

# Optional Enrichment Activities

## 1. Field Trip Guide

Field trips can be educational and socially engaging additions to Boys Only!. Field trips must be planned ahead of time, with attention to budget, transportation needs, and other logistics. Additional permission slips may be necessary for field trips. The objectives of all field trips is to expose Participants to various parts of their community, facilitate connections between Participants and others, and help Participants understand themselves as members of their local community. The suggestions that follow are general ideas; research specific destinations and activities in or near your community. Social field trips are also beneficial to building camaraderie amongst Participants and for having fun!

**College Campus Tour:** Higher education is a space in which people gain critical thinking skills, discover their personal potential, and become life-long learners. Exposing young people to college life helps build motivation and interest in continuing their education. Visiting a college campus, including taking a tour, observing a class, visiting a sports center, bookstore, and library exposes young people to college life and address any uncertainties. Arrange for a tour of a community college or four-year university in your community and give Participants a chance to talk to college students and ask questions.

**Museum Visit:** Museums house relics of social and historical importance for public enjoyment and education. Museum exhibits expose young people to new experiences, artifacts from different time periods, and items from around the world. Visiting a museum engages young people outside of the Boys Only! space in an interactive way, intriguing them with relics from places they may not have the chance to visit. Decide what kind of museum you will take Participants to: an art museum (painting, sculpture, photography, contemporary, historical), a science museum (natural history, archeological, cultural, exploratory), or an outdoor museum (arboretum, aquarium, zoo). Arrange a field trip to a museum hosting an exhibit related to a general theme or topic recently covered. Design a scavenger hunt for Participants to search for specific things throughout the museum.

**Nature Experience:** Spending time with nature stimulates the senses and creates awareness. Nature is where young people develop their senses through experimentation and experience, connecting the physical world—the world they observe with their touch, smell, taste, eyes and ears—to their intellectual world; this mental-physical connection promotes self-confidence. Developing a relationship with nature has mental health benefits in the same ways art and music does, helping young people develop motor skills and spatial awareness. Also, urban environments are increasingly polluted with smog and trash—making a trip outdoors provides an opportunity to breathe fresh air. Nature visits may include: a picnic at the park, a beach day, hiking, camping, swimming, kayaking, canoeing, or a sail on a sailboat.

**Theatrical Performance:** Theater is a demonstrative form of cultural expression, allowing people to see stories play out before them and making statements about the human experience through something tangible and relatable. Whether writing, directing, or acting within the realm of theater, ideologies, beliefs, thoughts, and emotions are being articulated. Attending a theater performance (a dance show, a poetry reading, an acrobatics demonstration, an improvised performance, a drama,

musical, or comedy performance) is an increasingly rare public happening in which large numbers of people gather into a shared space and experience something together, whereby building community. Young people can be engaged with theater on multiple levels, including with the content of the show, performance space, performers, and practical elements like costumes, lighting, set design, and make-up. Arrange to view an age appropriate performance related to a theme or topic recently covered. Look for performances at local theaters or college campuses. Some locations offer group discounts or group scholarships.

**Volunteer Venture:** Volunteerism or serving without monetary compensation, is a mutually beneficial way to engage young people with their communities. Volunteers learn to help others and organizations in need. Volunteers learn new tasks, gain experience working as a team for a common goal, and are exposed to various parts of their community. Arrange for Participants to volunteer with an organization or on a project related to a general theme or topic recently covered. Ideas for service projects include: serving food at a homeless shelter, participating in a beach clean-up or neighborhood trash clean-up, tutoring or mentoring their peers, visiting senior citizens at a senior center, visiting and entertaining hospital patients, organizing a food or clothing drive for children in need, weeding or planting on a local farm, or working as ushers at a local theater production.

### Discussion Topic Ideas:

- What did you enjoy most about the field trip?
- What are some things that you learned on the field trip that you didn't know before?
- What was the weirdest or funniest thing that you saw today?
- What surprised you most about the field trip?
- How did what you experienced today relate to what you've learned in Girls Only!?

## 2. Graduation Guide

Despite caregiver(s) exacting schedules and the daily societal demands on our youth, they committed to and completed Project ROOTS! This calls for a celebration!

**Purpose/Objective:** Celebrating the achievements of Participants with a ceremony, certificates and /or festive gathering, recognizes the hard work and dedication of each member; ultimately, commemorating the successful completion of the program. Invitations should be given to Participants' caregiver(s), friends and other family members, volunteers, members of the steering committee, teachers, or any community members involved in the program.

As with the majority of the toolkit, the graduation ceremony can also be adapted. A graduation can be as elaborate as displaying Participant work such as a final project, or a slideshow of pictures showcasing the Participants, or a creative performance i.e. talent show. Some of these performances can include a learned dance routine or chant, poetry reading, or a short skit. Gather ideas from the Participant on what they feel comfortable showcasing.

**Length of Graduation:** 60 – 90 Minutes

**Materials:** (Contingent upon funding)

- Certificates
- Party Food and Beverages
- Decorations
- Participant Goodie Bags (ROOTS T-shirts, pencils, notebooks, etc.)
- Microphone
- Seating

**Setting:** Graduation can take place at a park, auditorium, or the same location where ROOTS sessions are held.

### Procedure:

1. **Welcome everyone to the ceremony! (5 - 10 minutes):** Start by welcoming all of the attendees and introducing yourself to the audience. Introduce any other Facilitators or staff as well. Explain to the audience general information about the program. Highlight major events or share an interesting occurrence that took place during the year.
2. **Guest Speakers (10 - 20 minutes):** Start by sharing a personal message to the program Participants. This can include things that you are proud of them for and what this year of Project ROOTS was like for you, noting positive changes. Introduce any volunteers or guest speakers that were notably involved and allow them the opportunity to share their thoughts about the program and its Participants.
3. **Certificates (10 - 20 Minutes):** Read off each Participant's name and allow them to be acknowledged and receive their certificate. Keep in mind that many families will also like to take pictures at this time. If time permits, say something personal about each Participant.
4. **Showcase (10 - 20 Minutes):** Allow the Participants to showcase their chosen performance. This can be a dance, poetry reading, or a presentation of their projects.
5. **Closing Remarks (5 – 10 Minutes):** Congratulate the Participants again for completing the program. You may give personal thanks or thank you cards to all of the program volunteers. Dismiss attendees to look at displayed work and remind them that you look forward to the next session!

### Final Projects:

**Graduation Paper:** Ask Participants to complete a 3-paragraph essay containing the following:

1. What they learned in Project ROOTS
2. How have they applied what they have learned
3. What was the most memorable part of the program

**Memory Jars:** Obtain a small mason jar for each Participant. Provide Participants with multiple supplies to decorate their mason jars to reflect their personalities. Prepare multiple pieces of “fortune cookie” sized strips of paper. Instruct Participants to write down various things that they've learned from Project

ROOTS on different strips of paper to be added into the jar. Then instruct each Participant to write 1 positive thing about each member of the group to include in the jars.

**Project ROOTS Scrapbook:** Print multiple pictures of each Participant in various activities throughout the program. Allow Participants to choose pictures and create their own special page to be included into the scrapbook.

**Self- Reflecting Collage:** Using a large colorful poster board, allow the Participants to cut multiple pictures and symbols from different magazines that reflect important aspects of their lives as well as their future. Ask them to use labels to explain at least 4 significant pictures in the collage.

**Time Capsule:** Instruct Participants to decorate a card board cylinder. (Card board cylinders can be found in paper towel roles.) Let the boys choose a time, 5-10 years from now, and have them write themselves a letter to be read on a particular date after the time lapse. Roll up the letters and place them inside of the decorated “scroll”, use cellophane wrap and rubber bands to seal each end.

### 3. Guest Speaker Guide

Guest Speakers are a diverse addition to the daily lessons. Having guest speakers allows the Participants to hear and learn information from multiple perspectives. It is equally beneficial to expose the group to various, positive role models.

When inviting a guest speaker, it is important to be aware of the content that the speaker will be presenting ahead of time to guarantee it is age appropriate and relative to the ROOTS curriculum. It’s helpful to give the presenter a specific idea or certain points that you would like them to explore that are in-line with the topic. For example, if you are planning to invite a police officer on career day, email or meet with the guest ahead of time to confirm that the officer is prepared to discuss topics related to the career aspect of his or her life.

Provide the guest with the following list detailing the profile of a ROOTS role model/guest speaker. This will give them a better understanding of what to expect:

1. A professional of the same sex that is willing to share a special talent, skill set or life experience
2. Ability to serve as a role model (coming from poverty, belonging to a particular ethnic group, overcoming challenges in your own life)
3. Willingness to share your story and provide motivation and inspiration to young girls
4. Available to spend time preparing the presentation and sharing it with the PCI Coordinator for review
5. Available to spend 2 hours during a workday afternoon to attend and present at the GO! session
6. Demonstrated group management skills (?)
7. Willingness to answer uncomfortable questions in an age-appropriate manner
8. Ability to present information neutrally (without assumptions or overt judgement)
9. Ability to remain culturally and socially aware, appreciative, accepting, and sensitive

### Procedure:

1. **Emphasize the Community Guidelines:** Remind the group of the rules and expectations before the guest speaker arrives. The Participants should be respectful and continue to follow the group's Community Guidelines.

2. **Introduce your Guest:** Introduce the guest speaker to the group by their name and include their profession.

3. **Guest Speaker Led Discussion:** A guest speaker should touch on the following.

- Educational/Professional trajectory
- Explain what they enjoyed about school
- Explain why they chose their profession
- Comment on obstacles they had to overcome and how
- Elaborate on current obstacles they may face and how they overcome them
- Discuss what keeps them motivated
- Showcase equipment related to their profession, if applicable (i.e. firefighter, doctor, chef, or other professional equipment)

4. **Questions:** Allow ample time for Participant questions

## 4. Talent Show Guide

Talent shows provide a stage for people of all ages to demonstrate a skill or talent of their choice. Although talent shows are often competitive, the goals of this talent show are to practice performing in front of peers and an audience and to have fun. Young people who receive regular praise and encouragement feel better about themselves and are generally motivated to succeed; a talent show is a fun, engaging way for participants to show off something they are good at and to receive praise for their efforts.

**Length of Show:** 60 – 90 Minutes

**Materials:** (Contingent upon funding)

- Party Food and Beverages (consider a potluck)
- Decorations
- Microphone & Audio Capabilities
- Invitations

**Setting:** Talent shows can take place at a park, auditorium, or the local community center.

### Procedure:

1) Prepare by introducing the idea to Participants. Explain that the talent show will be a showcase of talents including dancing, singing, poetry, music, and anything else they can think of. The talent show will not be competitive, it will not be about winning or losing, but about showing off something you are proud of. This is also a time for Participants to practice being supportive and encouraging of one another.

- 2) Give Participants time to brainstorm their acts but performing in the talent show should not be required. Advise as necessary. Provide an alternative for those who do not wish to perform, such as overseeing the music or decor, being the MC/announcer, making programs, or welcoming guests. Performers can work alone, in pairs, or in groups and can be in more than one act.
- 3) Have Participants decide on an act and begin to rehearse. Give ample time for rehearsals. Suggest that they rehearse outside of ROOTS, if possible. Prepare music and props as necessary and set guidelines on appropriate costumes.
- 4) Invite Participants to make encouraging posters at home with their families for the talent show such as, "Great job!" "Awesome!" "You rock!" "Excellent performance!" "You've got talent!"
- 5) Invite parents/guardians and other community members, as appropriate, to come watch the performance. Give at least three-four weeks' notice.
- 6) On the day of the performance, set up chairs, refreshments, and food for the audience. Prepare a detailed schedule to keep the performances organized.
- 7) After everyone is seated, welcome the audience to the show. Tell them that every performer has worked extremely hard on their act and in appreciation everyone is welcomed to cheer and applaud. Remind the audience to be respectful.
- 8) Introduce each act and its performers by name before they come onto the stage. If there is a Participant acting as the announcer, assist them as necessary.
- 9) Enjoy the talent show! Support the Participants! Remember how intimidating it is to perform in front of people.
- 10) At the end of the show, invite all performers to the stage to take a final bow. Dismiss the audience.
- 11) Prepare for a follow up discussion with Participants at the next session.
  - How did it feel to perform?
  - Did they have fun?
  - What went well?
  - What could have been better?
  - What about the talent show made you feel good?
  - What did not make you feel good?
  - What would you do differently next time?
  - Would you perform again?

