



# STEM Everywhere

	<b>Snack</b>	<b>Homework Time (for youth who finish early)</b>	<b>Enrichment 1 – 2 times per week</b>	<b>Enrichment 3+ times per week; longer term</b>	<b>Physical Activity</b>
<b>Cooking/Food</b>	<p>Activity: Survey and report on taste tests and preferences</p> <p>Skill: Make, read, and use graphs, charts, and diagrams</p>	<p>Activity: Snack committee meeting to develop surveys, budget, and create snack menus</p> <p>Skill: Listen and collaborate respectfully and effectively</p>	<p>Activity: Map local food establishments with student reviews and nutritional information</p> <p>Skill: Use coordinates to show locations on a map or graph</p>	<p>Activity: Plan and work in school garden</p> <p>Work with lunch staff to use garden foods and healthy snacks</p> <p>Skill: Understand plant life cycles and development</p>	<p>Activity: Calculate calories burned and needed</p> <p>Skill: Add, subtract, multiply, and divide whole numbers, decimals, and fractions</p>
<b>Weather / Seasons / Climate</b>	<p>Activity: Student-created daily weather reports with predictions and recommendations for activities and clothing</p> <p>Skill: Describe and explain seasons and weather patterns</p>	<p>Activity: Activity center with make-your-own seasonal calendars</p> <p>Skill: Describe and explain seasons and weather patterns</p>	<p>Activity: Create and present map of each student’s ideal living environment, with details of physical features, climate, weather patterns, etc.</p> <p>Skill: Explain the concept of “ecosystem” and the relationship of living things and the environment</p>	<p>Activity: Use Google Earth, Maps, and Sky to explore, research, and report on climate change</p> <p>Skill: Understand environmental change over time and through fast, catastrophic change</p>	<p>Activity: Create charts of activities for different types of weather, based on student surveys and rankings for preferences</p> <p>Skill: Make, read, and use graphs, charts, and diagrams</p>
<b>Building / Engineering</b>	<p>Activity: Number, measurement, and spatial puzzles and guessing games (e.g., How far from A to B? How many M&amp;M’s in</p>	<p>Activity: Activity center with mazes, puzzles, Sudoku, miscellaneous construction materials (sticks, paper, cardboard, glue, scissors, twine)</p>	<p>Activity: Redesign the afterschool space. Challenge youth to draw designs to scale.</p> <p>Other design-build challenges, e.g.: tallest</p>	<p>Activity: Learn about, plan for, and compete in local robotics, building, design, or Lego competitions</p>	<p>Activity: Design and build a race, skateboard, aerobic, or obstacle course; hold competitions</p> <p>Skill: Design, test, and build a system or process</p>



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the bag? What proportion of blues?) Skill: Figure out problems mentally, using paper and pencil, and with calculators	Skill: Use the process of experimentation to solve problems	tower, strongest bridge, best parachute, furthest-flying paper airplane Skill: Apply innovation to modify an existing product or structure	Skill: Solving complex problems in teams	to meet desired needs within realistic constraints



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