**Week of July 20th**

**Monday (Triple Play Social Recreation):**

Triple Play Social Recreation Session 1: Identifying Emotions and Empathy

Session Objective: Youth will be able to express their own feelings and begin to recognize and understand others’ feelings.

Community Builder *(10 minutes)*

Mood Meter and Internal Weather Report

• Make sure you have a copy of the Mood Meter handout.  
 • Ask youth to form a circle.   
• All youth check in on the Mood Meter and share a kind word about someone in the circle.   
› Say, “It’s important to know that it is OK to feel how you are feeling – everyone goes through lots of emotions every single day. It’s normal to feel sad, excited, angry, calm or nervous every day, even multiple times a day. The Mood Meter is what we will use as a check-in today.”   
› Each youth think of a word that describes how they are feeling right now (e.g., excited) and think of what that feeling would look like as weather (e.g., a thunderstorm may represent anger).   
› Using the Mood Meter handout, each youth takes a turn to say their word and weather report. They then point to a colored area on the Mood Meter that represents how they are feeling.

Main Activity: You Know Me *(20 Minutes)*

*Step 1*

• Start by giving the following example: “I’m going to say a prompt such as, ‘You know me – I feel excited to play outside!’”   
• Say, “Then, if you agree with that statement, ‘I feel excited to play outside,’ you are going to walk to another place in the circle.”   
• Facilitator examples: › You know me – I feel sad when my friends don’t share with me. › You know me – I feel proud when someone at my Club tells me I did a good job. › You know me – I feel calm when I can color or draw. › You know me – I feel nervous when I don’t know where I’m going.

Youth Reflection:*(5 minutes)*

Have youth respond to the following questions:   
• What was one feeling you remember sharing?  
• What was fun for you about this game?   
• What was hard for you about this game?

Recognition: *(5 minutes)*

• Say, “Thank you all for participating today! We are going to celebrate with a strong person clap.”

• Model the strong person clap by clapping two times and flexing your muscle with a strong grunt.

• Try it together

**Tuesday (Gameshow Week Themed Activity):**

Jeopardy!

Go to <https://jeopardylabs.com/> to create your own Jeopardy! game or play one of their existing games from any topic you choose.

**Wednesday (Torch Club):**

Torch Club Session 10: The Fitting Room

Session Objective: The goals of this session are to give members a chance to “try on” various leadership functions as they explore project roles and responsibilities, to help them understand that team members play different roles at different times and to allow them to see that there are many ways to contribute to a group process and activity

Community Builder *(10 Minutes)*

*Name Touch*

• Begin by asking the group to stand in a circle with both hands out in front and palms up.   
• Ask for a volunteer to stand in the middle.   
• Explain the rules:   
› You will begin by shouting out someone’s name.   
› The player in the middle must tag the person whose name is called.   
› The player whose name was called must say another player’s name before they are tagged by the member in the middle.   
› If the player whose name was called gets tagged before they can say a name, they switch places and go to the middle.   
› If the player in the middle successfully tags a person in the circle, they switch places.   
• Play the game for five minutes.

Main Activity *(25 minutes)*

*Preparation*

Have all materials ready and set aside space for Club members to work.   
• Make copies of “Leadership Roles” (one per team) listed below.

Problem-solver – solves problems such as not having enough people on the team to

complete a task or activity as the problems come up

Referee – helps to resolve conflicts between team members and brings a sense of

collaboration and peace to the team throughout the process

Organizer – locates and gets the resources and materials that the group needs to work

toward its goal

Visionary – has a vision for the team and knows what the outcome will look like and

can remind team members of this when they feel “lost”

Motivator – keeps team members excited about the project, reminding them of the

importance of what they’re doing

Task master – makes sure different people on the team carry out the tasks and

activities they have agreed to do, keeps team members from getting off track

Counselor – helps members with personal issues (e.g., someone feels left out or has

had something bad happen) to prevent the issues from getting in the way of them doing

their best

Information resource – gathers information to help the team make better decisions

and complete action steps

*Youth Introduction to Activity*

“When you think about leadership, do you think all leaders are exactly alike? Do you think all leaders do the same thing and have the same strengths and leadership styles?”   
• “Everyone has different leadership strengths and everyone leads in different ways.”   
• “When you’re part of a team working toward a common goal, most of the time there are no assigned roles or responsibilities, but people contribute in different ways according to their strengths. One person might be good at keeping the group on track, another might have really creative ideas and another might listen and summarize others’ ideas well.”   
• “Working as part of a team is a great way to find out what you’re good at and the key role you can play on the team. But even if you do one specific thing on the team today, you may do something different tomorrow.”   
• “Today you’ll get to try on leadership roles to see how they fit you and your strengths.”

*Step-by-Step Directions*

Ask participants to take a look at the timeline the group created for a potential project.   
• Ask them to form small teams of three members each. See “Groupers” in the Youth Development Toolbox app.   
• Distribute a copy of “Leadership Roles” to each team. Ask team members to review the roles described on the handout 9090 and choose one they think fits their strengths the best, or one they would like to explore. Give youth an opportunity to add any other leadership roles they may come up with.   
Explain that each team will do a three-minute skit to demonstrate their roles using the project the group has proposed. Say that team members should assume they are having a meeting to get started on the project, should act as if they are in the beginning stages of planning.   
• Remind them that they can choose any role that they want to explore or any role they can have fun with (e.g., if someone feels comfortable with the “referee” role, he/she would demonstrate resolving a conflict between team members). Tell youth they are free to think of another role they would like to play, as long as they can describe it to the group after they demonstrate it.   
• Give teams 15 minutes to consider the various roles and prepare their skits. They should make up conflicts or situations that will allow them to demonstrate their roles.   
• Invite teams to present their skits to the larger group.   
• Discuss that everyone has something to contribute to the group process, and working as part of team toward a goal can help members discover what that contribution is.

Youth Reflection *(5 minutes)*

• What? – What leadership role did you demonstrate in the skit? How did it feel?   
• So What? – How does this relate to what you know about yourself or how you would like to think about yourself?   
• Now What? – How does this influence how you want to contribute to the team?Now What? – How does knowing this about yourself affect the way you’ll participate in this group and in Torch Club?

Recognition *(5 minutes)*

* Ask members to do a “You rock!” clap to take turns thanking someone in the group who helped them identify a leadership quality in themselves.
* Group members stand in a circle and clap twice, then say, “You rock!”
* After each “You rock!” youth take turns saying the name of someone they want to acknowledge for helping or inspiring them

**Thursday (Gameshow Week Themed Activity):**

Board Game Day

Get the family together and have a board game day any game will do and you can keep track of who wins the most games, and they become the game king.

**Friday (Kids Choice Friday):**

4 Square

* + Server (King) must put one foot behind the service line
  + Everyone must Hit UNDERHAND
  + Ball must bounce ONCE and only ONCE in your square before your strike it (including on the serve)
  + If someone makes a mistake you rotate up and that person goes to the back of the line (outside the #1 square)
  + Server takes care of any arguments (unless it involves the server – then vote as a group, or play rock paper scissors)
  + Inside lines are out, Outside lines are in
    - Why?  Because inside lines are shared, while outside lines are not shared so you know who’s square it bounced in.
  + You can move anywhere outside the square or in your section of the square
  + If it bounces in your square you MUST strike it
  + Server Must Ask “Are you Ready” before serving
  + No Carrying, Stalling or Holding – you must Strike or Hit the ball
* **Just to Clarify… You are out if…**
  + The ball in your square bounces 2 times or you hit it before it bounces
  + You hit the ball out of bounds
  + You hit the ball to an inside line
  + You hit the ball Overhand
  + You hit a ball that was another players ball (it bounced in their square and you hit it before it bounced a 2nd time)
  + A ball bounces in your square an you are unable to get to it before it bounces a second time