it. 4. When you finish your brainstorm for the first sentence, you should have 6 total post its. A group member person brings your post-its the table/wall/floor to lay them out next to the other groups' responses. 5. Go back and do the second sentence, and bring those post-its up, and the third sentence.

Sentences:
I feel HAPPY when _____ because I need _____.
I feel EXCITED when _____ because I need _____.
I feel PROUD when _____ because I need _____.

Brainstorm Groups brainstorm as described above to "fill in the blanks" three times for each blank, so each group should have six post-its for the first sentence. If the game is too easy, have the students choose more words.

Group activity Once students have created their poem materials, they look at the mix of responses arrange those words into a poem. Groups take some of the post its that they like best (at least 9). They can make one giant poem, or split into groups. But the "materials" should be shared between the groups. Simple option: Students arrange the words as best they can, using all of the post its. Variation: You can add additional words in between the post-its to build your poem.

Final group questions – Have students circulate to read each other's poems. Were there any words that came up often?

(Curriculum from Dream Builders)

CARTOONING!

GOAL: Play with comic basics, create our own characters, and develop artistic confidence and self expression.

SUPPLIES

- Pens, pencils, or markers
- Paper for drawing
- Five handouts*:
    1) Four Rules of Cartooning
    2) Noses!
    3) Eyes!
    4) Emotions
    5) Jumble

*** SEE APPENDIX FOR HANDOUTS**

1. INTRO & FOUR RULES
(10 min)

2. NOSES!
(10 min)

3. EYES!
(10 min)

4. EMOTIONS
(10 min)

5. JUMBLE
(10 min)

6. SHARE & FREESTYLE
(10 min)

*A RAGHAVA KK PROJECT

Cartooning!

(60 - 120 min)

GOAL: Play with comic basics, create our own characters, and develop artistic confidence and self expression.

1) Start with the basics
- NEVER USE AN ERASER!
- THE MORE MISTAKES YOU MAKE THE COOLER YOUR CARTOON GETS!
- NEVER DRAW CAREFULLY & SLOWLY!
- BREAK THESE RULES!
- CARTOONING IS ALL ABOUT FUN and COLLABORATION!

2) Drawing noses!
- Show examples from cartoons if you have access.
- Have a student model their nose for the class.
- Have other students come up and draw noses in front of the class.

3) Drawing eyes!
- Show more examples from cartoons if you have access.
- Show how all eyes have a box inside to demonstrate reflection.
- Have students come up and try to make different eye shapes.

4) Drawing emotions!
- What does an "in love" character look like? Have students describe what each of the emotions looks like!
- Show how making your characters look sad by drawing "sadly": using a droopy hand and drawing longer, mopey, glum strokes.
- Show how you can make characters angry by drawing quick, angry, spiky lines!
- Show happiness in a character by using flourish and joy in your hand!

5) Jumble man!
- Put your knowledge on eyes and noses together to piece together entire faces!
- How different can you make your characters?

6) FREESTYLE!
- Put your work to practice and create some full characters of your own.
- Draw your fellow students! Your teachers!
- How can you represent the features of people around as quickly and simply?

[Cartooning workshop material from Raghava KK]

SCIENCE & TECH OVERVIEW

The Science & Technology Program is designed to expose children to physics, chemistry, various types of technologies, and increase exponential-thinking (the ability to keep an open mind throughout an experience and embracing the unknown). By engaging children in fun, team-building games, they are introduced to concepts that explain the building-blocks of life.

Learning Outcomes
As a result of participating in the Science & Technology Program, children will be able to:
Develop brainstorming skills
Demonstrate Problem-solving skills
Apply listening skills
Increase use of empathy

Evaluation Questions
What did you like about this game/exercise/experiment?
What would you change about this game/exercise/experiment?
What will you remember about this game/exercise/experiment?

Supplemental Materials Needed
Each activity lists required materials.

Possible Constraints or Anticipated Difficulties
Collecting and assembling materials.
Explaining the "why" or the science behind the activities.
Children will need encouragement to brainstorm "crazy ideas."
Children need to be given examples of "crazy ideas" because many have not had exposure to advanced technologies. When they are shown examples, they create amazing crazy ideas!!!

Responsibilities and Roles
Teachers and staff are responsible for explaining and demonstrating the activity to preview what is expected of the children.
The roles of teachers and staff are to encourage student participation through teacher participation in the activities and helping encourage all children to take part in the games.
Teachers and staff should ask the Evaluation Questions at the end of each session to gather feedback, increase social sharing, and reinforce learned concepts.
Students are responsible for listening to the instructions, watching demonstrations, and asking questions.
The role of the student is to participate in the activities as comfortable and be respectful of their peers.

Qualifications Needed
None

ICE CREAM MAKING!

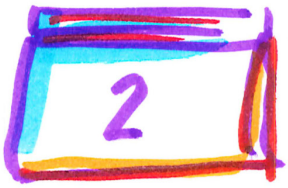
GOAL: Use simple ingredients to make our own ice cream!

ICE CREAM SUPPLIES (PER CHILD):

- 1/2 Cup Whole Milk (or non dairy milk)
- 1 Teaspoon Vanilla
- 1/2 Cup Sugar
- 1 Small Ziplock Bag
- 1/2 Large Ziplock Bag of Ice
- 1 Cup Rock Salt
- 1 Large Ziplock Bag
- Optional: chocolate chips, syrup, sprinkles, etc

Put all above ingredients in small ziplock

Put all above ingredients in large ziplock



Seal bags carefully! Add small ziplock to large ziplock.

¡AGÍTELA!

(5-10 min)

ENJOY YOUR ICE CREAM!

Ice Cream Making!

(30 - 60 min)

GOAL: Use simple ingredients to make your own ice cream!

Ingredients (measured per participant):

- 1 small ziplock bag
- ½ cup milk
- ¼ cup sugar
- 1 tsp vanilla (or 2 tsp chocolate powder)
- Chocolate chips, sprinkles, Oreos, etc. (optional)
- 1 large ziplock bag
- 1 cup rock salt
- Enough ice to fill the large ziplock bag halfway
- Gloves or small towel to protect hands

Combine the milk, sugar, vanilla, and optional ingredients into the small ziplock bag. Seal well.

Combine the rock salt and ice into the large ziplock bag. Seal well.

Place the small bag into the large bag and bury it into the ice. Seal it back up. Shake the bag for 5-10 minutes. The bag will get very cold so the gloves or towel will be necessary to protect hands. After 5 minutes, check to see if ice cream is forming. If not, shake a few minutes longer. Remove small bag from large bag and enjoy!

Tip: Add chocolate, etc., syrups after the ice cream is complete so that it does not change the consistency and therefore hinder the freezing.

What is happening?

Cold = the absence of heat!

Heat energy moves from where there is more (the warmer ice cream mixture) to where there is less (the cold ice). The rock salt lowers the melting point of the ice, causing the ice to melt faster.

Thermal energy is “sucked” from the small bag into the large bag, making the small bag cold and slowly turning the ice cream mix into frozen ice cream!

CODING WITH CUPS!

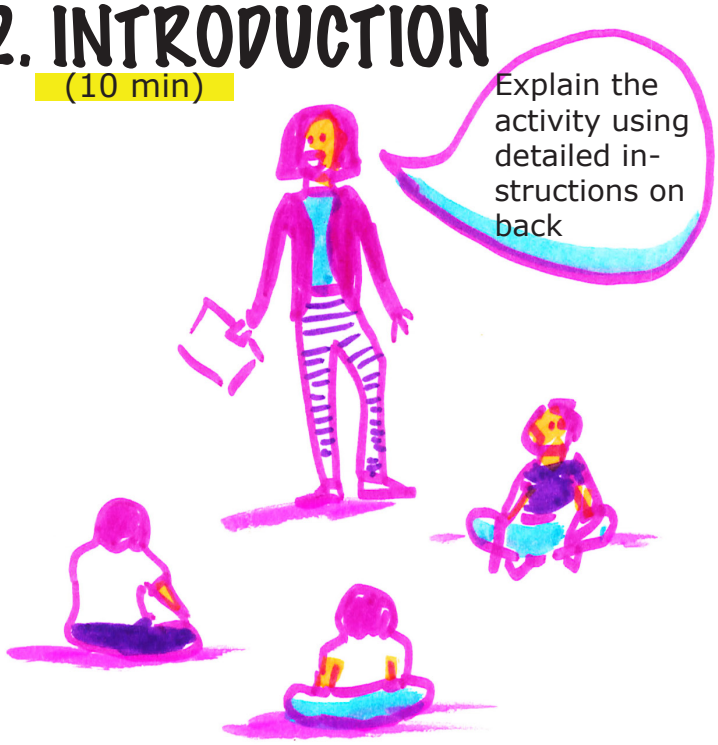
GOAL: Learn how computer coding works and get practice developing your own codes!

1. SUPPLIES

- Paper
- Pens or pencils
- Cups

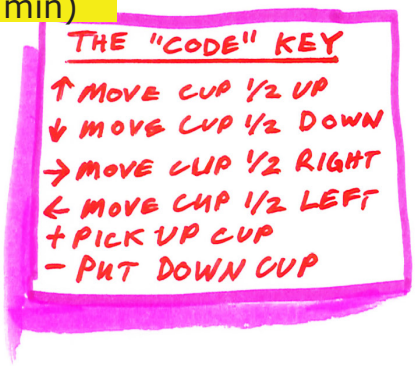
2. INTRODUCTION

(10 min)



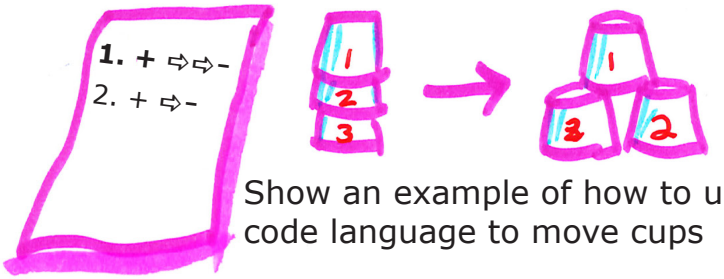
3. SHOW CODE KEY

(5 min)



4. DEMO

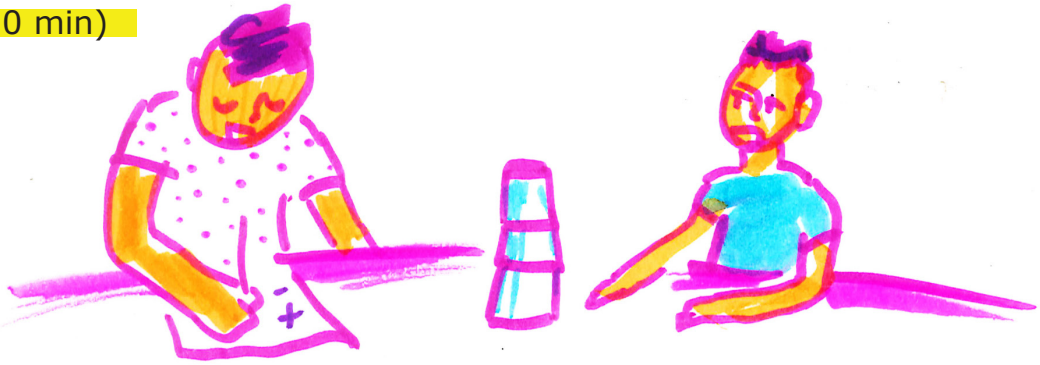
(5 min)



Show an example of how to use code language to move cups

5. CODE!

(30 min)



Coding with Cups!

(45 - 60 min)

GOAL: Learn how computer coding works and get practice developing your own codes!

Materials
- Plastic or paper cups
- Paper
- Markers/pens

Steps
Introduce the Activity: This activity is an introduction to the basic concepts of computer programming. Programs "speak" in languages that are a series of instructions, or "code." In this activity we will practice writing code by writing a series of instructions for your partner to execute. - 5 min

Explain the rules (below). - 5 min:
Working in groups of four, we are going to tell a "robot" how to build a structure of plastic cups using only written code. The people in the groups are the "robots."

Explain the key:

"+" means pick up the cup

"↓" means move the cup a 1/2 cup distance away from you

"↑" means move the cup 1/2 cup distance closer to you

"←" means move the cup 1/2 cup distance to the left

"→" means move the cup a 1/2 cup distance to the right

"-" means put the cup down

Show the example of the code you would write to build a simple 3-cup structure (see visual). Demo how the "robot" would use that code to build the structure.

Write your code - 15 min:
Number the cups 1 - 3.
Stack the cups on top of each other.
From that starting point, the group will build a structure with the 3 cups, recording each move they make with each cup in order to get to the final structure. This is the "code."
Test your "code" within your group by seeing if you can follow it to build the structure.

Robot Test - 10 min:
Now one person from each group will be chosen as the "robot." The robots will rotate to a different group, whose structure they did not see.
The robot will have 2 minutes to follow the "code" to see if they can rebuild the structure without any verbal instructions. The team with the most accurate structure built by the robot - without help! - wins.

Add more cups to make the activity more difficult.

MARSHMALLOW CHALLENGE!

GOAL: build the tallest tower you can with the marshmallow on top.

1. SUPPLIES

- Marshmallows! 1 per team + some to eat...
- spaghetti (20 pieces per team)
- 1 yard string per team
- 1 yard tape per team

2. SET UP GROUPS, BUILD!

(18 - 25 min)

- After explaining rules, set teams loose to create the tallest tower possible! Don't help too much!

3. MEASURE!

(15 min)

- After measuring, discuss. Which tower is the tallest? What worked and what didn't? What would participants do differently next time? You can always do the challenge again if there's time!

Marshmallow Challenge!

(30 - 45 min)

GOAL: build the tallest tower you can with the marshmallow on top.

Materials (per team):

- 20 spaghetti noodles
- 1 yard of string
- yard of tape
- marshmallow

Leader's materials:

- Scissors (to share between teams)
- Clock or watch to keep time

Tip: It matters less that the string/tape is exactly one yard than that each team has the same amount.

Divide participants up into teams of 2-4 and distribute materials.

Read the purpose and the rules to participants:

The purpose of this activity is to build the tallest tower you can with the marshmallow on top.

The rules are the following:

1) You have 18 minutes (leader can shorten this for time reasons, but give participants at least 10-12 minutes to complete their towers).
2) The structure must be free-standing. That means it cannot be suspended from chairs, walls, the ceiling, etc.
3) The entire marshmallow has to be on top. You cannot break or cut the marshmallow.
4) You can break or cut the noodles, string, and tape as you wish.
5) You do not have to use all the materials.

The team that builds the tallest structure with the marshmallow on top wins.

Make sure that everyone understands the rules, and start the clock!

At the end, use a measuring tape or piece of string to measure whose tower is the tallest.

Applause! Distribute extra marshmallows to those who want them (they probably shouldn't eat the ones they were building with).

Reflection questions:

1) How did you decide how to build your structure? Did you plan it out before building, or try it out as you went?
2) How did your team work together?
3) What will you take away from this activity?
4) What would you do differently if you did this activity again?

LANTERN BITS!

GOAL: Learn about electronics and create your own lantern!

1. SUPPLIES

- Markers
- Popsicle sticks
- Glue + paintbrushes.
- Scissors
- Ribbon
- LittleBits:
  - a1-9v battery
  - a2-9v battery cable
  - p1-Power
  - i16-Pulse
  - w1-wire
  - 03-RGB LED
- Paper OR Jars OR Plastic cups (kids can choose whichever material they want or you can choose what's available).

2. MAKE LANTERN (25 min)

- Mark paper as shown. Draw your favorite things or whatever you like. cut, fold, and attach popsicle sticks.

- Decorate jar or cup using tissue paper and glue. Cut tissue paper into shapes, paint on with glue. Tie on ribbons.

3. PUT TOGETHER BITS (10 min)

4. LIGHT LANTERN! (5 min)

- Once bits are connected light the lantern!

Lantern Bits!

(60 min)

GOAL: Learn about electronics and create your own lantern!

Supplies:
- Markers
- Elmer's Glue
- Paint brush
- Scissors
- 8 ½ x 11 paper
- Colored Tissue Paper (Style Dependent)
- Popsicle Sticks (Style Dependent)
- Ribbon (Optional)

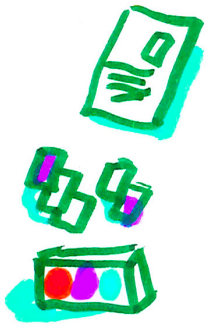
Choose a style lantern:
Style 1) Box Lantern
a. On a piece of paper, draw a six-sided box template
b. Decorate each square with a personal item
a. Favorite Sport
b. Favorite Animal
c. Favorite Plant
d. Favorite Art Form (Dance, painting, singing, etc)
e. Most Fun Moment
f. What makes you happy
c. Cut out box, fold along edges, and glue tabs together
d. For optional fun, glue popsicle sticks to parallel edges ensuring one end is flush with the top edge of the box (with this option cut a small hole the size of a quarter in bottom square to insert LED light (see below for LED construction directions)
Style 2)
a. Using a mason or similar style jar, decorate jar with cut out pieces of tissue paper applies with a mixture of diluted Elmer's glue (easy to apply with paint brush)
b. When glue is dry, add ribbon around neck of jar (optional)
c. When glue is dry, insert LED assembly in top of jar (see below for LED construction directions)
d. Invert jar and display
Style 3)
a. Insert white paper towel or tissue paper in clear plastic cup
b. Place cup on top of LED assembly (see below for LED construction directions)

Assemble little bits:
1) 9V Battery + 9V battery cable + power + pulse + wire + RGB LED
2) Turn on, flip switch on power piece
3) Set inside lantern previously assembled
4) Notice flickering of light and adjust with given screw driver speed of flickering by pulse part
5) Adjust desired color of lantern by adjusting RGB LED with given screw driver

INNOVATING 4 CITY X !

GOAL: Work together to brainstorm and create innovative solutions to send to our friends on another planet!

1. SUPPLIES



- Mayor's message (spanish or english if learning english)*
- Citizen cards*
- Modelling clay
- Paper or Post Its
- Markers and pens

*** SEE APPENDIX FOR MESSAGE & CARDS**

2. INTRO & MAYOR'S MESSAGE

(5 min)

3. PASS OUT CARDS

(5 min)

- One card per team OR teams can get several cards and choose a card they like.

4. BRAINSTORM

(10 min)

- Have team members draw or wrte ideas on Post Its or paper. The more the better.

5. BUILD

(15 min)

- Choose one idea to create with modelling clay.

6. SHARE

(10 min)

- Have teams share they're ideas in a larger group!

Innovating 4 City X!

(60 min)

GOAL: Work together to brainstorm and create innovative solutions to send to our friends on another planet!

Materials:
- Letter from the Mayor of City X
- City X Citizen Cards
- Notecards or post-it notes
- Markers

Intro. 5 min:
Tell the City X story - a spaceship of people has just landed on another planet and they need our help solving the problems they're facing. Read the Mayor's Message ENTHUSI-ASTICALLY! Check for understanding.

Split into groups of 3 - 5. Tell the students we are going to solve more of the problems of City X, but this week we're going to focus on QUANTITY. Give each group:
- 1 citizen card
- Markers
- Notecards

Brainstorm! 20 min:
Explain that we are going to play a brainstorming game and remind students of the rules of brainstorming. For this game, groups will come up with AS MANY different ideas as possible to solve their citizen's problem. They can write or draw ONE IDEA on each notecard. The game is played in 2 minute rounds. For each round, you will hand out a "prompt token" to each group. All of the solutions the group develops in that round must include the prompt. Encourage the groups to be CRAZY in how they interpret it. The group with the most solutions at the end of each round wins.

Brainstorming Rules:
- No judging
- Go for quantity
- Build on the ideas of others
- Come up with crazy ideas

City X Rules:
- No ideas from adults
- No robots
- No inventions that already exist

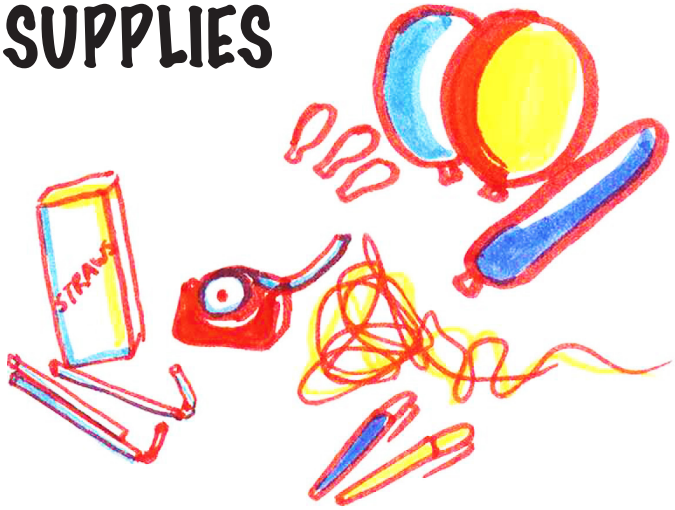
Play! 20 min:
Play 2 - 4 rounds.

Have each group share 1 - 2 favorite ideas with the class. [5 minutes]

BALLOON ROCKETS!

GOAL: Have kids build their own balloon rockets and compete in races!

1. SUPPLIES



You will need:

- An array of balloons (different sizes & shapes)
- Fishing line or string
- Straws of different lengths
- Permanent markers (optional)

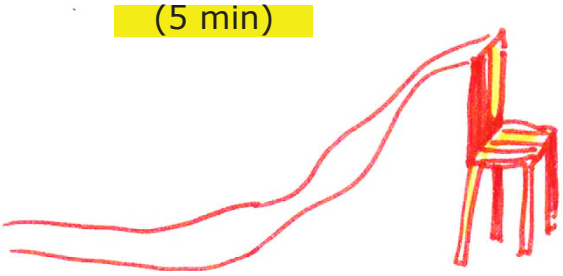
2. CONSTRUCTION

(10 min)

Kids select a balloon and straw. They can use permanent markers to draw on balloon. Don't let kids tie the balloon.

3. SET UP

(5 min)



Tie or tape parallel pieces of string of equal length to chair, table, wall etc. thread a piece of straw through each string. Attach other end of string to wall, chair, etc.

4. GET READY

(5 min)

Blow up balloons as much as possible without popping. Tape balloon to straw. Wait until both balloons are attached....

5. RACE!

(30 min)

Once there is one balloon on each string you can RACE!

Balloon Rockets!

(60 min)

GOAL: Have kids build their own balloon rockets and compete in races!

Materials:

- 1 balloon per participant/team
- Permanent markers (optional)
- 2 long pieces of fishing line or string
- 2 plastic drinking straws, cut into 3- to 5-inch segments
- Tape

1) Let participants choose a balloon and decorate them with permanent markers.

2) Set up "race tracks" by tying or taping each end of the two pieces of string to chairs, tables, the wall, etc., 10-15 feet apart. The tracks should be parallel and equal length. String one piece of straw onto each track. Tie the other end of the strings and make sure the lines are pulled tight. Decide which end will be the "starting line" and which will be the "finish line".

3) Have the participants blow up their balloons as much as they can, holding onto the end so the air doesn't escape.

4) Tape one balloon to each straw segment (see diagram), with the ends parallel to the string and facing the starting line.

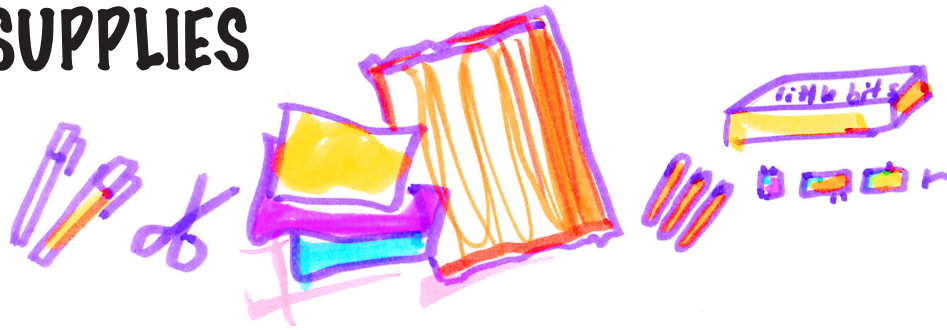
5) Line up the competing balloons, release the ends to let out the air, and RACE!

You can set up a March Madness-style playoff and have balloons compete!

ROBOT BITS!

GOAL: Learn about electronics and create your own moving robot!

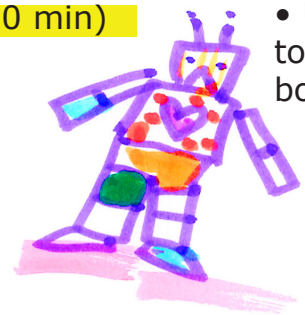
1. SUPPLIES



- LittleBits set
  - battery
  - on/off
  - dimmer
  - wire
  - vibration motor
- Cardboard
- Paper
- Markers
- Scissors
- Popsicle sticks

2. CONSTRUCT ROBOT

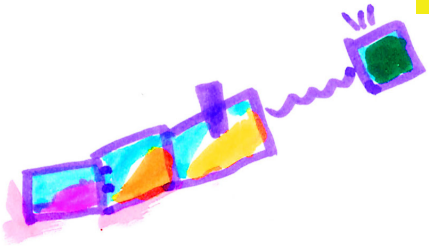
(20 min)



- Use art materials to make a rad robot.

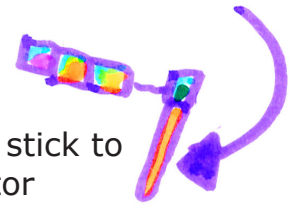
3. CONSTRUCT BITS

(10 min)



4. ATTACH POPSICLE STICK

(5 min)



- Attach popsicle stick to the vibration motor
- Attach robot to other end of the popsicle stick and watch your robot dance

5. DANCE!

Robot Bits!

(60 min)

Little Bits needed: Power+ Dimmer+ Wire+ Vibration Motor+ popsicle stick

1) Create a little Bot character from paper, or card board or popsicle sticks and construction paper. (Really any cool creation that can stand on its own!).

2) Attach the little bot character's waist or head to a popsicle stick.

3) Then attach other end of popsicle stick with tape to the Vibration motor.

4) Flip the power bit switch to "on".

5) Twist the dimmer to control how much the motor vibrates.

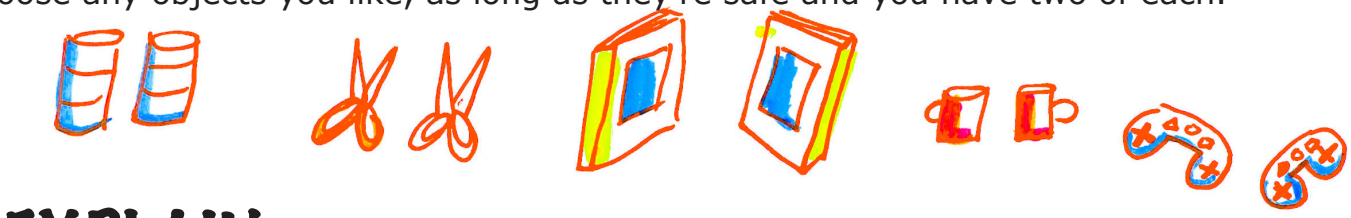
6) Watch your Little Bot go!

ROOM-2-ROOM TELEPHONE

GOAL: Learn techniques for accurate communication through a super fun game.

1. SUPPLIES

• Choose any objects you like, as long as they're safe and you have two of each.



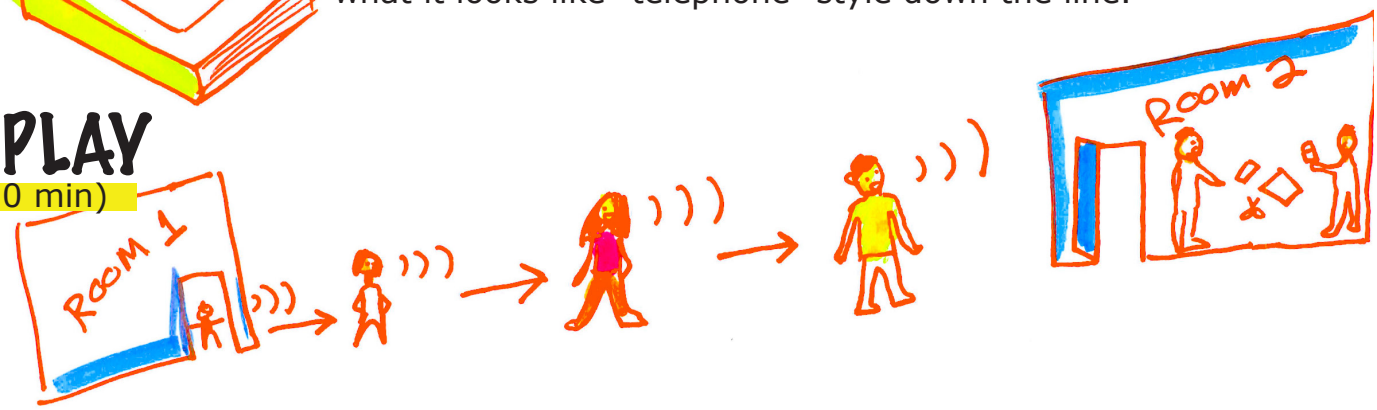
2. EXPLAIN

(10 min)

• Explain that objects should be arranged into a formation in one room by one team without the other team seeing.
• Then, the group that made the arrangement communicated what it looks like "telephone" style down the line.

3. PLAY

(10 min)



• Set up a line up between rooms. People aren't allowed to "jump the line", they have to only talk to the people next to them to pass along the message.

4. COMPARE & REPEAT!

(5 min)

• Once the message has been passed down the line, compare! Then play again!

Room-to-Room Telephone

(30 - 60 min)

GOAL: Learn techniques for accurate communication through a super fun game!

Materials:
- Common objects that can be found in the room, for example:
• 2 books
• 2 cans
• 2 scissors
• 2 Wii controllers
• 2 cups

1. Gather materials. Choose 5 to 7 pairs of matching household objects. You will need 1 set for each room. Place the sets in each room. If you are not using two different rooms, make sure that people in room 1 can't see the objects in room 2 and vice versa. [5 minutes]

2. Assemble and move people. There can be up to 4 people in the rooms, but please have enough people for a "people chain" to connect room 1 to room 2. Room 1 assembles objects any way they want. [10 minutes]

3. Room 1 has assembled objects and is ready to pass instructions to room 2. Room 1 "calls" instructions to room 2 through the chain of people. Instructions are passed from one person to the next, quietly, or in a whisper.

4. Room 2 takes instructions and assembles objects one at a time. Whenever room 2 is ready to receive another instruction from room 1, they call "next" to room 1 through the people chain. [10 to 20 minutes]

5. Room 2 completes the assembly. When room 2 is finished assembling the objects all participants compare the similarities and differences between room 1 and room 2. [5 to 10 minutes]

Questions for Reflection:
1. What did you like about this activity?
2. What was hard about this activity?
3. Why is listening important in this activity?

SLIME LABORATORY!

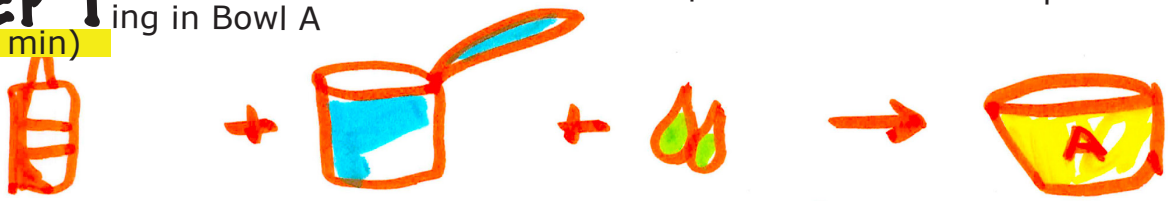
GOAL: Make and play with slime, or gak, a solid, gooey substance that is non-messy and fun to play with!

SUPPLIES:

- 1 cup Elmer's-type glue or 1-8oz bottle
- 1 tsp Borax
- 1 large plastic cup
- 1 bowl
- A few drops of food coloring
- A stick or spoon to stir
- Ziplock bags for storage (optional)

STEP 1 (10 min)

- Mix 1/2 cup Elmers glue with1 cup water and a few drops food coloring in Bowl A



STEP 2 (10 min)

- Mix 1 cup water with 1 teaspoon Borax in Bowl B

COMBINE 1 & 2 (10 min)

- Once the bowls are combined you have SLIME!

SLIME!!

Slime Laboratory!

(30 - 40 min)

GOAL: Make and play with slime, or gak, a solid, gooey substance that is non-messy and fun to play with!

Materials (per participant):
- 1 cup Elmer's-type glue or 1-8oz bottle
- 1 tsp Borax
- 1 large plastic cup
- 1 bowl
- A few drops of food coloring
- A stick or spoon to stir
- Ziplock bags for storage (optional)

1) Pour glue into the bowl.
2) If using a bottle of glue, fill it with warm water, shake it, and then empty it into the bowl. Otherwise, add one cup of warm water to the bowl.
3) Add food coloring to the bowl. Green + yellow will make it look radioactive!
4) In a separate cup, mix ½ cup warm water with 1 teaspoon borax and stir until borax dissolves.
5) Slowly stir the borax mix into the glue mix.
5) Keep mixing, switching to your hands as it thickens after a few minutes. The more you mix it, the firmer it will become. It's done whenever you decide! Store in a ziplock bag for future use.

EGG ROCKETS!

GOAL: Learn how to make a resilient vessel through competition and fun.

1. SUPPLIES

- construction paper
- makers
- pipe cleaners
- newspapers
- bubble wrap
- paper towel tubes
- fabric
- string
- tape
- other fun building materials!

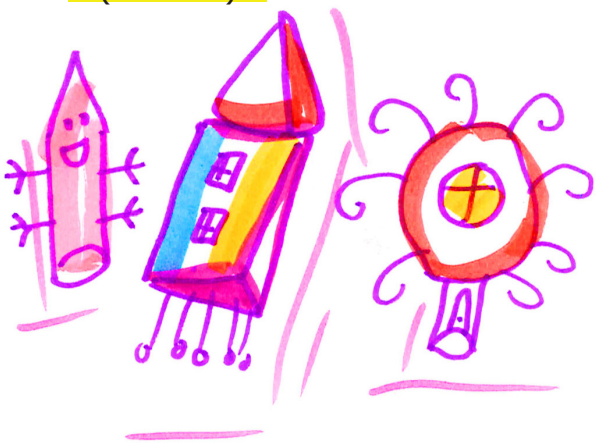
2. PLAN IN TEAMS

(10 min)

- Think about what makes a successful rocket in terms of shape, size, materials, etc

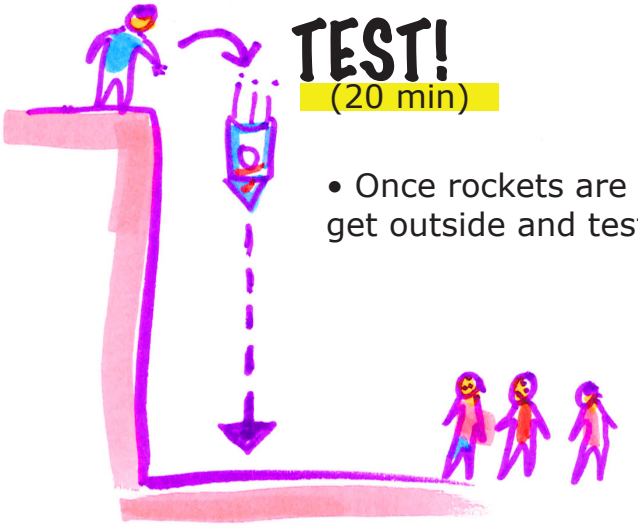
3. MAKE ROCKETS

(25 min)



TEST!

(20 min)



- Once rockets are assembled, get outside and test them out!

Egg Rockets!

(60 min)

GOAL: Learn how to make a resilient vessel through competition and fun.

Materials:
- construction paper
- makers
- pipe cleaners
- newspapers
- bubble wrap
- paper towel tubes
- fabric
- string
- tape
- other fun building materials!
- hard-boiled eggs

Intro the activity: In groups, we will be building "spaceship capsules" to protect our "astronauts" (the eggs). [5 min]

Split into teams of 4 people.

Hand out materials and give an egg to each team.

(Optional: have teams draw faces on their egg "astronauts")

Use the materials to build a "spaceship" to protect the astronaut when dropped from a height of 10ft or more. Set the timer for 20 minutes and BUILD! [20 min]

Test each space capsule by dropping it from the top of a ladder or out a window and see if the astronaut survives! [15 min]

SPONTANEOUS VILLAGE OVERVIEW

Spontaneous Village is a curriculum to rapidly form communities for children through interactive games through the realm of improvised theater. It is intended to inspire familiarity, trust, play, collaboration, and social interaction.

Learning Outcomes
As a result of participating in the Spontaneous Village Program, children will be able to:
Rapidly build community
Demonstrate new communication skills
Discover familiarity, trust, play, and collaboration

Evaluation Questions
What did you like about this game/exercise/experiment?
What would you change about this game/exercise/experiment?
What will you remember about this game/exercise/experiment?

Supplemental Materials Needed
None

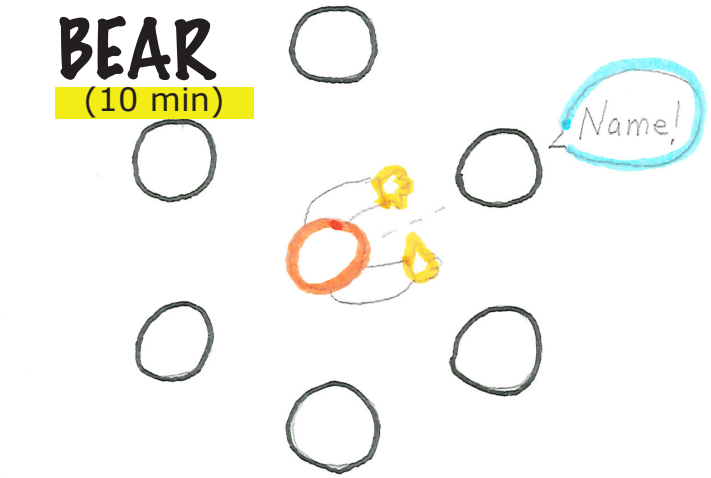
Possible Constraints or Anticipated Difficulties
Games with limited movement may lose the interest of some children, particularly older boys or children who have been at St. PJ's for an extended period of time.
Children will need encouragement to be "silly."
Children need to be shown how to be "silly" because many have not been allowed this luxury during their childhood. When they are shown that it is OK to be silly by staff and educators acting in this way, they are more likely to mimic the playfulness.

Responsibilities and Roles
Teachers and staff are responsible for explaining and demonstrating the activity to preview what is expected of the children.
The roles of teachers and staff are to encourage student participation by having an enthusiastic response to the activities and helping encourage all children to "take their turn" during the games.
Teachers and staff should ask the Evaluation Questions at the end of each session to gather feedback, increase social sharing, and reinforce learned concepts.
Students are responsible for listening to the instructions, watching demonstrations, and asking questions.
The role of the student is to participate in the activities as comfortable and be respectful of their peers.

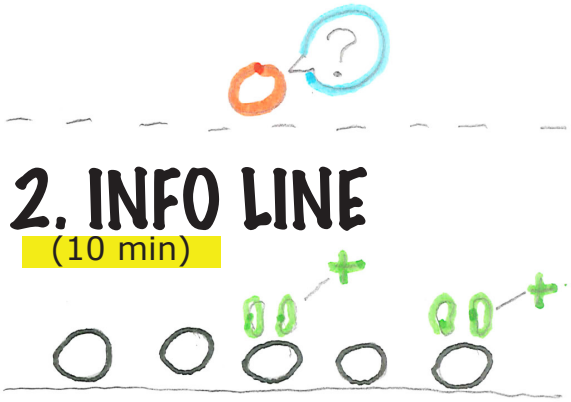
Qualifications Needed
None

SPONTANEOUS VILLAGE 1

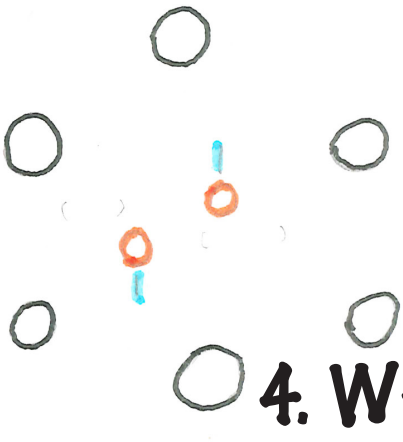
1. LAZY BEAR
(10 min)



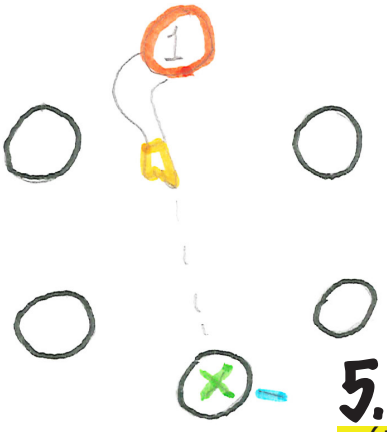
2. INFO LINE
(10 min)



3. MARTIAN, COW, TIGER
(5 min)



4. WHAT ARE YOU DOING??
(15 min)



5. RUMORS
(15 min)

Spontaneous Village 1

(60 min)

This group of activities can be used in its entirety, modified for shorter sessions, or mixed and matched with other Spontaneous Village activities.

(10 min) ACTIVITY 1 - LAZY BEAR (OSO PERISOSO!) NAME GAME
• Leader starts walking like a lazy bear towards a player to touch their shoulder.
• To be saved from the lazy bear, the player needs to yell another player's name before the lazy bear tags her.
• If lazy bear tags a player, the tagged player becomes the new lazy bear and the Leader on takes that player's place in the circle.
• Repeat as long as it is fun for the group.

(10 min) ACTIVITY 2 - INFO LINE
• Everyone stands in a line.
• The leader takes ten steps up from the line and faces the group.
• The leader asks a question that can be answered by a yes or no.
• If you can answer yes, you can take one step.
• First player to get to the leader gets to ask the questions and the game starts again.

(5 min) ACTIVITY 3 - MARTIAN, COW, TIGER
• Leader instructs that there are 3 things a player can be: Martian, Cow, Tiger.
• On the count of 1-2-3, every player decides to become one of the three.
• The idea is for everyone to become the same, which obviously won`t be the case, the first time.
• Repeat until we all do the same thing.
• When everyone does the same thing, we cheer!
• This game can be done in pairs. Start back to back and then turn around and face each other with a move.

(15 min) ACTIVITY 4 - WHAT ARE YOU DOING?
• Round 1: The leader steps into the circle and starts miming an activity. As soon as the activity is clear, the next player asks the player in the circle `What are you doing`?
• The first player in the circle answers something that has nothing to do with what they are actually doing, called X in the illustration. For example, if the player in the circle is cutting someone`s hair (doing X), when asked what he`s doing he might say "I`m reading the newspaper" (doing Y).
•First player leaves the center, and the second player starts miming the activity stated by the previous player (doing Y).
• A third player comes up to the second player, asks what he is doing, and so on.
•Play until everyone has mimed something, and has answered the question.
• Round 2: You can also play this as a competition (may be good for boys). Put players in the middle of the circle. Play at a fast pace. As soon as one of the players says hesitates, or uses a suggestion used before in the round, that player is replaced in the circle.

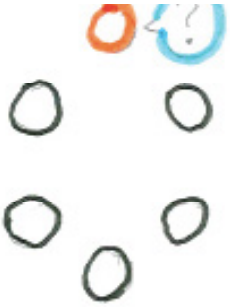
(15 min) ACTIVITY 5 - RUMORS
• One player starts by saying "Did you hear about the rumor ..." and points to someone else.
• That player immediately says yes and says something true or silly about themselves.
• After which everyone in the circle gasps or giggles.
• The player who says something gets to pick the next player...and says "Did you hear about the rumor....left to the second player restarts.

Tip: Have the circle really gasp, and be shocked with their voice and bodies. Think like a "Telenovela" big secret revealed.

SPONTANEOUS VILLAGE 2

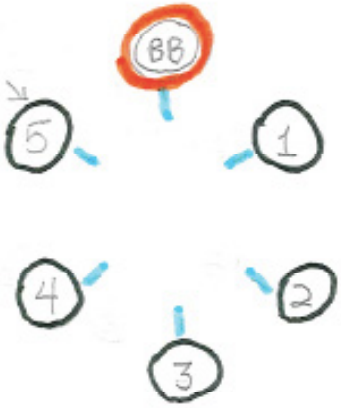
1. MY NAME POINT, YOUR NAME POINT

(10 min)



2. TEN FINGERS

(5 min)

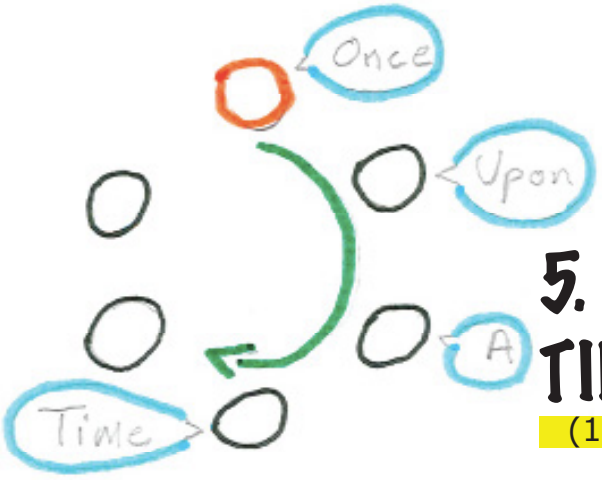


3. BIG BELLY CLAP

(15 min)

4. BOOM BABY

(10 min)



5. WORD AT A TIME STORY

(15 min)

Spontaneous Village 2

(60 min)

This group of activities can be used in its entirety, modified for shorter sessions, or mixed and matched with other Spontaneous Village activities.

(10 min) ACTIVITY 1 - MY NAME POINT, YOUR NAME POINT

• Round 1: Leader points to another player, put her hand on her heart and says her own name. Each player repeats what the leader did, using their own name.
• Round 2: After all point and say their name once, the Leader reverses the rule. Now when a player points, they say the name of the other person.
• Round 3: When the group is confident with all the names, the Leader can add drama (say the name with feeling) or speed up the pointing.

(5 min) ACTIVITY 2 - TEN FINGERS

• Leader shows all 10 fingers up in the air.
• Leader asks a question that can be answered by a yes or no. If you can answer yes, the Leader shows that you drop one finger.
• Player to the right of the Leader asks the next yes or no question.
• Leader can ask questions about the questions or those players who do not have similar interests.
• Last player to have a finger up wins the game.

(15 min) ACTIVITY 3 - BIG BELLY CLAP

• Round 1: Leader starts a 4-beat clap, counting out the claps -- one, two, three, four -- until the circle has the rhythm. As the circle claps, the Leader starts the Big Belly song saying:
• "Big Belly" with Clap 1, "Big Belly" with Clap 2, "Big Belly" with Clap 3, "Oh Yeah!" with Clap 4.
• Repeat this song until everyone knows the words.
• Round 2: Leader stops the song and clapping. Leader says she is Big Belly. To the right of the Leader, players count off: 1, 2, 3 and etc. around the circle. Repeat numbers to remember.
• Round 3: Leader says: Now we will put the song, claps and numbers together in one game.
• Leader has the whole group sing and clap the Big Belly song with 4 claps.
• After the "Oh Yeah", Leader says "Big Belly - Number 1" with the rhythm of the two claps.
• Remind players that they say their number first "Number x" and then the next "Number y".
• Number 1 says: "Number 1, Number 2" with the rhythm of two claps.
• Run the 1-2-3 pattern in order until the group can do it smoothly. Repeat around the circle until everyone can do it without a mistake.
• Round 4: Now Big Belly can choose any number to say in the second clap. "Number X"
• The game continues until someone makes a mistake (forgets to say their number first or says it missing the clap rhythm).
• If and when a mistake is made everyone says (in 2 claps) "Oh No!" with a lot of drama and feeling. The person who makes the mistake goes to the end of the line and everyone's number, who shifts over to fill the gap, goes down by one (ie: if 3 goes to the end, 4 becomes 3 and so forth).

(10 min) ACTIVITY 4 - BOOM BABY

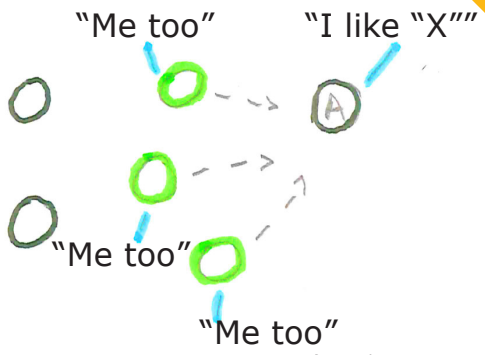
• Round 1: Leader tells the circle that each person will make one noise. Give the circle a chance to think of their noises.
• Ask the Player A to teach their noise to Player B. They say their noise together
• Player B will teach a new noise to Player C and then say it together, and so on until each pair has a shared noise for the game.
• Go around the circle twice practicing the paired noises.
• Round 2: To reverse the direction of the noise around the circle, say the noise twice.
• Round 3: Make them go faster. You can also change it by having them say a short phrase instead.

(15 min) ACTIVITY 5 - WORD AT A TIME STORY

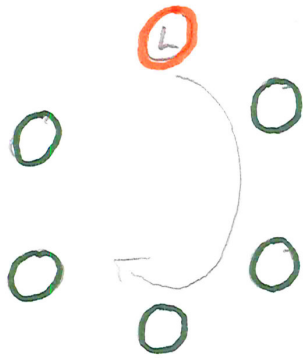
• Round 1: Have each player say one word at a time to make a sentence. When they like a sentence, ask what made that sentence make sense? If the sentence is crazy, remind them that they should try to listen and work together to make sense. Praise success, and when competent go to round 2.
• Round 2: Have the circle create a paragraph. Remind them to listen and remember what came before. Tell them that stories have a beginning, middle and end.

SPONTANEOUS VILLAGE 3

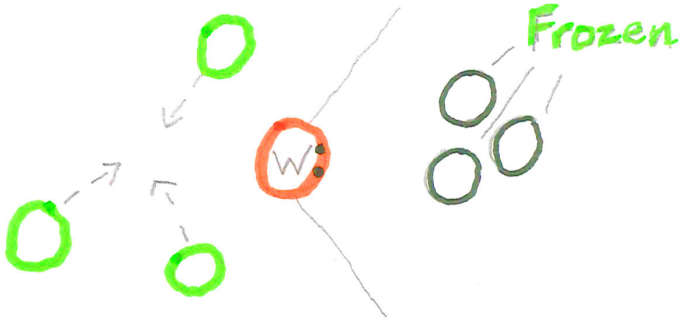
1. NAME & MOTION
(10 min)



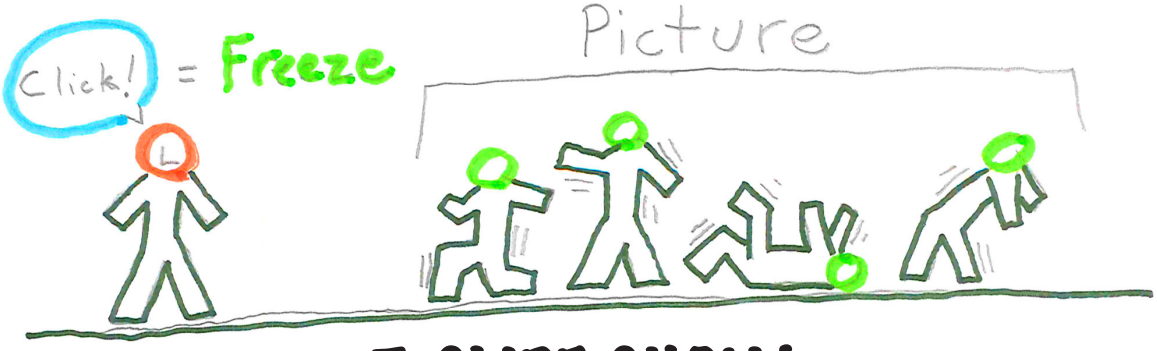
2. ME TOO
(5 min)



3. SOUND & MOTION
(10 min)



4. NIGHT WATCH-
(15 min)



5. SLIDE SHOW
(15 min)

Spontaneous Village 3

(60 min)

This group of activities can be used in its entirety, modified for shorter sessions, or mixed and matched with other Spontaneous Village activities.

(10 min) ACTIVITY 1 - NAME AND MOTION
• Leader asks everyone to say their name and pick a crazy move to go with it.
• Round 1: Next player says their name and does crazy move. Entire circle yells out that person's name and repeats the crazy move.
• Round 2: Leader asks everyone to QUICKLY repeat their names and crazy move in the circle again and reminds all to pay attention Entire circle yells out that person's name and repeats the crazy move.
• Round 3: Leader looks at another player, says their name and does that crazy move. That person picks another name and crazy move.

(5 min) ACTIVITY 2 - ME, TOO!
• Leader (A) steps away from the circle and declares something about themselves (like, want, etc)
• Everyone who shares that with 'A' runs over to crowd around them saying "Me too!"
• Anyone else in the group can step away and declare a new thing, and others run to join.
• Repeat, and ask questions of others if they are shy to prime the pump for participation.
• Leader of group should feel free to keep up energy and join in.

(10 min) ACTIVITY 3 - SOUND AND MOTION
• Round 1: Leader faces the player on the right and starts a sound with a body motion. Player on the right faces the Leader and copies the sound and motion. Player on the right now faces the person to the right of them and passes sound in motion to the next player. The player can make a slight change to the sound and motion of the Leader. The sound and motion goes around the circle rapidly. After the sound and motion goes around the circle, the player next to the Leader gets to start the sound and motion.
• Round 2: Repeat until each player has a chance to start a sound in motion.
• Round 3: Try reversing the direction of the sound in motion, make it louder or quieter.

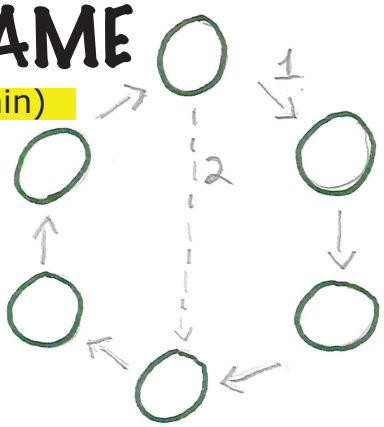
(15min) ACTIVITY 4 - NIGHT WATCHMAN
• Leader explains that they will be pretending to be in a museum at night.
• Leader chooses someone to be the night watchmen.
• Children do not need to remain in a circle.
• The night watchmen will walk around slowly pausing and looking around.
• All others will be statues in the museum making scenes.
• If the watchmen cannot see them, they can come alive and make new pictures together.
• They must freeze before the watchmen can see them moving.
• If the watchmen spots someone moving, he/she can call them out and make them the new watchmen, and they can become a statue.

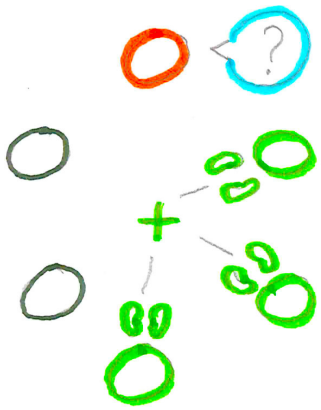
(15 min) ACTIVITY 5 - SLIDE SHOW
• The group will line up and then sit down on the ground like an audience.
• The first 4 or 5 will stand up (depends on group size).
• Leader explains that the players will end up making posed pictures with their bodies - like a photo.
• The players posing will help make a story with the pictures.
• The leader can ask the others what story the 'slides' will tell.
• The leader starts the game by starting the story.
• The players should slowly move and change positions while listening for the leader to say "Click!"
• All the players should freeze in place when they hear "Click!"
• The leader should then look at the new 'picture' and explain how it fits their story. The players can represent characters or objects.
• Silly is OK. Have the players do 4-5 slides, and then switch groups to let everyone play.
• The leader can also have the audience help tell the story of the slides by asking what or who the players are and what they're doing.
• Repeat a few times and make a new story each time.
• Clap at the end of each.

SPONTANEOUS VILLAGE 4

1. FIRST INITIAL ADJECTIVE & NAME

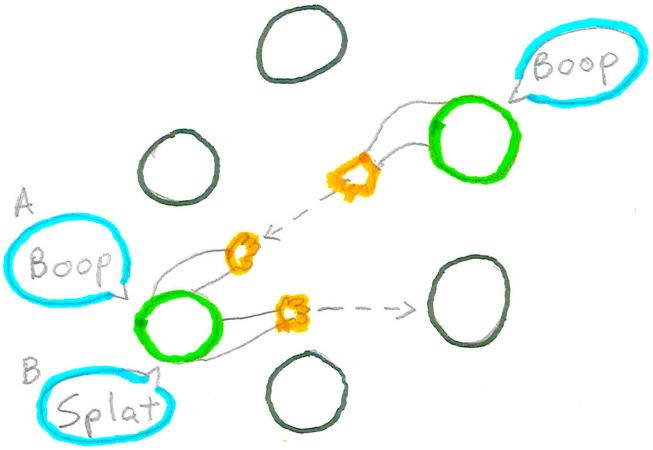
(10 min)





2. STEP IN, STEP OUT

(10 min)



3. SOUND BALL

(10 min)

4. SOUND EFFECTS

(25 min)

Spontaneous Village 4

(60 min)

This group of activities can be used in its entirety, modified for shorter sessions, or mixed and matched with other Spontaneous Village activities.

(10 min) ACTIVITY 1 - FIRST INITIAL ADJECTIVE AND NAME

• Leader explains the game that everyone will say their name in the circle and pick an adjective that starts with the same letter as their name. Can be poetic, serious or silly. (Examples: Big Brad, Marvelous Mary)

• Round 1: Leader now asks everyone to say their name and their word one at a time around the circle. One the player says their phrase and name, the circle yells it out load together. Leader asks everyone to QUICKLY repeat their names and word in the circle again and reminds all to pay attention. Entire circle yells out that person's name and repeats their word one at a time.

• Round 2: Leader looks at another player across the circle, says their name and their word. That person picks another player and says their name and word. Play until everyone gets a turn.

(10 min) ACTIVITY 2 - STEP IN, STEP OUT

• Round 1: The leader asks a question that can be answered by a yes or no. If a player can say yes, they take one step into the circle. All set back into the circle before the next question. Leader asks next question. Whoever gets to the center of the circle first, gets to ask the questions next.

• Round 2: Players can ask questions one at a time around the circle.

(10 min) ACTIVITY 3 - SOUND BALL

• Round 1: Leader (A) makes a sound and passes a pretend ball across the circle to another player (B). The player catches the ball as thrown (how heavy, how fast) and repeats the sound the Leader (A) made. The player (B) makes a new sound and throws the ball to another player. Repeat.

• Round 2: In this round, pass the ball faster and find new sounds each time.

(25 min) ACTIVITY 4 - SOUND EFFECTS

• Leader lines up the group as an audience on one side of the room and lets the group sit down.

• Round 1: The leader explains that the audience will learn how to make sound effects for a play. She has them practice together sounds like these: squishing footsteps, creaking doors, ringing phones, loud chewing noises, etc. Get suggestions from the group for other sounds.

• Round 2: The leader explains that she will be the actor. The actor will pretend to move through an imaginary environment and tells the audience what location she is in inspired by the sound effects practiced. She describes some objects in the room. The audience's job is to make sound effects as the actor interacts with things, places and actions in the location. The leader chooses the end of the scene by clapping and has the audience yell "Great Actor".

• Round 3: Leader asks for an audience member to be the actor. Or two players can do it together. (Three is too hard.) The actor(s) can pick the location and object. Leader claps to end the play. Cheer!

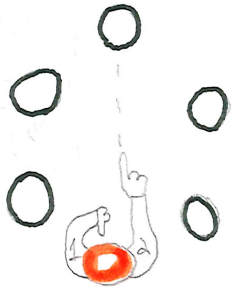
• Round 4: Have the audience pick the location and objects for the actor(s). Leader claps to end!

Tip: Encourage the actors to really ham it up and be silly. Like a telenovela!

SPONTANEOUS VILLAGE 5

1. MY NAME POINT, YOUR NAME POINT

(10 min)



2. NAME FIVE THINGS YOU LIKE

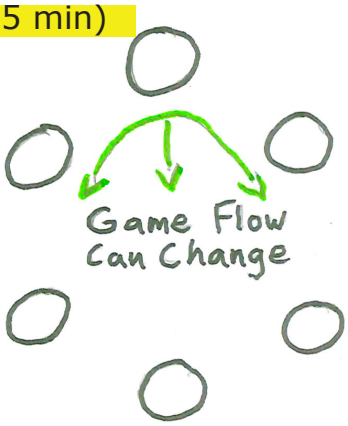
(10 min)

3. GO TAG

(5 min)

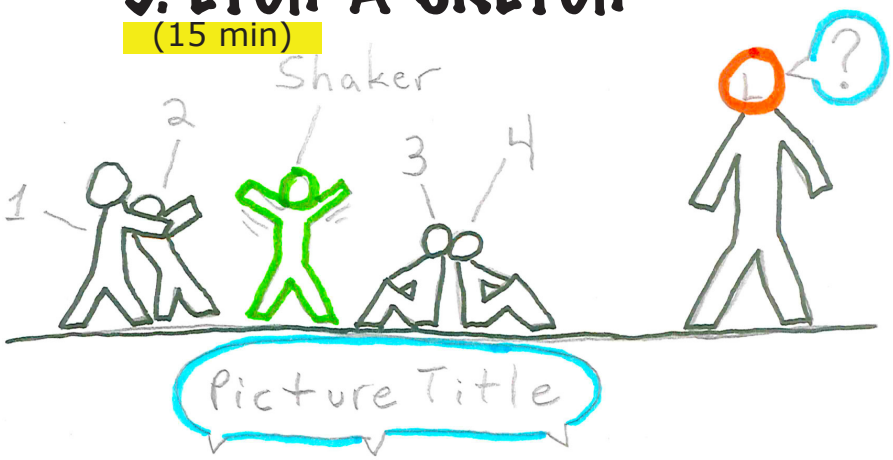
4. VROOM CARS

(15 min)



5. ETCH-A-SKETCH

(15 min)



Spontaneous Village 5

(60 min)

This group of activities can be used in its entirety, modified for shorter sessions, or mixed and matched with other Spontaneous Village activities.

(10 min) ACTIVITY 1 - MY NAME POINT, YOUR NAME POINT

• Round 1: Leader points to another player, puts her hand on her heart, and says her own name. Everyone gets a chance to point to another player, put their own hand on their heart and say their own name. Listen well, we're learning names!
• Round 2: After all point and say their name a few times to learn them, the Leader adds a new rule. Now when a player points, they say the name of the other person.
• Round 3: When the group is confident with all the names, the Leader can speed up the pointing.

(10 min) ACTIVITY 2 - NAME FIVE THINGS YOU LIKE

• Leader demonstrates game and names a category of five things the leader likes one at a time.
• After the first thing, the group yells ONE!
• Second thing, the group yells TWO!
• Continue yelling out until FIVE!
• Then all say FIVE THINGS!
• The leader points to someone in the circle and gives them a category. That player in the circle lists five things and the circle yells out the number until we all say FIVE THINGS at the end of the list.
• That player gets to pick someone who hasn't played yet and they give them a category to list out. The circle counts out loud and ends with FIVE THINGS!
• Have the group help the leader keep track to make sure that everyone gets a 5 Thing List to say.

(5 min) ACTIVITY 3 - GO TAG

• Round 1: Leader demonstrates moving to a player and tapping them on the shoulder and say "Go!". When a player is tagged on the shoulder, that player leaves their place and tags another player on the shoulder and says Go! The person who tagged the shoulder takes that person's place in the circle.
• Round 2: Once people are confident in the moves, speed up the game.

(15 min) ACTIVITY 4 - VROOM CARS

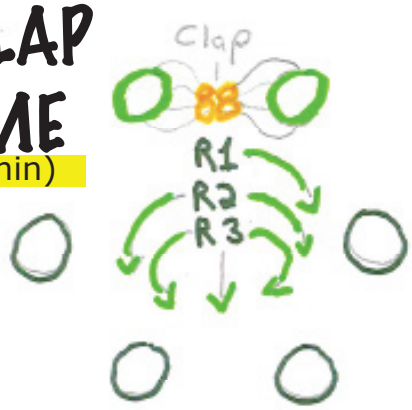
• Round 1: Leader says Vroom while the leader throws their hands to gesture to the next person who continues the vroom by saying "Vroom". Vroom sounds like a car driving around the circle. Leader lets the Vroom sound go around the circle twice.
• Round Options: As the players master a rule, add another rule.
• STOP AND REVERSE DIRECTION: Making squeaking break noise and put hands up (like surrender)
• SKIP NEXT PERSON: Say "Ramp" and hold arm up at an angle like a ramp.
• ACROSS THE CIRCLE: Say "Bridge" and put your hands up and gesture to another person across the circle.
• MOVE PARTICIPANTS AROUND: Say "Bee in the Car" and everyone runs crazy and finds a new place in the circle.
• TWO PEOPLE JUMP: Say overpass
• TWO PEOPLE STAMP FEET: Say underpass

(15 min) ACTIVITY 5 - ETCH A SKETCH

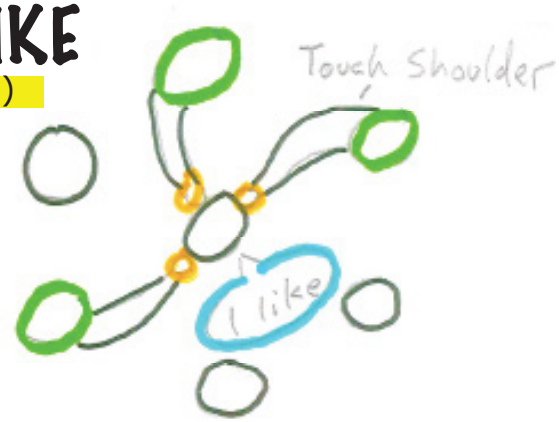
• The group will line up and then sit down on the ground like an audience.
• The first 4 or 5 will stand up (depends on group size).
• Leader explains that the players will make posed pictures with their bodies - like a photo.
• One at a time, the standing players will go in front of the audience.
• First player will pick a silly pose.
• The second player will pose inspired by the first.
• The third player adds another shape.
• The last player adds the final shape.
• Leader asks the audience sitting down comes up with a name for the picture. Silly is OK.
• The group shouts out the name. All clap!
• The leader shakes to clear the picture. Then current groups sits down and a new group starts the next picture.

SPONTANEOUS VILLAGE 6

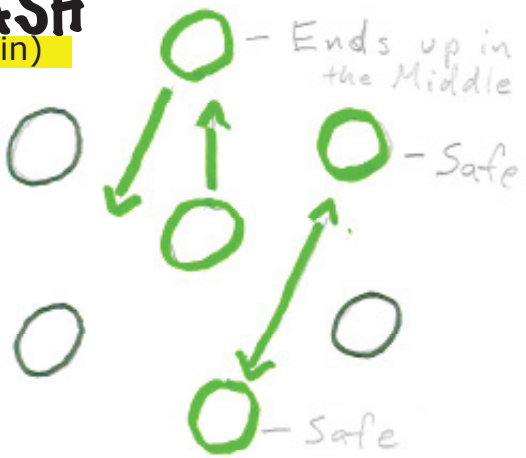
1. CLAP GAME
(15 min)



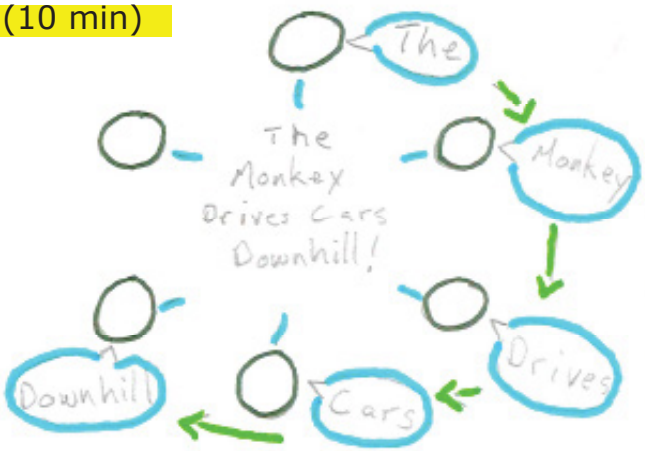
2. I LIKE
(10 min)



3. DASH
(10 min)



4. FIVE WORD HEADLINES
(10 min)



(10 min)

Spontaneous Village 6

(60 min)

This group of activities can be used in its entirety, modified for shorter sessions, or mixed and matched with other Spontaneous Village activities.

(10 min) ACTIVITY 1 - START WITH YOUR FAVORITE NAME GAME

(15 min) ACTIVITY 2 - CLAP GAME

- Round 1: ONE WAY CLAP - Leader faces the player on the right, looks into their eyes and claps. That player does the same to the next player and the clap goes around the circle in one direction
- Round 2: REVERSE CLAP - Now the direction of the clap around the circle can reverse. If the person receiving the clap does it twice -- than means that the clap will now go around the circle in the opposite direction. After adding this new game, recommend that the clap go in ONE DIRECTION one time around the circle, then it can be reversed anytime.
- Round 3: ACROSS CLAP - Now the clap can go across the circle. This time the player has to clap and make eye contact with the person across the circle. The clap can also go around the circle and reverse.

(10 min) ACTIVITY 3 - I LIKE

- Leader stands in the middle of the circle and says "I like ....something".
- If players also like that thing, they touch the shoulders of the leader in the middle.
- Next person goes in the circle and says "I Like"
- Go around at least once and more if they are into it.
- Can change to the response to clapping or snapping, if touching is not appropriate.

(10 min) ACTIVITY 4 - DASH

- Round 1: Leader starts in the middle of the circle. Players on the outside of the circle need to make eye contact to switch positions in the circle without the leader noticing. If the leader beats someone to their place while switching, that person is now in the middle of the circle.
- Round 2: Leader suggests that those in the circle take bigger risks to change positions farther away.

(10 min) ACTIVITY 5 - FIVE-WORD-HEADLINES

- Leader starts with one word and has the next four people complete the title. The 5 words can be headlines, movie title, or book titles.
- Emphasize that it is more important to say any word than to take too long. Sometimes the crazy ones are really funny.
- Discuss what makes it easier or harder to come up with 5 words that the group likes.

APPENDIX 1: CARTOONING!

THE 4 RULES OF CARTOONING

1. NEVER DRAW LIKE THIS...

2. NEVER USE AN...

3. THE MORE [redacted] YOU MAKE, THE COOLER YOUR CARTOON GETS!

4. BREAK THESE [redacted]

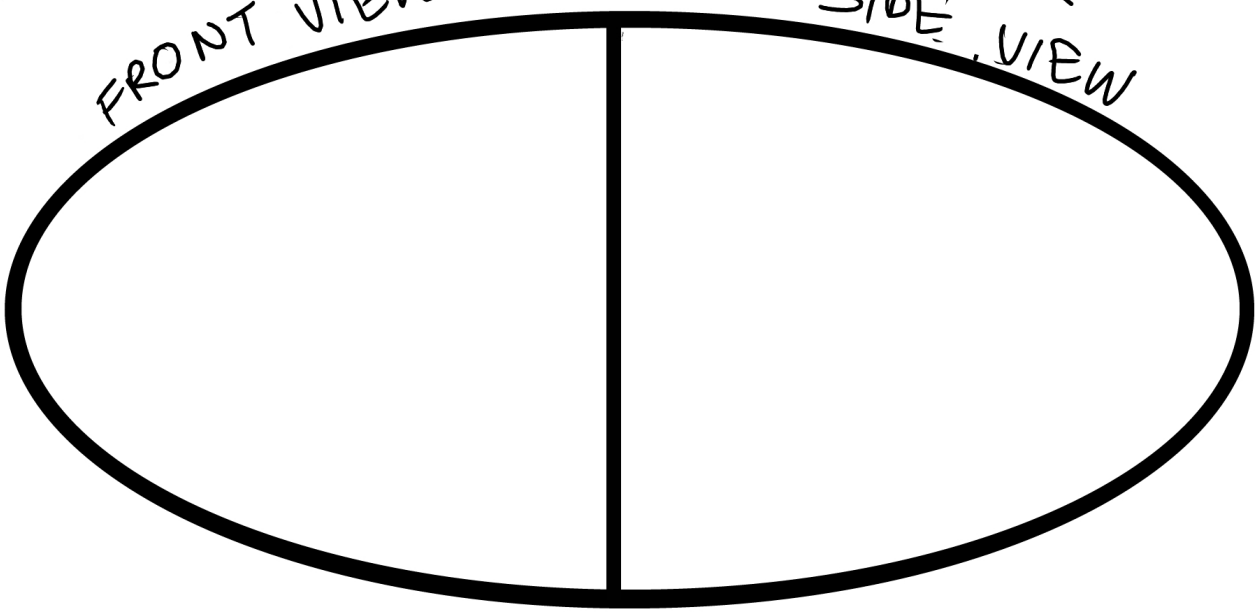
YOURS TRULY,

[redacted]

ZOKi

SECRETS OF THE FACE-2

1-2-3



FIVE TYPES OF CARTOON NOSES!

1

2

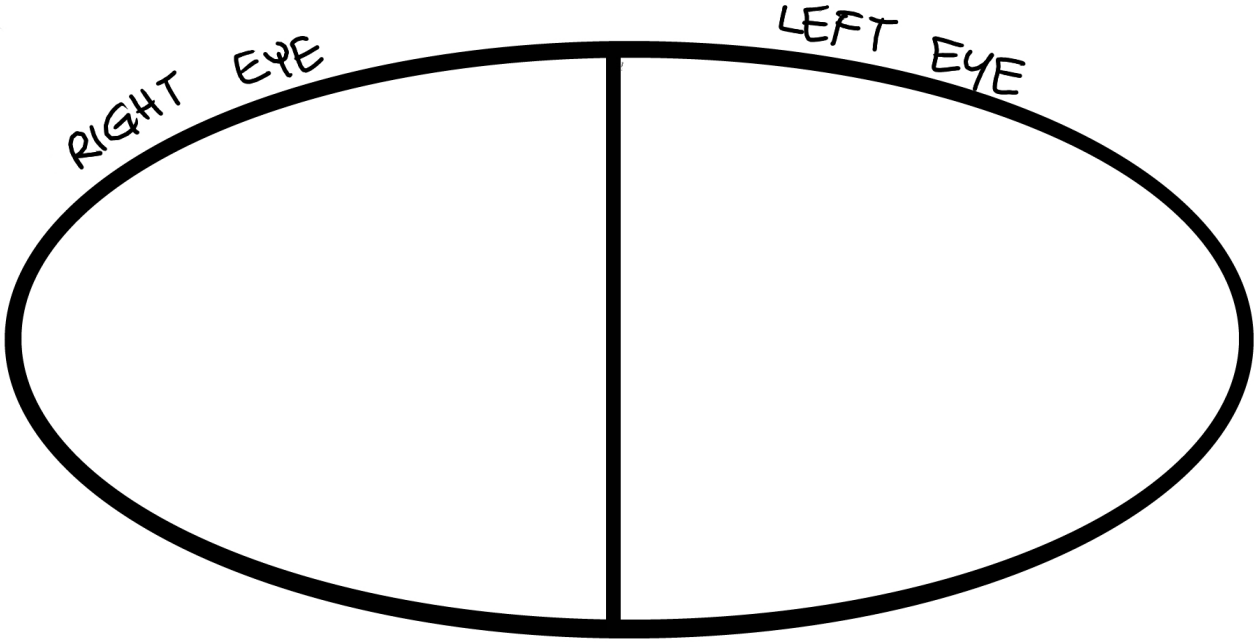
3

4

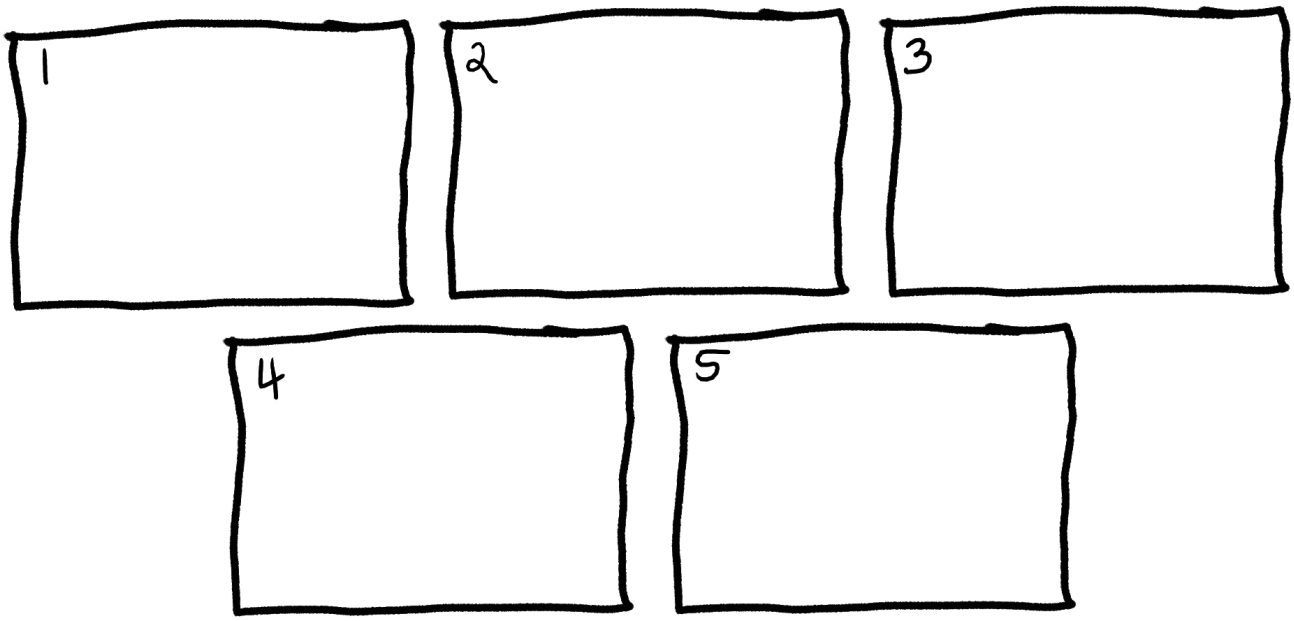
5

SECRETS OF THE FACE-1.

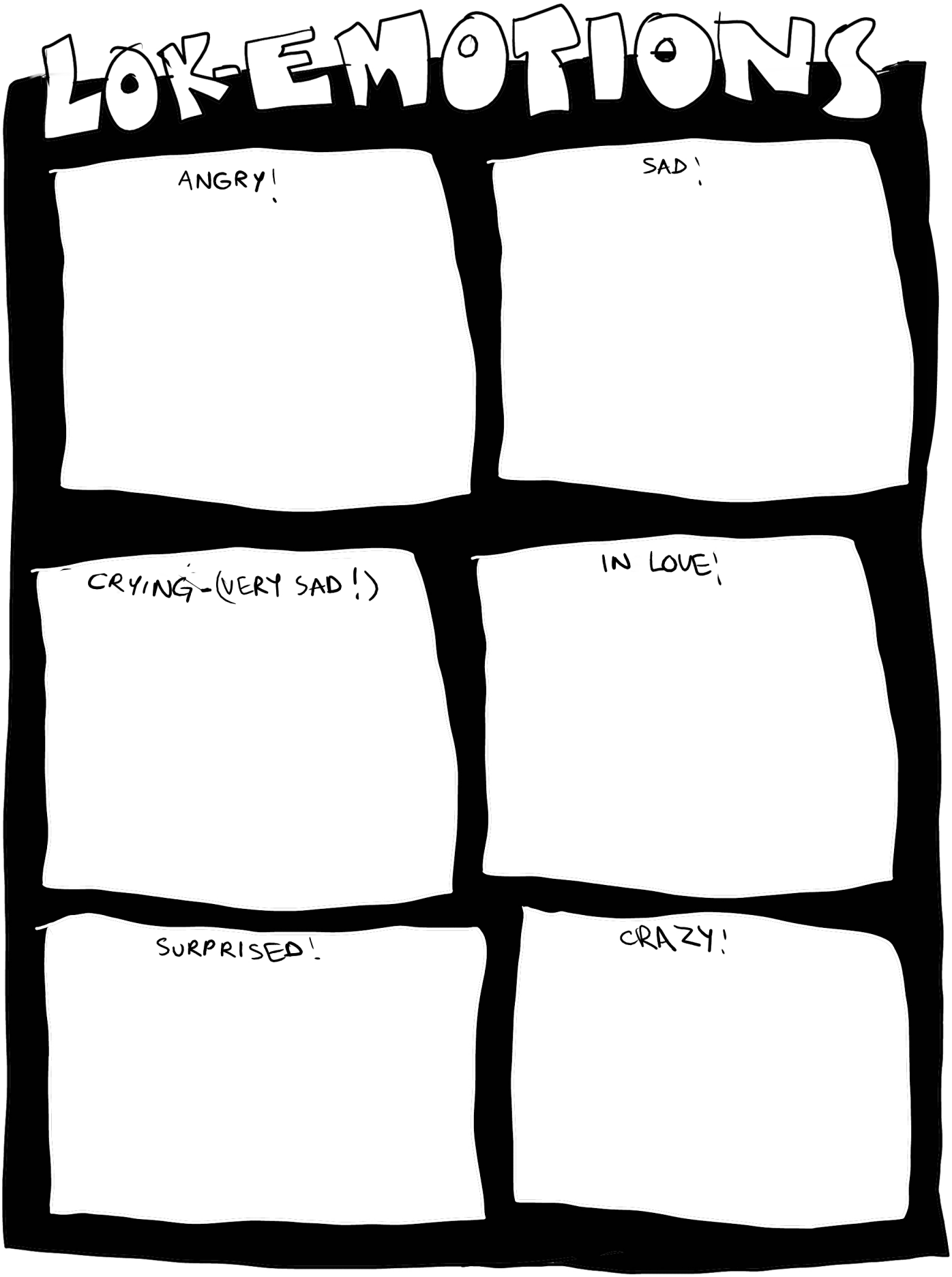
1-2-3



FIVE TYPES OF CARTOON EYES!



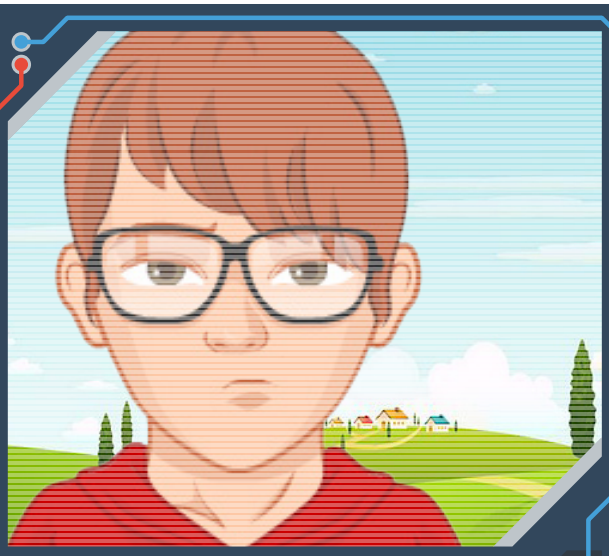
LOK-EMOTIONS



MUMBLE JUMBLE MIXED UP MAN

	1	2	3	4	5
moustache					
hair					
ears					
mouth					
nose					
eyes					
face					

APPENDIX 2: CITY X!

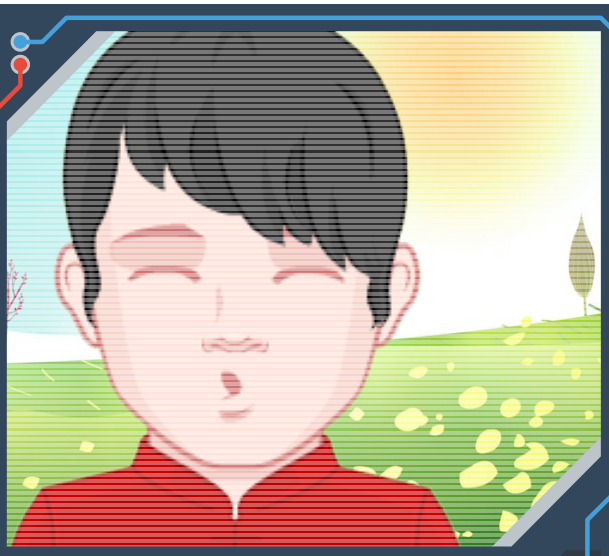


Alfie

<incoming_transmission>

La noche dura un largo tiempo acá y estamos teniendo problemas creciendo nuestra comida.

</incoming_transmission>

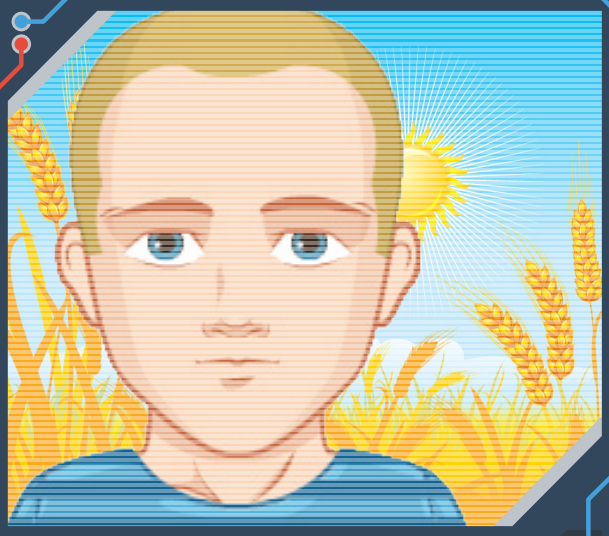


Adam

<incoming_transmission>

Mi diente esta suelto pero no se sale y ahora me duele.

</incoming_transmission>

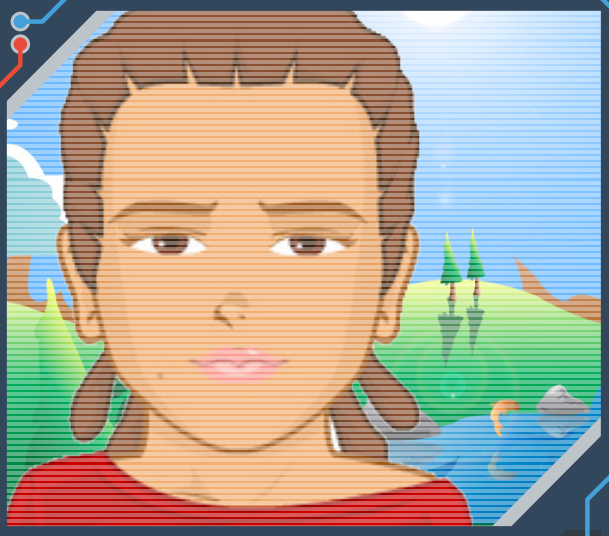


Ali

<incoming_transmission>

Comenzamos un centro de investigación al otro lado del planeta. Como podemos hacer para ir y regresar desde Ciudad X mas rápido?

</incoming_transmission>



Allessia

<incoming_transmission>

Quiero visitar a mi primo al otro lado de este rio pero mi mama dice que no debo nadar en el para cruzarlo.

</incoming_transmission>

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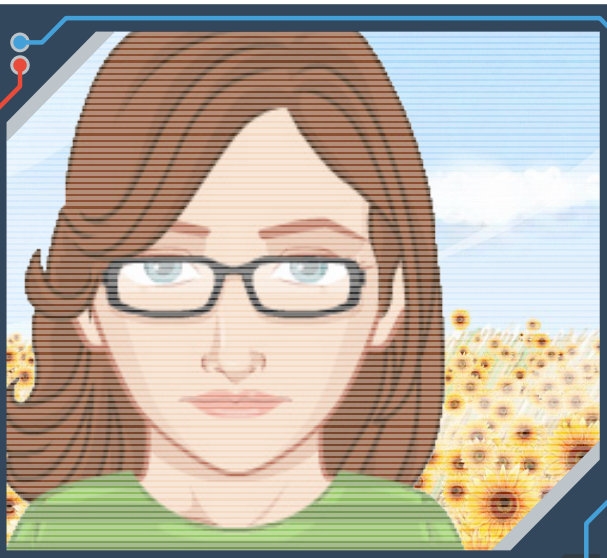
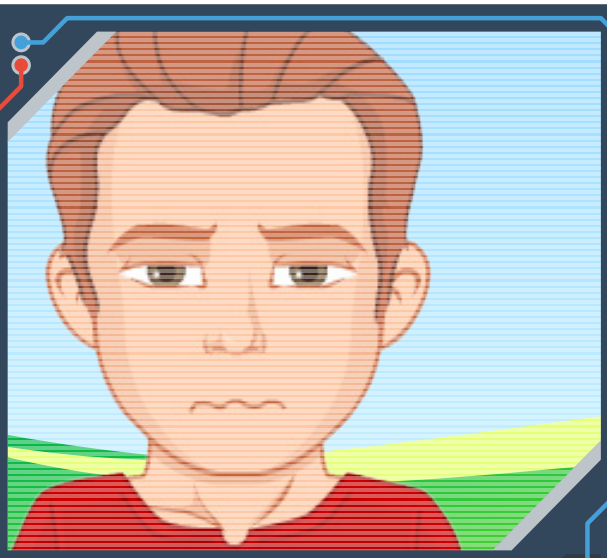


Barbara

<incoming_transmission>

No tenemos escuelas acá. Como vamos a poder aprender mis amigos y yo?

</incoming_transmission>

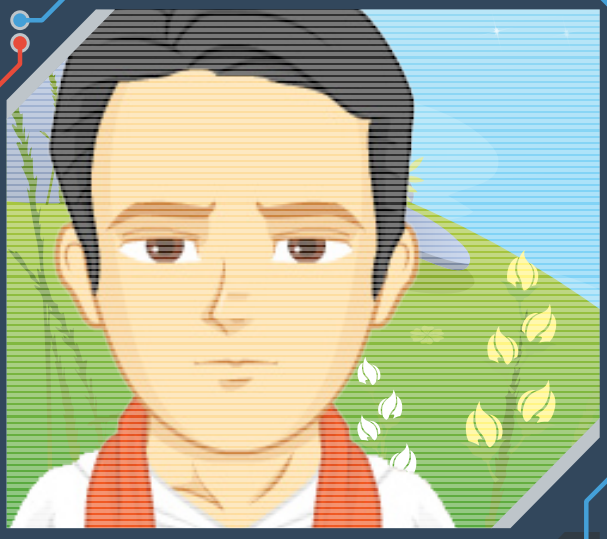


Cooper

<incoming_transmission>

Mi amigo no se siente bien. Como puedo saber que le esta sucediendo?

</incoming_transmission>

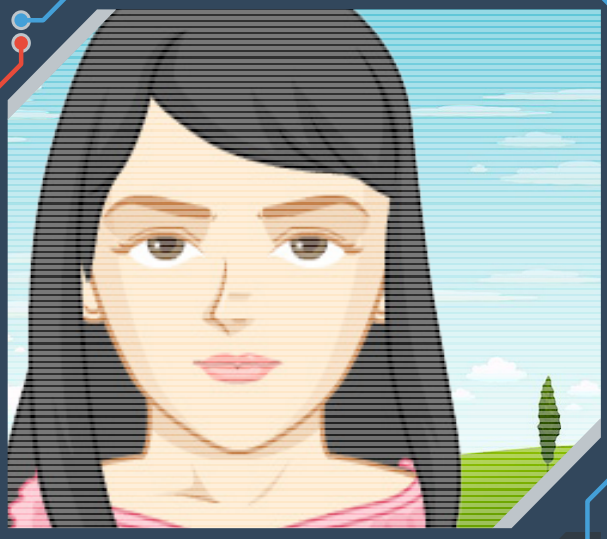


Daniel

<incoming_transmission>

Este nuevo planeta tiene diferentes gérmenes y virus. Como podemos mantenernos sanos?

</incoming_transmission>



Emilia

<incoming_transmission>

Ya tenemos mucho ruido y trafico en Ciudad X. Como podemos solucionar este problema?

</incoming_transmission>

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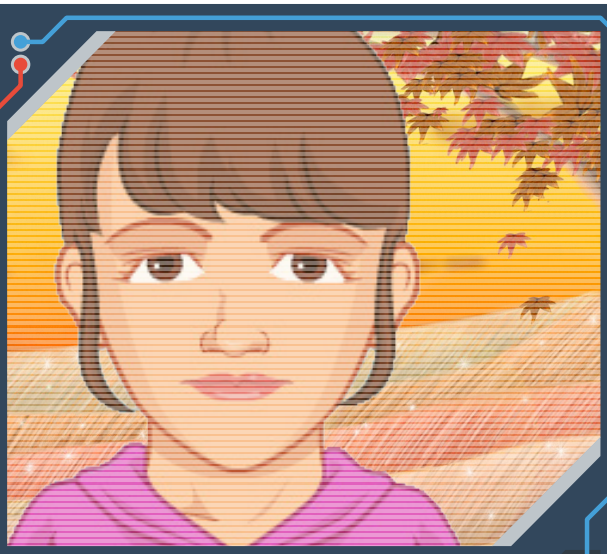
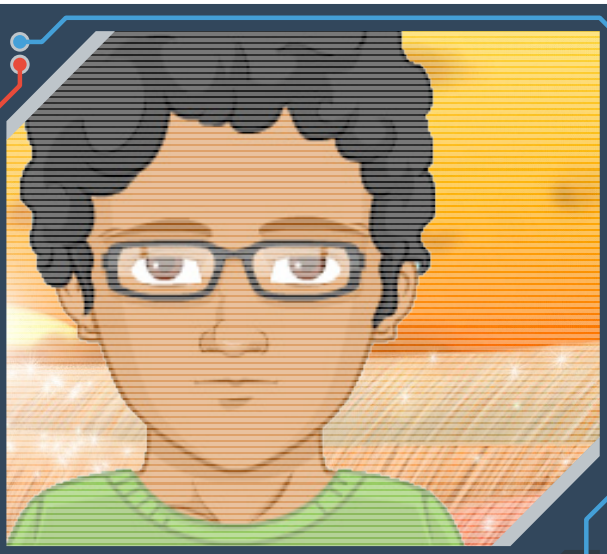


Helen

<incoming_transmission>

Tengo una pregunta para Hugo pero el habla un idioma diferente al mío. Como podremos conversar?

</incoming_transmission>

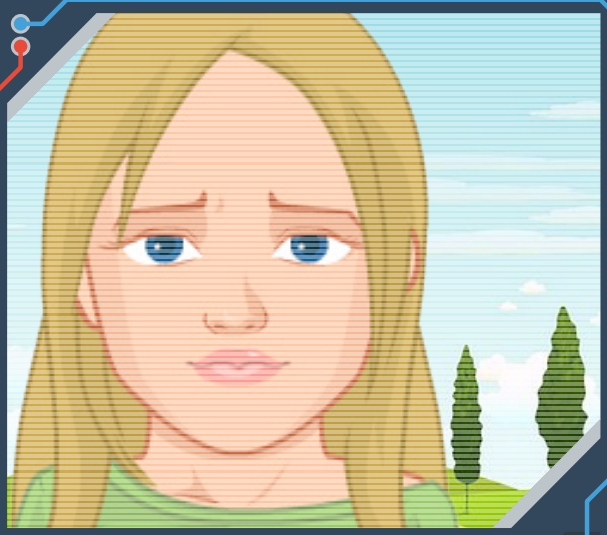


Hugo

<incoming_transmission>

No tenemos policía en Ciudad X. Como podemos ayudar a la gente a vivir juntos y en paz?

</incoming_transmission>



Ida

<incoming_transmission>

Hay comida en nuestras despensas que se ha empezado a podrir.

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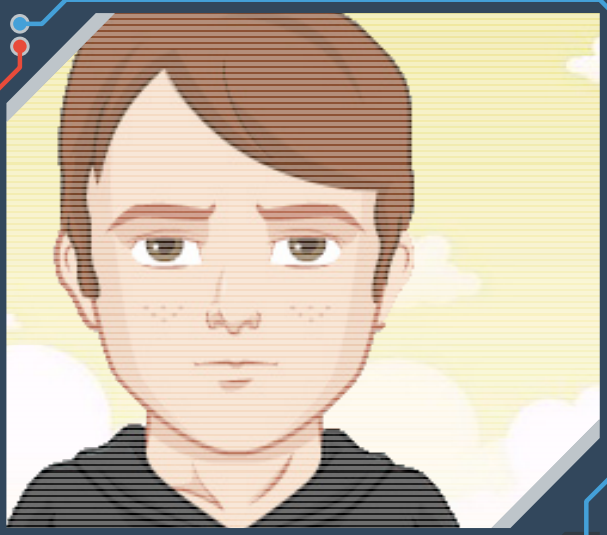

Ilya

<incoming_transmission>

Los accidentes son muy frecuentes en la Tierra. Como podemos estar mas seguros acá?

</incoming_transmission>

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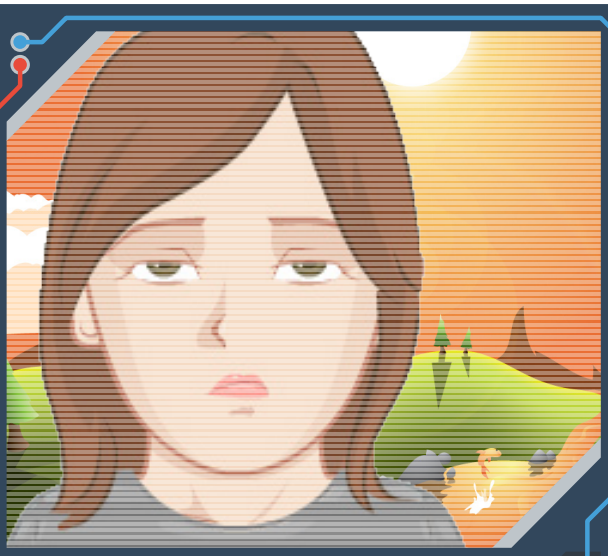
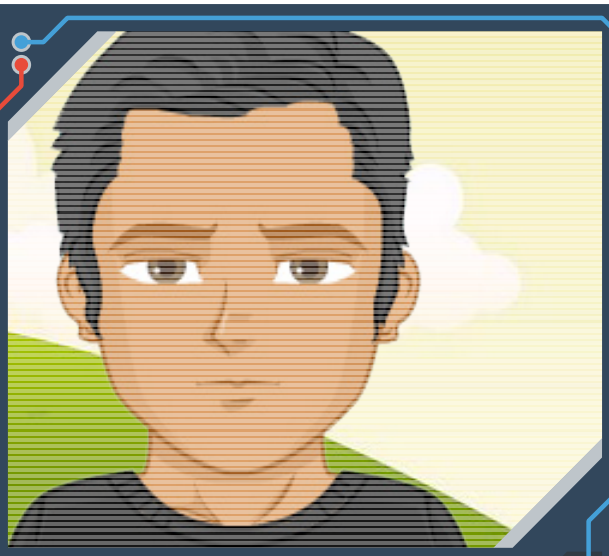


Jana

<incoming_transmission>

Hemos trabajado muy duro construyendo Ciudad X y estoy cansada! Me temo que no podremos hacer todo a tiempo!

</incoming_transmission>

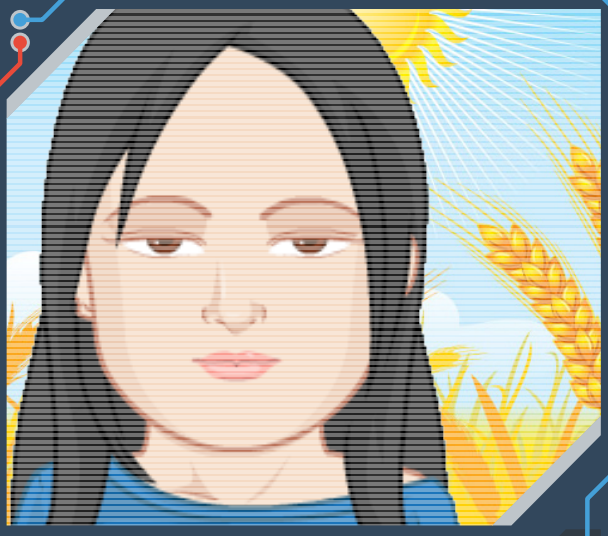


Juan

<incoming_transmission>

No hay la suficiente tierra limpia para crecer toda la comida que necesitamos.

</incoming_transmission>

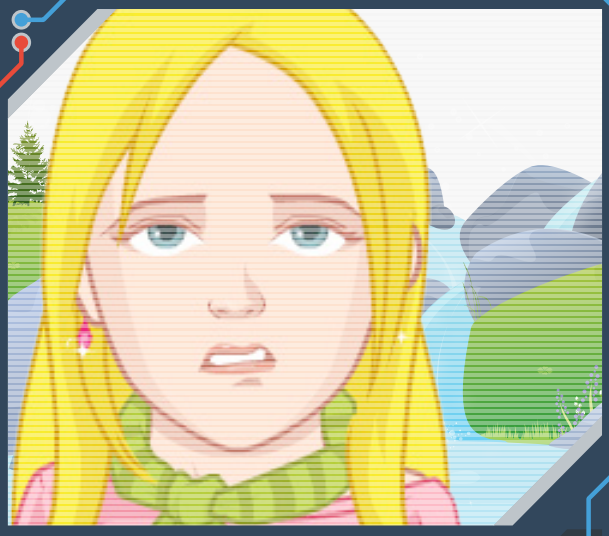


Li

<incoming_transmission>

En la Tierra la gente usa mucha madera para construir cosas pero nosotros no queremos destruir los boques en nuestro nuevo planeta.

</incoming_transmission>



Malika

<incoming_transmission>

Mi amiga esta tratando de crecer plantas pero tiene que cargar agua desde el rio en baldes. Como la puedo ayudar?

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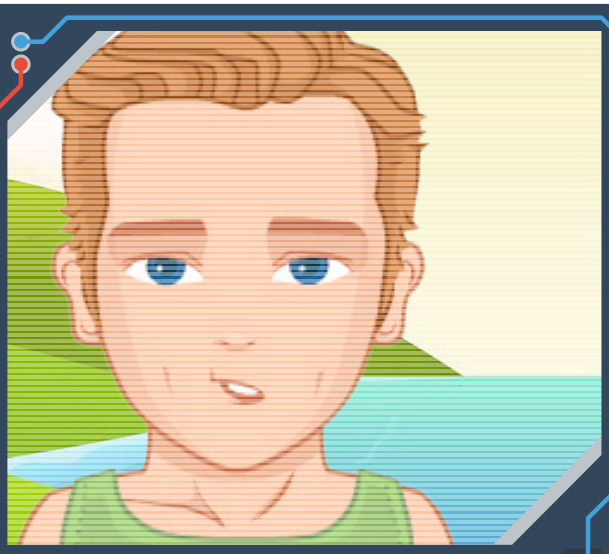
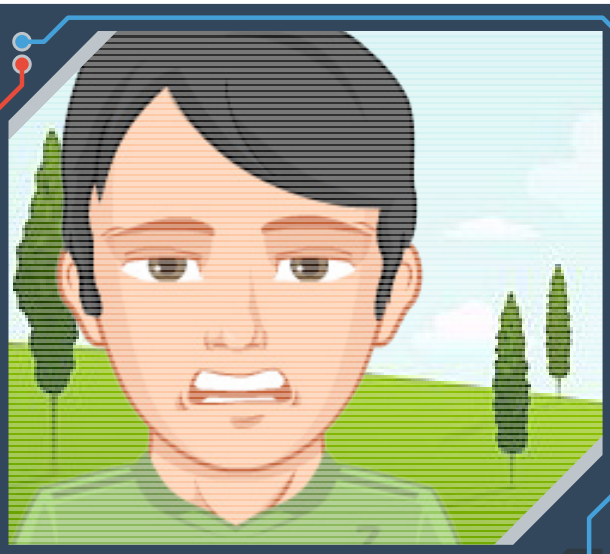


Marek

<incoming_transmission>

El calentador del barco se malogro y tenemos frio.

</incoming_transmission>

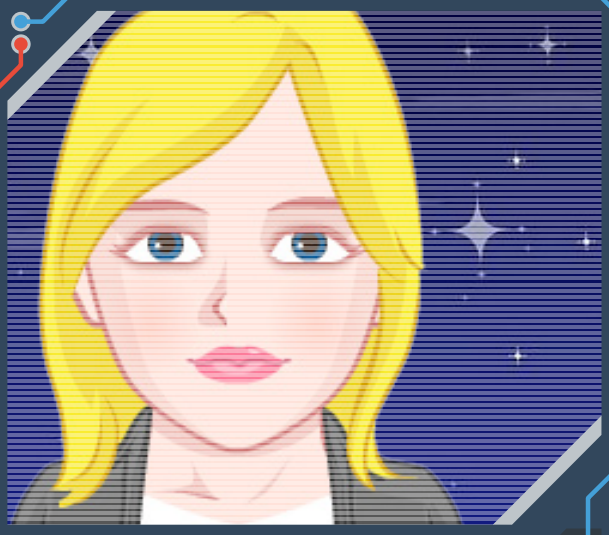


Miguel

<incoming_transmission>

Ouch! Me caí de un árbol y creo que me he roto el brazo.

</incoming_transmission>

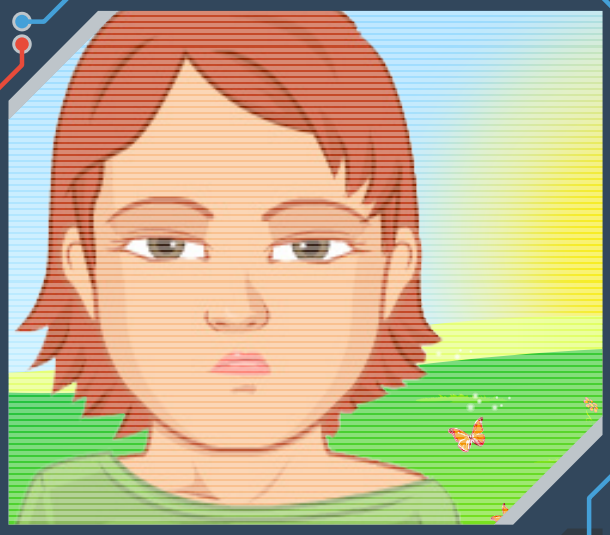


Miya

<incoming_transmission>

Este planeta esta en un cinturón de asteroides. Como podemos proteger nuestra ciudad de meteoritos?

</incoming_transmission>



Nada

<incoming_transmission>

Como podemos crear energía que no le haga daño al planeta?

</incoming_transmission>

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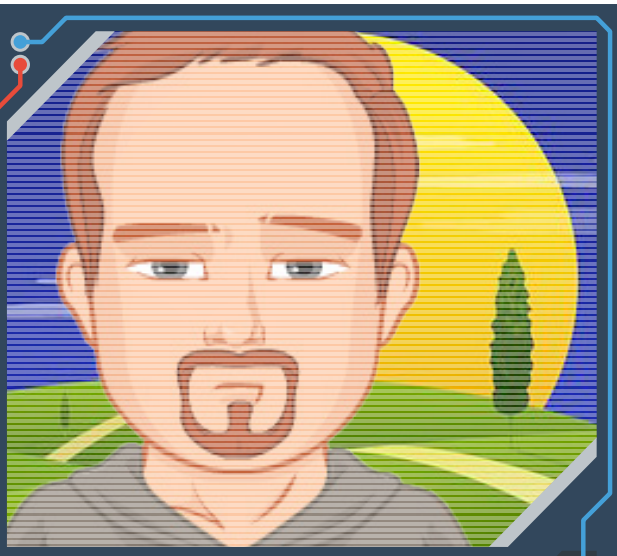
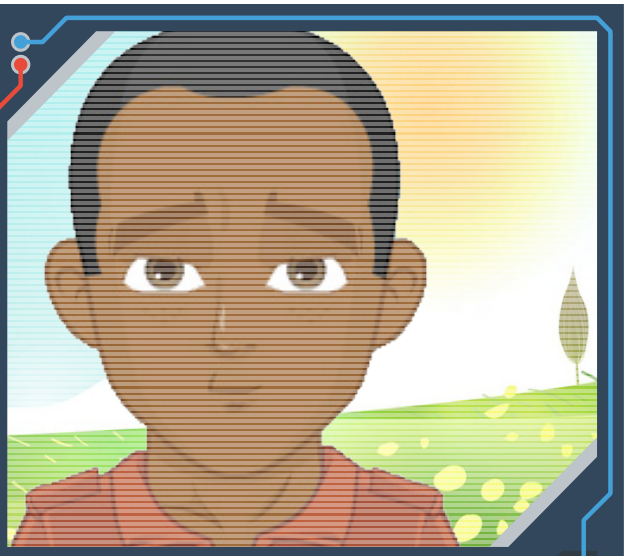


Ross

<incoming_transmission>

Es difícil darle a todos acceso a comunicación que sea buena, rápida y barata. Como podemos solucionar eso?

</incoming_transmission>

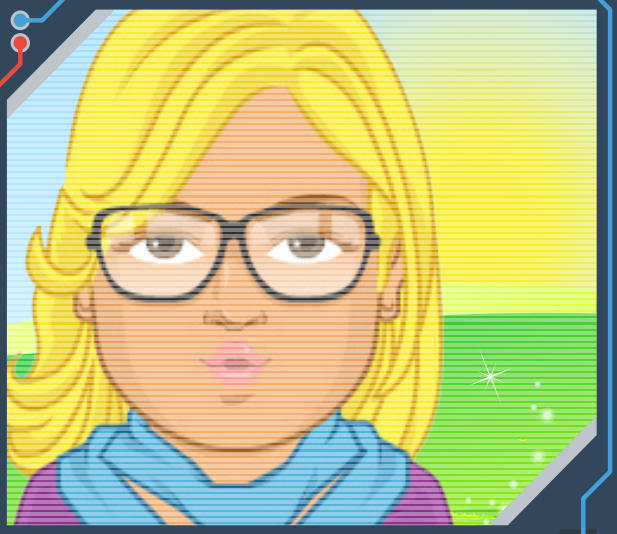


Omar

<incoming_transmission>

Extraño a mi familia en la Tierra pero toma años viajar hasta allá en una nave espacial.

</incoming_transmission>

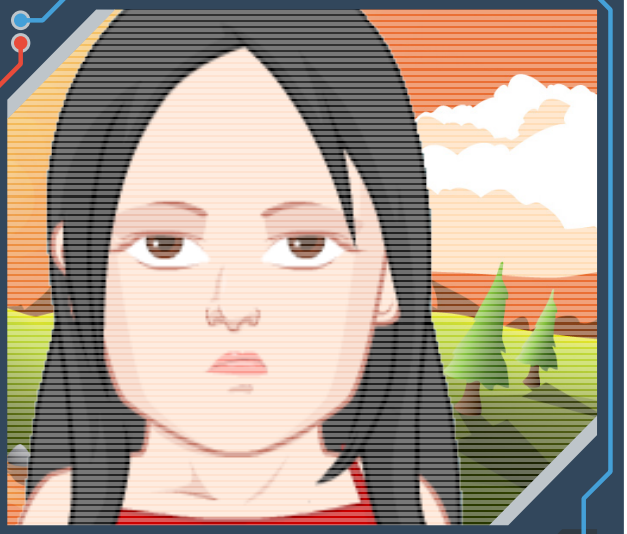


Pari

<incoming_transmission>

Estaba cansada de comer comida congelada-seca de la nave y comí unas frutas que me enfermaron. Como podemos comprobar que comida se puede comer acá?

</incoming_transmission>



Shelby

<incoming_transmission>

Cuando la nave aterrizo el lago estaba contaminado con petróleo.

</incoming_transmission>

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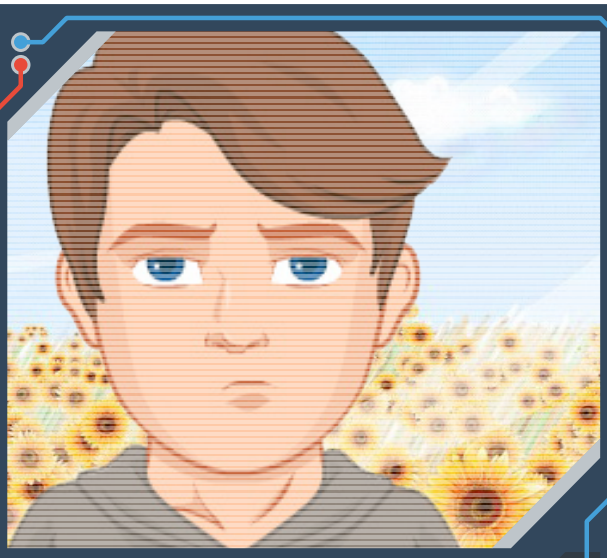
Shaun

<incoming_transmission>

Encontré un animal enfermo. Como lo puedo ayudar?

</incoming_transmission>

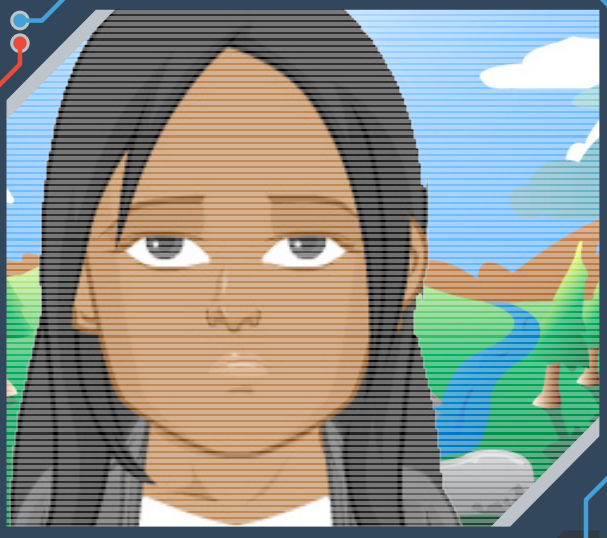


Simon

<incoming_transmission>

Con tanta gente en una ciudad pequeña, se ha vuelto muy ruidosa. Como podemos encontrar un poco de paz y tranquilidad?

</incoming_transmission>



Sofia

<incoming_transmission>

Hubo un incendio muy grande al otro lado de la montaña anoche. Que haríamos si tenemos un incendio aquí?

</incoming_transmission>

Suzana

<incoming_transmission>

Mi familia esta cansada de vivir en una habitación pequeña en la nave espacial. Quiero un hogar de verdad en Ciudad X!

</incoming_transmission>

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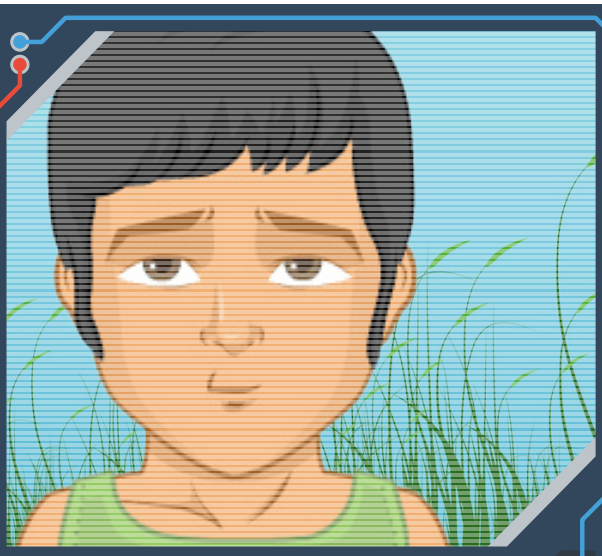
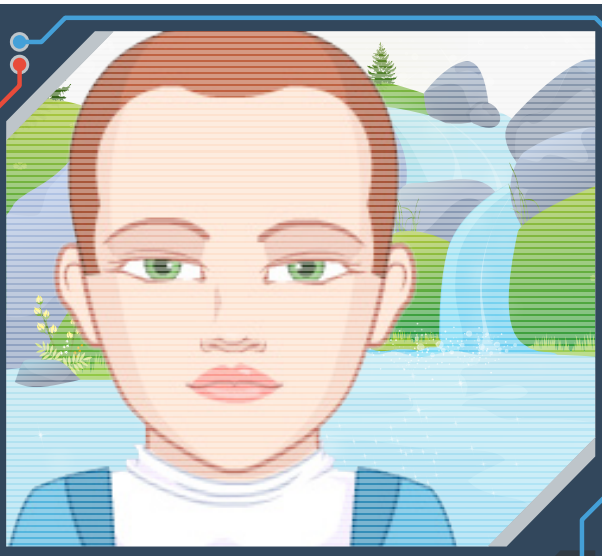


Tim

<incoming_transmission>

Amo Ciudad X, pero extraño la Tierra. Como podemos asegurarnos que nunca olvidaremos de donde venimos?

</incoming_transmission>



Victoria

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Escuche al capitán decir que las baterías de la nave se están descargando. Que haremos cuando ya no tengamos energía?

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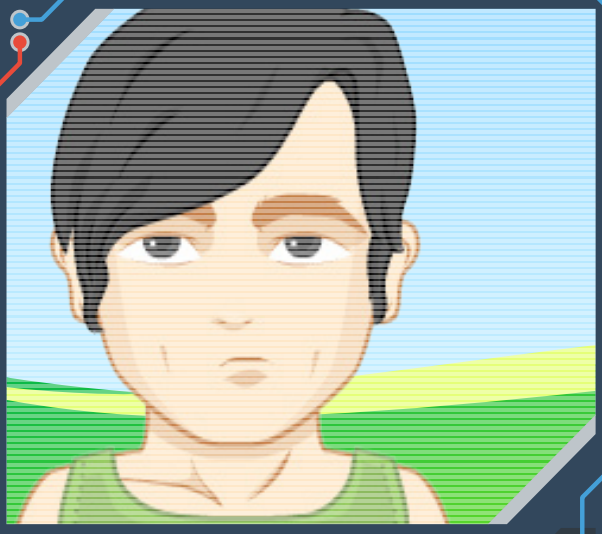

Wen

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Nuestra basura se esta acumulando! Que podemos hacer con ella?

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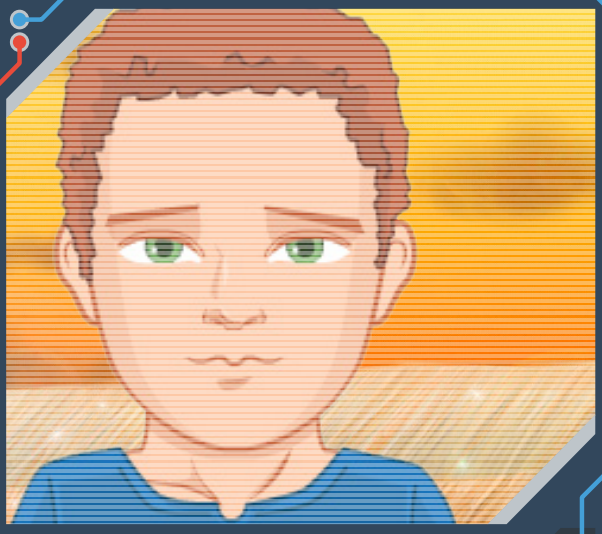

Zak

<incoming_transmission>

Trajimos plantas desde la Tierra para crecer nuestra propia comida pero muchas de ellas no pueden sobrevivir acá.

</incoming_transmission>

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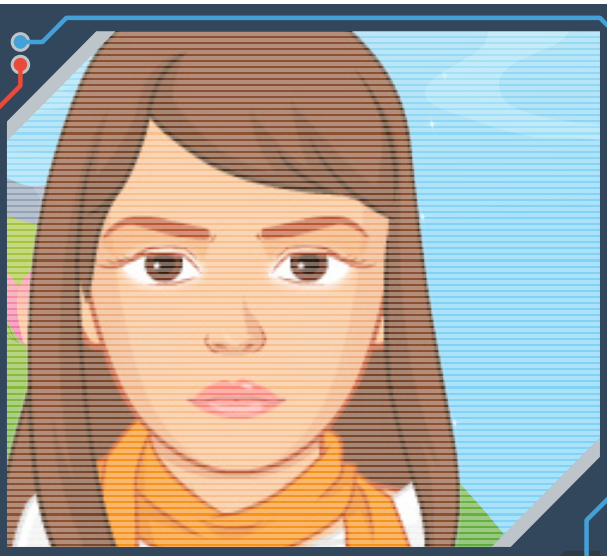
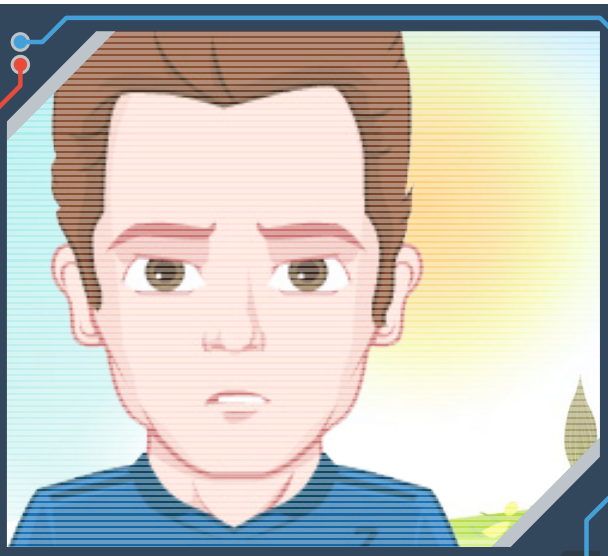


Erica

<incoming_transmission>

Llueve mucho acá. Como podemos prevenir inundaciones?

</incoming_transmission>

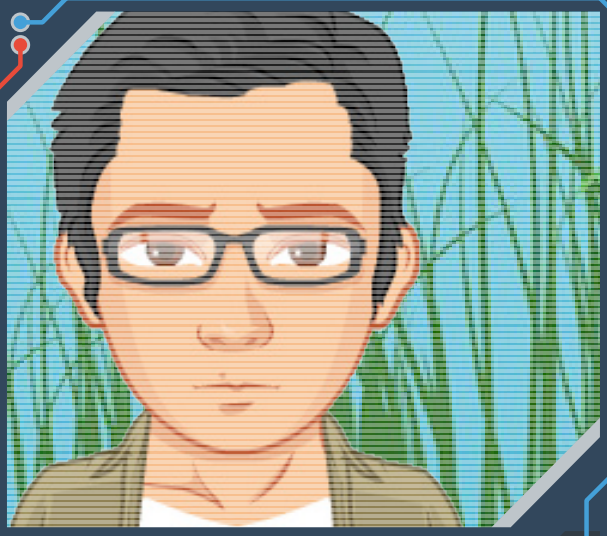


Milo

<incoming_transmission>

El sol es muy fuerte acá y nuestro bloqueador solar no esta funcionando.

</incoming_transmission>



Rafael

<incoming_transmission>

A veces para mi padre es difícil escuchar. Como lo puedo ayudar?

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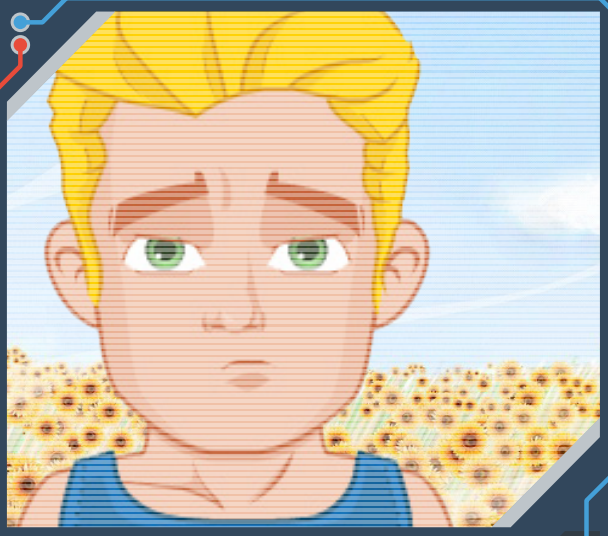

Arthur

<incoming_transmission>

La ropa que trajimos se esta empezando a desgastar. Como podemos hacer ropa nueva?

</incoming_transmission>

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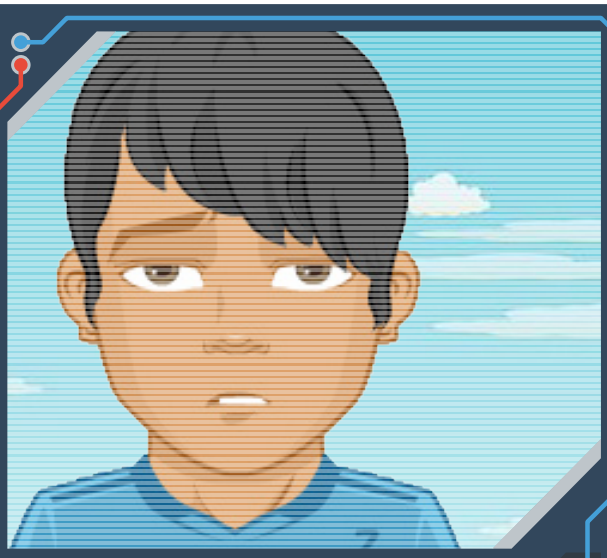

Kamal

<incoming_transmission>

Cuando estaba en la Tierra solía jugar muchos deportes pero no tenemos equipamiento para jugar acá.

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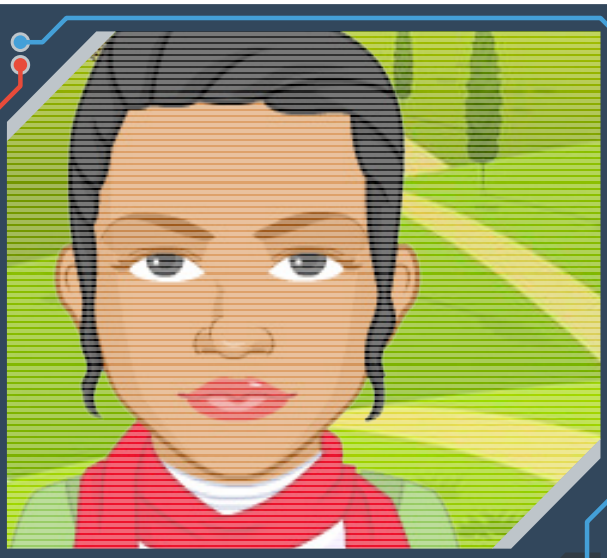

Myriam

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Quiero hacerle una pregunta a mi mama pero ella esta al otro lado de la ciudad.

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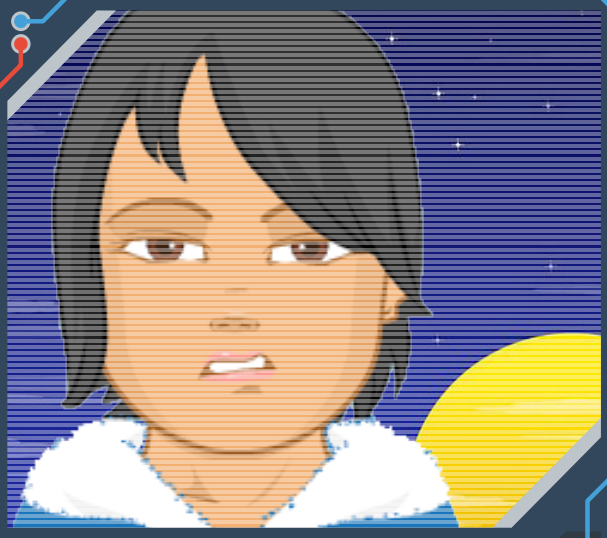

Pim

<incoming_transmission>

Las noches duran mucho tiempo acá, así que esta muy oscuro pero tengo mucho trabajo que hacer!

</incoming_transmission>

May

<incoming_transmission>

Mis ojos me duelen! Creo que necesito nuevos anteojos pero no tenemos los materiales para fabricarlos acá.

</incoming_transmission>

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DESIGNER WORKBOOK

CITY X PROJECT

<identification_panel>

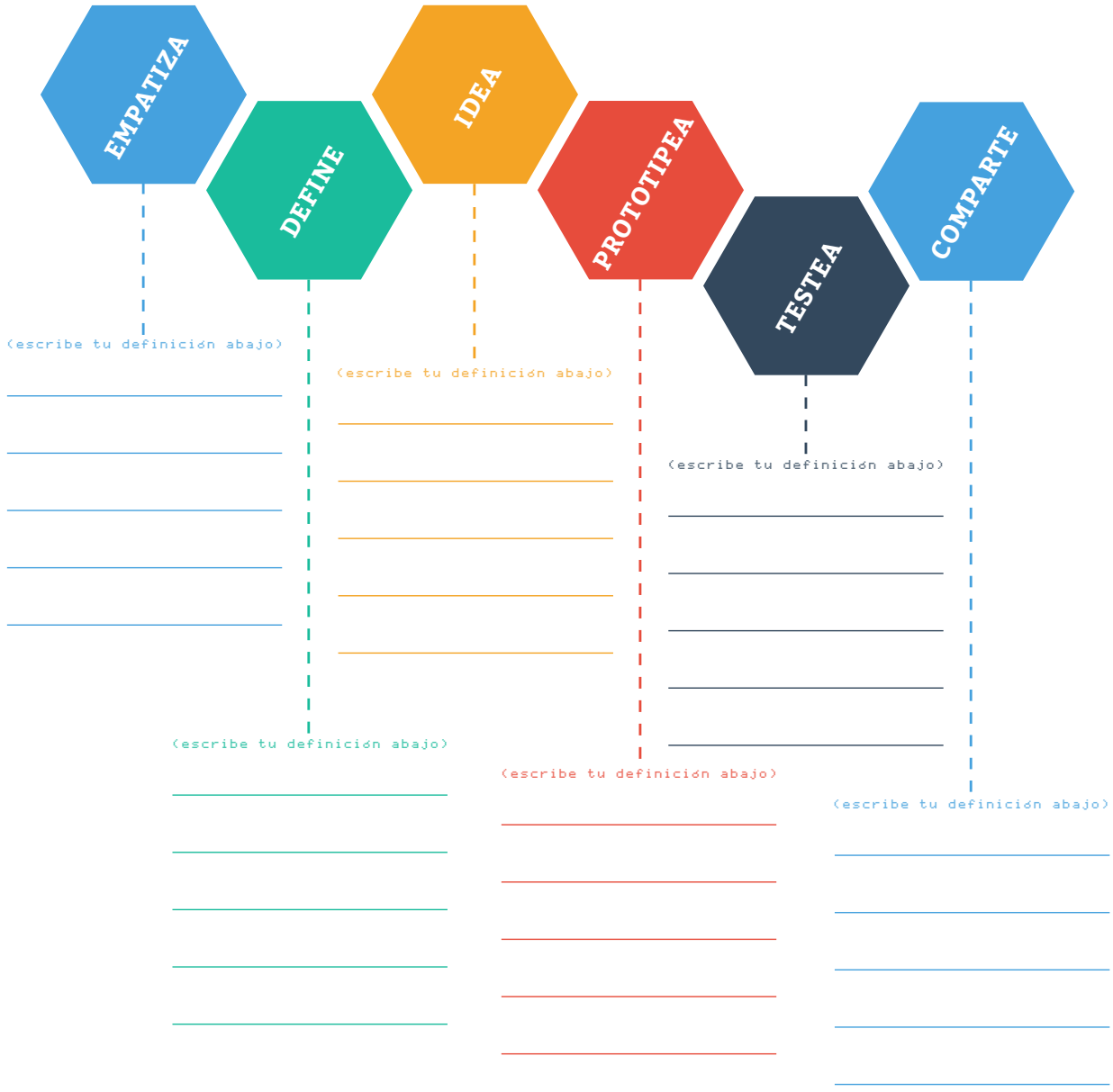
(write your name above)

</identification_panel>

The Design Process

Como las Ideas se vuelven Realidad

Para diseñar los mejores inventos posibles, debes usar algo llamado El Proceso de Diseño. Este proceso te ayudara a entender el reto, pensar en soluciones, y luego crear un producto final que sea efectivo y este listo para compartirlo con el mundo! Este es el mismo proceso usado por diseñadores reales, inventores e ingenieros en todo el mundo!



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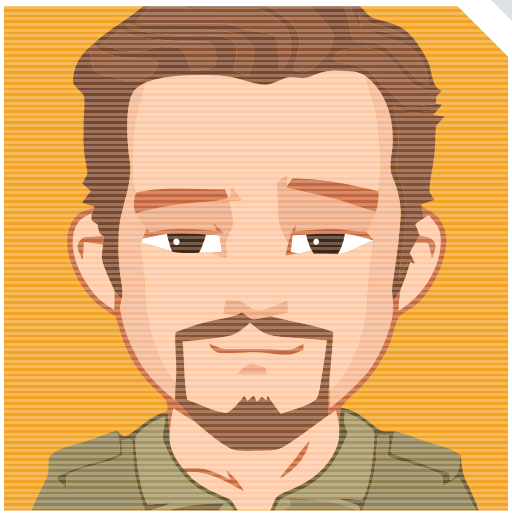

Hola Ciudadanos de la Tierra,

Nuestro viaje desde el planeta no pudo haber sido mejor. Aunque tuvimos algunos problemas menores, aterrizamos satisfactoriamente en nuestro nuevo hogar la semana pasada. Además de la luna extra, algunos de nuestros ciudadanos han mencionado que le hace recordar mucho a la Tierra.

Desafortunadamente, ahora que estamos acá nos hemos dado cuenta que tan poco preparados estamos para este gran cambio. Mientras nuestra gente ha iniciado el proceso de asentarnos, nos estamos dando cuenta que simplemente no tenemos el tiempo de empezar a ajustarnos a esta nueva vida nosotros solos.

Le estamos pidiendo a la gente de la Tierra que nos ayude a diseñar nuestra primera ciudad, Ciudad X. Nuestros ciudadanos han empezado a identificar sus problemas y estaremos enviándoles sus transmisiones a todos en la Tierra.

Por favor, tómense el tiempo de conocerlos para que puedan ayudarlos a todos en nuestro nuevo y a veces peligroso planeta.

Nuestro futuro y el futuro de la humanidad esta en sus manos. Muchas gracias y buena suerte!

Atentamente,
El Alcalde

</message>
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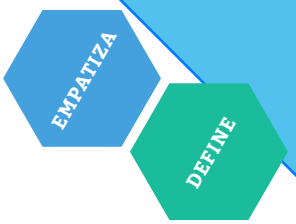


Cual es el problema?

_____ se siente

(escribe el nombre de tu ciudadano)

feliz *triste* *frustrado* *esperanzado* *confundido*

herido *dañado* *curioso* *calmado* *molesto*

cansado *desmotivado* *solo* *sorprendido* *tenso*

(ponle un circulo al sentimiento de tu ciudadano)

y necesita que le diseñe una solución a un problema social acerca de _____ .

transporte *el medio ambiente* *comunicación*

comida *salud* *energía* *educación* *seguridad*

(circle your citizen's social issue above)

Idea

IDEA

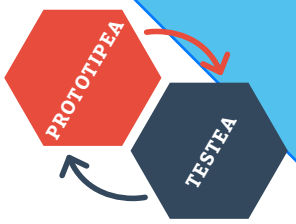
Guia para el Brainstorming

- *No juzgues*
- *Busca cantidad*
- *Construye sobre las idea de otros*
- *Motiva ideas locas*

Guia de Ciudad X

- *No ideas de adultos*
- *No robots*
- *No invenciones que ya existen*

Itera



Feedback:	Cosas Buenas	Preguntas	Cosas por Cambiar

v1.0

v2.0

v3.0

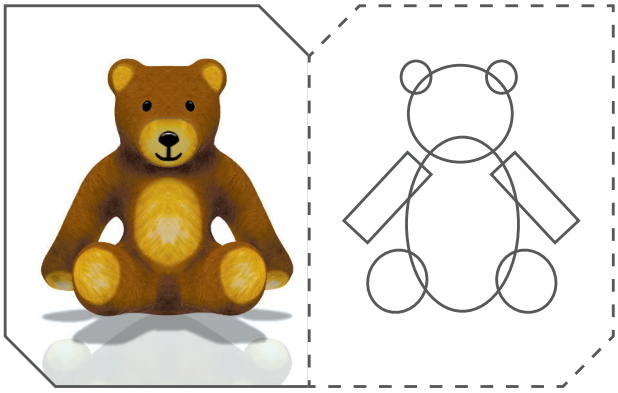
(write the name of your prototype above)

(describe your invention above)

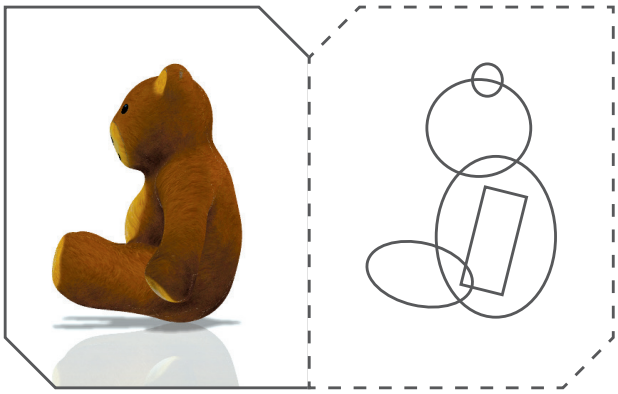
Maqueta

COMPARTE

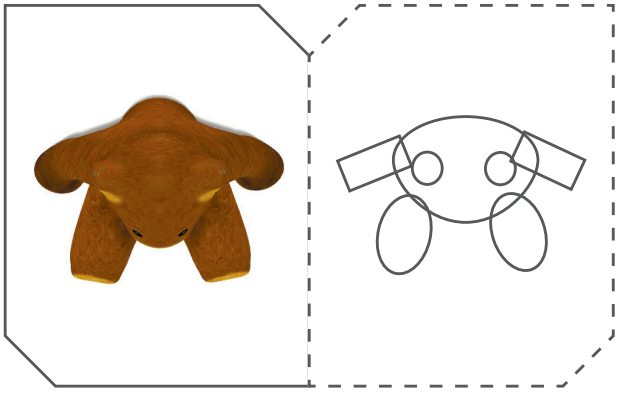
Haz un dibujo de la parte de adelante, del lado y de arriba de tu prototipo aquí abajo.



FRENTE



LADO



TOP

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<!-- CONNECTION SUCCESS -->
<message>
<from: city_x-mayor>
<to: all available designers>
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<!-- BEGIN MESSAGE TRANSCRIPT -->
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Querido Diseñador,

Recibimos tu invento y no podemos esperar para empezar a imprimirlo y usarlo aquí en Ciudad X. Muchas gracias por tu ayuda!

Hiciste un excelente trabajo, y esperamos sigas el camino de convertirte en un talentoso inventor. Puedes continuar jugando, haciendo y diseñando con estas herramientas gratis en tu casa.

Gracias nuevamente,
El Alcalde

</message>
</alt>
</close transmission>

Lo hiciste! Ahora continua prendiendo con estas herramientas.

Tinkercad.com
Modelamiento 3D utilizando formas básicas

Cubify.com
Crea joyas y juguetes para que sean impresos en el Cube 3D printer

Leopoly.com
Esculpe un modelos utilizando arcilla virtual

123Dapp.com
123D Design:
Continua modelando en tu iPad y online

123D Make:
Crea modelos 3D en cartulina y papel

123D Catch:
Crea modelos en 3D de objetos reales usando una cámara o tu teléfono

Shapeways.com
Explora y descarga modelos en 3D de casi cualquier cosa que puedas imaginar, creado por otros grandes inventores y diseñadores

CityXProject.com
Síguenos online para que puedas ver las otras invenciones que han sido creadas por diseñadores como tu en todo el mundo!

Recreational Activity Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 1							
Week 2							
Week 3							
Week 4							

Notes:

Thank you to the **Field Innovation Team** volunteers & **St. PJ's** Staff for your imagination & effort in making this possible for the **next generation of innovators.**

LET'S INNOVATE!

Caitlin **Doughty**
Mary Tyskiewicz
Brad Fortier
Nikhita Singh
Erin Beasley
Ryann Hoffman
A. Dara Dotz
Eric James
Libby **Falck**
Aubrey Shick
Evan Huddleson
Christopher **Guess**
David Roberts
Brian Cuce
Kate Lewis
Mathan Ratinam
Tony Sutera
Raghava KK
Frank Sanborn
Jewel Perez
Janina **Guajardo**
Bryan Jones
Robert Copeland
Rebeka Ryvola
Tamara Palmer
Desi Matel-Anderson