



english for **NEW
BOSTONIANS**

ESOL for Parents and Caregivers Curriculum

Supporting Children's Learning: Unit 7 *Enrichment Programs*

Activities:

#1: What are Enrichment Programs?

#2: The Importance of Sports for Children (b)

#3: The Importance of Enrichment Programs in the Summer

#4: What is Camp?

#5: Researching Enrichment Programs

Developed by Susan Klaw

© English for New Bostonians 2022



About English for New Bostonians

English for New Bostonians (ENB) invests in the future of our region by fostering a high-quality ESOL system that prepares immigrants to pursue their educational, economic and civic aspirations. Through grant making, training teachers, and building public awareness, ENB expands the number of English for Speakers of Other Languages (ESOL) seats, improves program quality across agencies, customizes curricula to diverse subpopulations, and leverages private and public resources. Founded in 2001 by the Mayor's Office for Immigrant Advancement (MOIA), immigrant leaders, and local foundations, ENB now involves several city departments, approximately 20 public and private funders, and numerous community organizations.

About the ESOL for Parents and Caregivers Initiative

Through ESOL for Parents and Caregivers, ENB guides ESOL providers and immigrant-rich schools in building partnerships to facilitate parent engagement in schools, enabling parents/caregivers to improve their English and digital literacy skills, navigate school systems, and understand expectations and opportunities for school involvement and ways to optimize children's learning. At the same time, ESOL for Parents helps adults prepare to pursue their own educational and employment goals, *while supporting children's learning – aiming to eliminate multigenerational poverty.*

About Susan Klaw

Susan Klaw has directed, taught in, and developed original curriculum materials for Boston-based parent ESOL programs since 1991. She has delivered extensive training locally and nationally on various aspects of Family Literacy and been named a "Literacy Champion" by the Massachusetts Literacy Foundation, Parent Educator of the Year by the Children's Trust Fund, and Adult Educator of the Year by the Massachusetts Coalition for Adult Education.

About the ESOL for Parents and Caregivers Curriculum

The Curriculum (on ENB website and available free of charge) gives ESOL teachers background materials, lessons and activities designed to help immigrant parents learn English and become more effectively involved in their children's education. Selecting curriculum units and lessons relevant to their classes, ESOL teachers can orient immigrant parents to the U.S. school system and provide practical skills such as interpreting report cards, participating in teacher conferences, advocating for children, and supporting children's learning at home. While some information is Boston specific, much can be used in any locale. ENB can assist in adapting materials for school districts. Additionally, ENB offers a Companion Middle/High School Guide, as well as a Digital Learning Guide to support online instruction.

Using the ESOL for Parents and Caregivers Curriculum

All materials are intended to be downloaded and widely used. Please cite English for New Bostonians and credit English for New Bostonians on all reproductions. We welcome feedback and stories on how you and your students are using the ESOL for Parents and Caregivers Curriculum!

Thanks to the many public and private funders that have supported this project, especially the Highland Street Foundation, Shipley Foundation, Hamilton Foundation, Moses Kimball Foundation, Plymouth Rock Foundation, Blum Shapiro Foundation and the Mayor's Office for Immigrant Advancement's *We Are Boston Gala*.

Contact us at info@englishfornewbostonians.org
or visit us online at www.englishfornewbostonians.org

ACTIVITY #1: WHAT ARE ENRICHMENT PROGRAMS?

Rationale:

- Many immigrant parents keep their children within the two spheres of school and home. They have little experience with enrichment or extracurricular programs, and the concept that it is beneficial to enroll their children in programs like youth sports or summer camps may be a foreign one to them. While middle and upper middle class parents may overschedule their children in out of school time activities, immigrant parents typically underutilize available options. While all children and teens benefit from involvement in organized enrichment programs, children from immigrant families have perhaps the most to gain. They need such programs to continue to help them develop their English language skills and to help them navigate and fully experience American culture.

Student Objectives:

- Students will understand the difference between an activity and a program
- Students will be able to give at least two examples of enrichment programs.
- Students will build oral skills and confidence.

Materials:

- Handout: Sorting or Listening Exercise—Activity or Program
- Handout: Enrichment Programs You and Your Children Have Participated In

Activity Outline:

1. Explain objectives.
2. Explain concept of enrich—e.g. to make richer. Write on the board: “Enrichment programs make children and families richer, not in terms of money, but in terms of experience.” Ask students what they think the statement means.
3. Use the example of after school programs, which many parents are familiar with. Say

this is an example of an enrichment program. Ask, *do you have children in after school programs? Why do you and your children like the program?* Most parents in our classes like after school programs because their children get help with homework and because their children don't watch TV or play video games all afternoon. Children like the programs because they get help with their homework, get to be with their friends, and "do fun activities." Ask students whether they have participated in any enrichment programs themselves. Point out that taking an English class would be an example of an enrichment program for them, just the way Arabic School on Saturdays is an enrichment program for some of their children.

4. Explain the distinction between **activities** and **programs** through examples. This is an important distinction because enrolling children in programs offers greater enrichment for the child than doing an activity. For example, a parent recently said that taking her child to the park to play was equivalent to signing her up for a youth soccer program.

- If you take your child to the pool to go swimming, that is an activity. If you sign her up for swimming classes, that is a program. If you take your child to the park after school so he can play soccer with friends, that is an activity you are doing with your child. If you sign your child up for soccer, and she goes to the park two days a week for practices and games, that is a program.

- A simple way to remember the distinction: activities are one time; programs happen every day or every week. Parents do activities with their children. Organizations run programs. If the class did the curriculum topic, *You Are Your Child's First Teacher* (Topic 3, Unit 1), remind them of family activities discussed, like going family dinners, or watching a movie together.

5. Cut into strips items on the Handout Sorting Exercise—Activity or Program? Put strips in a basket. Have students draw a strip, read it, and identify it as an activity or a program. Even if the distinctions are obvious to many students, it gives them reading practice and helps review vocabulary.

5 (alternate). Do above activity as a listening exercise. Tell students to write out on a blank piece of paper numbers 1-12. As you read each item, their job is to indicate whether it is a program (P) or an activity (A). Caution that they must listen carefully as you will only repeat each item one time.

6. Summarize: It helps children succeed in school if their parents 1) do a lot of activities with them and 2) sign them up for enrichment programs.

7. Explain that some enrichment programs are offered in their children's schools, before or after school. Others are offered in the community. Ask for examples of each and list on the board. Have students copy the lists into their note books. These are important words to be able to recognize and to spell.

8. Introduce the term extra-curricular activities as another term for enrichment programs. It is often used in connection with teen-agers. Explain that colleges are very interested in what extra-curricular activities high school students have participated in. They want to accept students who have good grades in their classes, and who do many extracurricular activities. See if students have any ideas about why colleges might be interested in extracurricular activities.

9. Distribute Handout: Enrichment Programs You and Your Children Have Participated In and divide students into pairs to discuss the questions. After 10 minutes, assign students a new partner and have them discuss the same questions again. This gives them additional information and additional oral practice.

10. Summary: With the whole group back together, ask students, *Did you learn about any new enrichment programs for your children? For yourself?* Talk about those programs. Encourage as much sharing of information in English as possible between students. Encourage students to talk to each other after class to get more information in their first languages.

11. Homework: Have students write a first draft about an enrichment program their children have participated in. Ask them to describe that they liked about the program and what their children liked about it. Beginning level students could be asked to complete sentence stems rather than write a paragraph:

My son/daughter liked the _____ program because _____
and because _____.

12. After the first drafts have been corrected and copied over, have students read their paragraphs aloud to their classmates.

Follow-Up:

- **Family homework:** While parents are doing their homework, have them ask their children to make a list of five things they liked about the same enrichment program and then to draw a picture which illustrates something about the program. Ask parents to bring in the drawings and lists to share

when they read aloud their paragraphs.

- Have students go to their nearest BPL branch library or BCYF community center to collect flyers about enrichment programs bring those in to share.

Handout: Sorting Exercise—Activity or Program?

You take your children to the Children's Museum.

Your child takes guitar lessons.

You go to the library with your children to borrow books.

You take computer classes at the library.

Your child goes every day to the Boys and Girls Club after school.

Your child goes to the YMCA summer camp for two weeks. You

take your children to a free summer concert in the park.

Your family goes to the movies

Your child goes to Arabic school on Saturdays

You go trick or treating on Halloween with your kids in your neighborhood,

Your daughter participates in the science club at her school.

Handout: Enrichment Programs You and Your Children Have Participated In

Directions: Discuss with your partner the following questions. Refer to the list the group has made of different enrichment programs.

1. When you were a child, did you participate in any enrichment programs? What were they? Did you like them? Why?

2. Have your children participated in any enrichment programs? What were they? Did they like them? Why?

ACTIVITY #2: THE IMPORTANCE OF SPORTS FOR CHILDREN

(Can be used/adapted for use with beginning level students)

Rationale:

Rather than elaborate on the importance of on a number of different enrichment programs, here students learn about the importance of sports for their children. Given the childhood obesity epidemic, dangerous neighborhoods, and cuts in physical education, participation in organized sports is a valuable activity to focus on.

Student Objectives:

- Students will be able to name two benefits of sports for their children.
- Students will build reading comprehension skills.

Materials:

- Handout: What Do You Know? What Do You Think?
- Handout: Are Sports Good for Kids?

Activity Outline:

1. Explain objectives.
2. Opening discussion: Did you play sports when you were a kid? What did you play? Where did you play? Have your kids done any sports programs?
3. Write team sports, individual sports and organized sports on board. Make sure students understand the distinctions between them by giving examples, e.g. soccer is a team sport and karate is an individual sport. Youth soccer is an organized sport; playing soccer at recess in school or kicking a ball in the park is not.
4. Distribute Handout: What Do You Know? What Do You Think? Have students work on it individually. It asks them to label some statements as *True or False* and to decide whether they *Agree or Disagree* with some others.
5. Go over the answers as a group. Use a **show of hands** for the *True or False* questions and do a **vote with your feet** with the *Agree or Disagree* questions,

always good for getting students up and out of their seats. Put a sign saying Agree on the wall in one part of the room and one saying Disagree in another part of the room. Students then stand under the sign which corresponds with their answer.

· For True/False questions: an answer key to help you elaborate:

#1: False. Elementary schools in Boston do not have organized sports. Many do not have physical education either because the schools do not have gyms. You might discuss whether the schools your students' children attend have physical education.

#2: True. Most high schools in Boston (and most high schools in general) have sports teams. Students can join these teams. They practice and play outside of the regular school day.

#3: True. Point to the child obesity epidemic and the fact that most parents don't let their children play outside unaccompanied for safety reasons. This is different than in the past and different perhaps than in their home countries.

#4: False. Some studies indicate that girls benefit even more from participation in team sports because it does a lot because to counter balance societal body image issues.

#5: True. Soccer, baseball and football programs are available to children in most Boston communities.

· For Agree/Disagree questions, if there are different opinions in your class, ask students to explain their positions.

6. Distribute and read aloud together the Handout: Are Sports Good for Kids? Take a minute to explain the importance of headings to help students understand content.
7. Have students circle one benefit of sports listed in the handout that they think is most important. As they share what they have circled, tabulate those results on the board so the class can see how many thought "Health" was most important, how many thought "Character" was most important, etc.
8. If any students wrote about their children's participation in sports in the previous activity (Step 11) have them read these essays aloud to the rest of the class.

Follow-Up:

- Have students bring in any information they can find about youth sports opportunities in their community.

Handout: What Do You Know and Think about Sports?

Directions: Write True or False after each of the following statements.

1. Most elementary schools in Boston have organized sports for kids.
2. Most high schools in Boston have organized sports for kids.
3. Children at all ages need to get more exercise.
4. Boys need to play sports more than girls do.
5. There are youth sports programs in my community.

Directions: Write Agree or Disagree after each of the following statements.

1. Sports are just as important for girls as they are for boys.
2. Going to the park with my children is just as good for them as playing soccer or taking karate classes.
3. When students play team sports, they learn how to work as a group.

Handout: Are Sports Good for Kids?

Playing sports can improve kids' physical and mental fitness. Sports are good for kids and have benefits that can last a lifetime.

Health

- Kids who participate in sports can learn that exercise is fun and are likely to make it a habit that lasts through adulthood. Regular exercise lessens risks of obesity, heart disease and diabetes.

Character

- Participation in sports teaches kids to be supportive and help others on the team. Children learn the benefits of hard work, become motivated to practice and improve individual performance.

Emotional

- Through sports, kids can discover that they will not always win in life and they learn to be good losers as well as strive to be winners. They also learn how to handle disagreements and conflicts with teammates and opposing players in a non-violent way.

Social

- Children make new friends who go to other schools and live in different neighborhoods. They learn how to work as a group to achieve a common goal.

Girls

- According to the President's Council on Physical Fitness and Sports, girls who participate in sports have a healthier body image, are more confident and have increased self-esteem

ACTIVITY #3: THE IMPORTANCE OF ENRICHMENT PROGRAMS IN THE SUMMER

Rationale:

The typical school summer vacation is about 10 weeks long. This is too long a time for school age children, especially ones in urban settings, to have no structured activities. They get bored; they watch too much television and play too many video games; they forget some of what they learned in school the previous year. Working parents have to come up with a childcare solution for summer, but immigrant parents often stick with a school year babysitter rather than avail themselves of summer camp options which would be far more educational (but often more costly). In families where one parent is home while the other works, parents often don't see the need to seek out summer programs or don't do so enough in advance to get in or to take advantage of existing financial aid. If their children get assigned to or invited into a summer program in their child's school (different ones for different grades pop up unpredictably from year to year depending on funding) they readily accept. However, outside of this BPS context, they may not see any need to enroll in summer programs. It isn't part of their cultural experience.

Student Objectives:

- Students will realize that the school summer vacation is too long for their children not to have any structured activities.
- Students will compare their own experiences as children during the summer with those of their children.

Materials:

- Handout: BPS School Calendar, <http://www.bostonpublicschools.org>
- Handout: Discussion Questions about Summer Activities

Activity Outline:

1. Explain Objectives.
2. Review the lists the class made in Activity #1 Enrichment Programs. Explain that in this activity you are going to focus on summer enrichment programs because children often need more to do in the summer.
3. Ask students to guess: *How long is the Boston Public school summer vacation?* Then

hand out school calendars and have parents count the weeks themselves. One advantage of revisiting the school calendar in this context is that figuring out when the school year ends is worth clarifying. You may have some snow days to take into account. Ask, *is this longer or shorter than the summer vacations you had in your country?*

4. Divide students into pairs for an opening discussion using the handout which asks them to reflect on what they did as children during the school summer vacation times and what their children do during the summer.
5. Go over some of the handout questions with the whole group.
 - Use **Circle Questions** to share information and practice asking questions. Write the question on the board. Then ask the student on your left the question. She answers it, then asks the same question to the person on her left, etc. This process is continued until you have gone all the way around the circle. Rather than correct grammar as individual students are speaking, make notes of any general errors and go over them afterward.

Circle question #1: What did you do in the summer when you were a child?

Circle question #2: What did your children do last summer? (If specific programs are named, note those on the board)

- Ask for a show of hands —*Who thinks summer vacation is too long?* Ask students who raised their hands to explain why. Point out that in most developed countries students have much shorter summer vacations. Many schools in different parts of the United States are now experimenting with having a longer school year. The reason is that students forget so much during the summer. Draw an analogy to the students themselves. Many are aware of how much English they forget during the summer when they aren't taking classes.
- Have students vote with their feet. Make two signs and post on opposite walls; *I think it is better for my children to be in a program in the summer* and *I think it is better for my children to be home with the family over the summer*. Direct students to stand beside the sign they agree with. Ask for volunteers who want to explain their positions.

Handout: Discussion Questions about Summer Activities

Directions: Have a conversation with your partner about the following questions. You don't need to write down answers.

1. What did you do when you were a child during the summer vacation? Do your children do the same kinds of things? Why or why not?
2. What did your children do last summer? Which child enjoyed themselves the most? Why?
3. Were your children bored at the end of the summer? Did they want school to start again?
4. Do you think the summer vacation is too long? Why or why not?
5. Do you think you should enroll your children in some program in the summer? Why?

ACTIVITY #4: WHAT IS CAMP?

Rationale:

Most immigrant students don't know what camp is and have no experience with summer camp programs. Here they learn basic facts about camps and are exposed to the wide variety of Boston area camps.

Student Objectives:

- Students will gain a basic understanding of what a summer camp program is.
- Students will be able to read and interpret camp listings from the BPS Summer Stuff publication.

Materials:

- Video "[Summer Program](#)," a typical YMCA summer day camp program, 4 minutes.
Or go to YouTube and search Summer Programs YMCA Twin Cities.
- Handout A: [Camp Video Homework](#)
- Handout B: [Camp Related Vocabulary List](#)
- Handout C: [Reviewing the Meaning of Camp Related Vocabulary](#)
- Handout D: [Basic Camp Facts](#)
- Handout E: [Basic Camp Facts Cloze Exercise](#)
- Handout F: [Sample Listing From Summer Stuff 2018](#)
- BPS publications: [Summer Stuff](#) and [Summer Stuff Jr.](#) is distributed in print form to schools, community centers, parent welcome centers in early spring. It is available in multiple languages. It is also available on line at www.Bostonpublicschools.org/summer
- Handout G: [Summer Stuff Scavenger Hunt](#)

Activity Outline:

1. Explain objectives.
2. Opening discussion question: *During summer vacation, can your children do what you did when you were a child? Why or why not?*
3. Begin explaining camp with a free association exercise. Tell students to get out

paper and pencil. Have them write down any words that come to their mind when they hear “summer camp.” Some will have no associations at all, but others will. List words on board as they share their associations. Expand upon those words to fill in a description of summer camp.

4. Show You Tube video “[Summer Program.](#)” The video shows elementary school children doing a variety of camp activities and talking about how much fun they have. As always with videos, show it several times so that parents understand it better. The video can also be assigned as homework. In that case give students Handout A [Camp Video Homework](#) to complete on their own.
5. Working in pairs, have students list what activities they saw children doing in the video and what the children said was fun. Compile a group list on the board.
6. Distribute Handout B: [Camp Related Vocabulary List](#). Write each word on the board, discuss its meaning, and then have students write down its definition on their list. Handout C: [Reviewing the Meaning of Camp Related Vocabulary](#) can be used here, for homework, or for review in the next class.
7. Distribute Handout D: [Basic Camp Facts](#). Read it over together slowly, pausing to answer questions. Note the underlined vocabulary words or eliminate the underlining and have students raise their hands when they recognize one of the new words. Point out that cost and the need to plan ahead are major barriers for many parents. Re-emphasize that most camps offer financial aid to low income families but you have to apply very early to get it.
8. To reinforce content, and practice listening and spelling skills, do Handout E: [Basic Camp Facts Cloze Exercise](#). Because the goal is to have students listen for meaning, do not repeat each sentence. Instead, repeat each paragraph as many times as students need.
9. Distribute copies of the current [Summer Stuff Jr.](#) This newspaper-like publication contains numerous camp listings for elementary school students. If students in the class have older children, also distribute [Summer Stuff](#). See above for where to get multiple copies for your class. Explain that you want students to see how many different camp programs there are in Boston. If you can’t get print copies of this booklet, skip step 10.
10. Scan the front page together, especially the “Read This First” section. Then note that the first two pages (assuming the format doesn’t change) list the BPS summer programs, and show parents how this explains who the programs are designed for.

Most BPS summer programs are not open to all students, but rather designed to address a particular academic need. Show parents how to use the headings to help find different types of camps.

11. Distribute Handout F: Sample Listing Summer Stuff 2018 to read together. Explain that learning how to read one listing will make it easier for students to understand all of the listings because the format is the same for each one. Clarify terms and ask questions to check for understanding as you go through each item. Have students work individually to answer the questions below the sample listing.
12. Turn back to the actual current Summer Stuff Jr. and have students scan through the publication looking for answers to the Handout G: Summer Stuff Scavenger Hunt. This will probably be too difficult for beginning students. But the assignment could be done as homework which parents and children do together. This would have the advantage of getting the children aware of camp options also.

Handout A: Camp Video Homework

For homework, you will watch a short, three minute video which shows a typical summer camp run by the YMCA. Watch the video three to four times so you understand all the English. Then you will answer some questions about the video.

- 1) Go to YouTube. Search for: Summer Programs YMCA Twin Cities
- 2) Watch this video at least three times.
- 3) Answer the following questions:

List five activities children were doing at camp:

1. _____
2. _____
3. _____
4. _____
5. _____

List three things children said were fun at camp.

1. _____
2. _____
3. _____

Handout B: Camp Related Vocabulary List

Day camp

Overnight camp

Deadline

Sliding scale

Financial aid

First come, first serve

To apply

Application

Sessions

Drop-in

Handout C: Reviewing the Meaning of Camp Related Vocabulary

Directions: Circle the correct meaning below.

Day camp

- children spend the night at camp
- children go to camp during the day and then go home
- a camp where you just go for one day

Overnight camp

- children go to camp and sleep there. They usually stay for two weeks.
- children just go during the day and then go home
- a camp where you study computers

Deadline

- the last day when you can submit an application
- the day you leave camp
- the day you begin camp

Sliding scale

- something you play with on the playground at camp
- when you lose weight
- the cost of camp depends on your income

Financial aid

- a loan from a bank
- money you get to help you pay for the camp (or for school, or college)
- a new credit card

First come, first serve

- places in the program are filled as the applications come in
- places in the program are filled by lottery
- if you come in to the office, your application will be accepted

Session

- a specific time period, like one or two weeks
- an art activity you do in camp
- an appointment

Application

- the form you fill out if you want your child to go to a camp
- the meeting you have with the camp director
- camp information

Drop-in

- Open 24 hours a day
- You can leave your child whenever you want
- You have to register in advance

Handout D: Basic Camp Facts

1) There are many different types of camps:

Day camps: Students go to the program during the day and eat lunch there. Each camp has its own schedule, but usually the camp is from 8:30-2:30, Monday through Friday, like school. Extended hours are available for working parents. Sometimes there is transportation to the camp. Sometimes you have to take your child to camp in the morning and pick your child up in the afternoon.

Overnight camps: Students go away to camp and sleep and eat at camp. Usually these camps are in the country. Transportation to camp is provided.

General camps: The YMCA video is an example of a general camp program. Activities include arts and crafts, sports, field trips, cooking, outdoor time, etc.

Specialty camps: These camps have one special focus and that is the main activity. Examples include basketball camp, music camp, drama camp, or computer camp.

2) Most camps cost money. They may cost from \$100 to \$300 a week. The money goes to pay for the staff and materials and field trips. However, most camps have financial aid. Some have a sliding scale based on your income. There are some free or very low-cost camp programs.

3) You have to fill out an application for camp in the spring. Even though camps start when school is finished, you need to apply in April. This is especially true if you need financial aid. Most camps accept students on a first come, first serve basis. If you wait until summer it will be too late. The camp will be full and there won't be any financial aid left.

4) You can send your child to camp for one week, two weeks, or the whole summer. Camps have sessions. If you work, you may want to send your child to camp for the whole summer. But you can also just send your child to camp for one or two weeks for a special summer experience. When you apply to camp, you say what sessions you want.

5) When the public schools offer summer programs, these are not called camps. They are

called summer learning programs or summer learning academies. These programs are free. Usually they are only for a certain group of students, such as special needs children or children who need more help learning English. Usually the school sends home notices about these programs.

Handout E: Basic Camp Facts Cloze Exercise

Directions: Listen as I read these two paragraphs. They are from the handout “Basic Camp Facts” we just read. Fill in the blanks. I will repeat each paragraph as many times as you need to fill in all the missing words.

Most _____ cost money. They may cost from \$100 to \$300 a _____. The money goes to _____ for the staff and materials and _____. However, most camps have _____ aid. Some have a sliding scale based on your income. _____ some free or very low-cost camp _____.

You _____ fill out an application for camp in the _____. Even though camps start when school is finished, you need to _____ in _____. This is especially true if you _____ financial aid. Most camps accept _____ on a first come, first serve basis. If you wait until summer it will be too late. The camp will be _____ and there _____ be any financial aid left.

Handout F: Sample Listing from Summer Stuff 2018

Camp Harbor View on Thompson Island in Boston Harbor

For.....Grades 5-8, Ages 11-14
Location.....1946 Washington St., Boston
Transportation Yes
Dates.....July 2-August 23
Hours.....8:30 am-4:30 pm
Cost\$5 fee for submitting an application, but program itself is free.
Contact.....Barak Soreff, 617 379-5500
bsoreff@campharborview.org
Enrollment.....Summer applications are available on our website March 5 for returning families and March 19 for new families. Applications can be submitted on-line. There is no deadline. Applicants will be put on a wait list once a session is full.
Website.....www.campharborview.org

Directions: Answer the questions based on the information above.

1. If your child is 11, can she attend Camp Harbor view? Yes or No.
2. When does the first week of camp begin? _____
3. When does the camp begin each day? _____
4. How much does the camp cost? _____
5. How do you enroll your child? _____
6. When is the deadline for applications? _____
7. Who can I contact if I want more information?

Handout G: Summer Stuff Scavenger Hunt

Directions: Look through Summer Stuff. If you are doing this at home instead of in class, look through it with your children. See if you can find examples to answer the questions below. Write down the names of the camps.

On what page are programs for Special Needs children listed? _____

Find one example of a free or low cost summer program

Camp name: _____ Cost: _____

Find one example of a sports camp

Camp name: _____ Location: _____

Find one camp you think your child would really like. Don't worry about cost or

location. Camp name: _____

Why did you choose this camp?

Is there a BPS summer program your child might be able to enroll in? Yes or No If

Yes, name of program: _____

ACTIVITY #5: RESEARCHING ENRICHMENT PROGRAMS

Rationale:

Parents are most likely to take advantage of enrichment programs in their children's schools and in their neighborhood. Here they do independent research projects to learn what is available.

Student Objectives:

- Students will learn about enrichment programs in their community.
- Students will complete an independent research project.

Materials:

- Handout: Enrichment Programs in Our Community: Research Work Sheet

Activity Outline:

1. Explain Objectives.
2. Review list from Activity #1 of different types of enrichment programs.
3. Brainstorm a list of organizations that serve the communities where your students live. This should include the schools, the libraries and the community centers. If you aren't familiar with the community, you may need to do some prior research to supplement the lists students generate.
4. Let students (or student pairs) choose what organization they want to research if they have a preference and then assign remaining ones. The goal is to find out what enrichment programs for children and/or adults the organization offers.
5. Discuss with the class a variety of ways to get information. e.g. calling, visiting, going to the website of the organization, finding flyers.
6. Show an example of how to use a website to get the information. You can project it, have students do it on computers or on their phones. Use again the East Boston Social Center as a model (see handout in Activity #3 on camps.) Walk students through the steps:

- Google East Boston Social Center
- Go to their website (home page)
- Look at the list of programs
- Click on each one for information

7. Handout Enrichment Programs in Our Community: Research Work Sheet. Go over the information students will try to get as they do their research. Ask the group whether they think other information should be added as well. Set a date for when research should be completed.
8. Have students give oral reports on what they learned, using their filled out worksheets.
9. Collect the worksheets and compile a master list of community enrichment programs, filling in gaps as necessary, and then give those back to students. You might want to divide the programs into school based and community based programs.
10. Summary: Explain the concept of take advantage of, as in take advantage of anything and everything that is offered that will enrich your children's experience. Urge parents to look for enrichment programming for their children's out of school time and take advantage of it.

Handout: Enrichment Programs in our Community Research Work Sheet

Name of organization you

researched: _____

Name of Enrichment Program _____

Is the program for children or adults or families? _____

What age children is the program for? _____

When is the program? _____

Where is the program? _____

How do you enroll? _____

When do you enroll? _____

How much does the program cost? _____