

KUZIDI

ACTIVITIES



**Mind Powered Adventures.
No outlets required!**



KUZIDI ACTIVITIES

Inspire Discovery • Promote Self-worth

INNOVATIVE ACTIVITIES INCLUDE:

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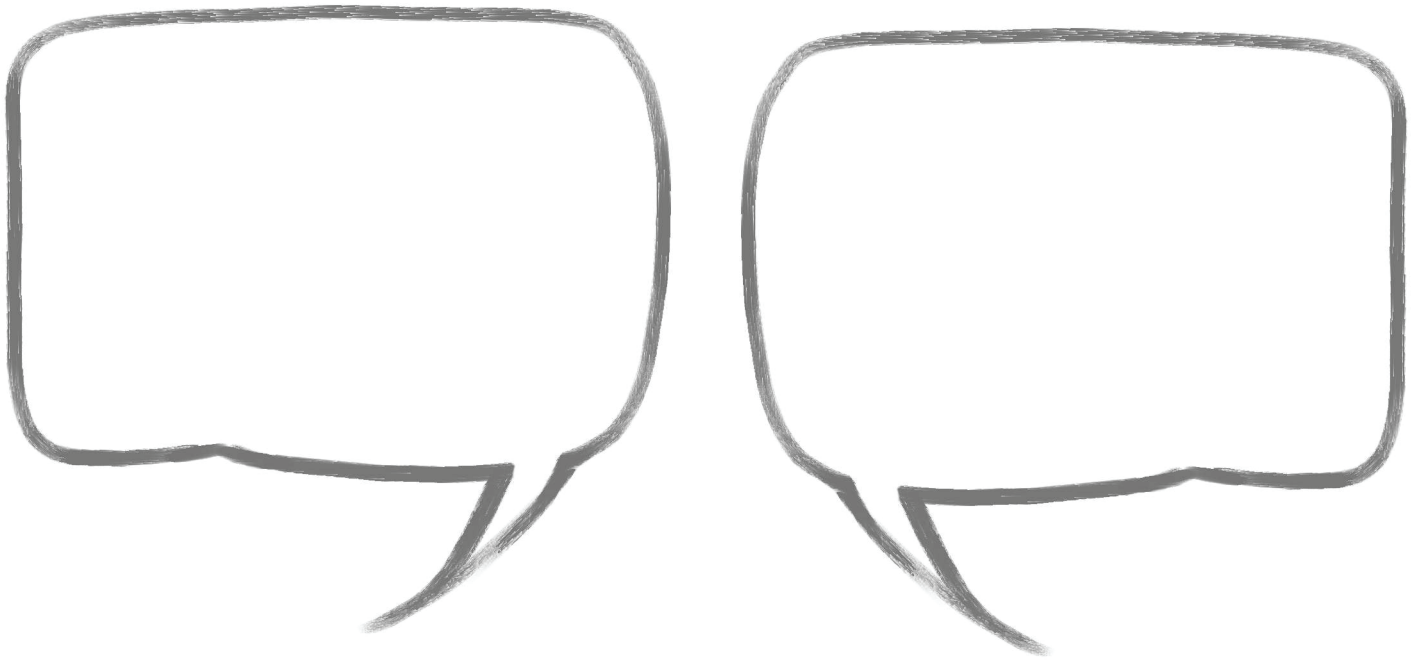
ART

Hands-on discovery • Creative thinking • Personal expression

- **Stick-tionary:** Find a stick and an area where you can draw in the dirt or sand. With a friend, take turns drawing a picture on the ground while the other tries to guess what you draw.
- **Nature Collage:** Go on a nature walk in your area and collect various things from nature: sticks, rocks, leaves, bark, etc. Once you return, make a collage with the things you found. Take a picture or sketch the collage once you are finished. Then share your work with others.
- **Stuffed Buddy:** Draw a picture of your stuffed animal, and then draw a picture of something that could be its friend. The friend could be a person, a pet, a toy, or another animal. What would your animal say upon meeting this new friend? Use a speech bubble and make your two characters talk to each other.
- **Dinosaur Coloring Page:** Use the attached page and color the dinosaur. Name the different colors as you are coloring.
- **What Will It Be:** Have a family member, sibling, or friend draw a squiggly line or shape on a blank sheet of paper. Then, using your crayons, turn that squiggly line into a picture. Share your picture with a friend. Explain how you came up with your idea.
- **Animal Maze:** Your stuffed animal has disappeared! Use the maze provided and try to find him. Older children can create their own maze.



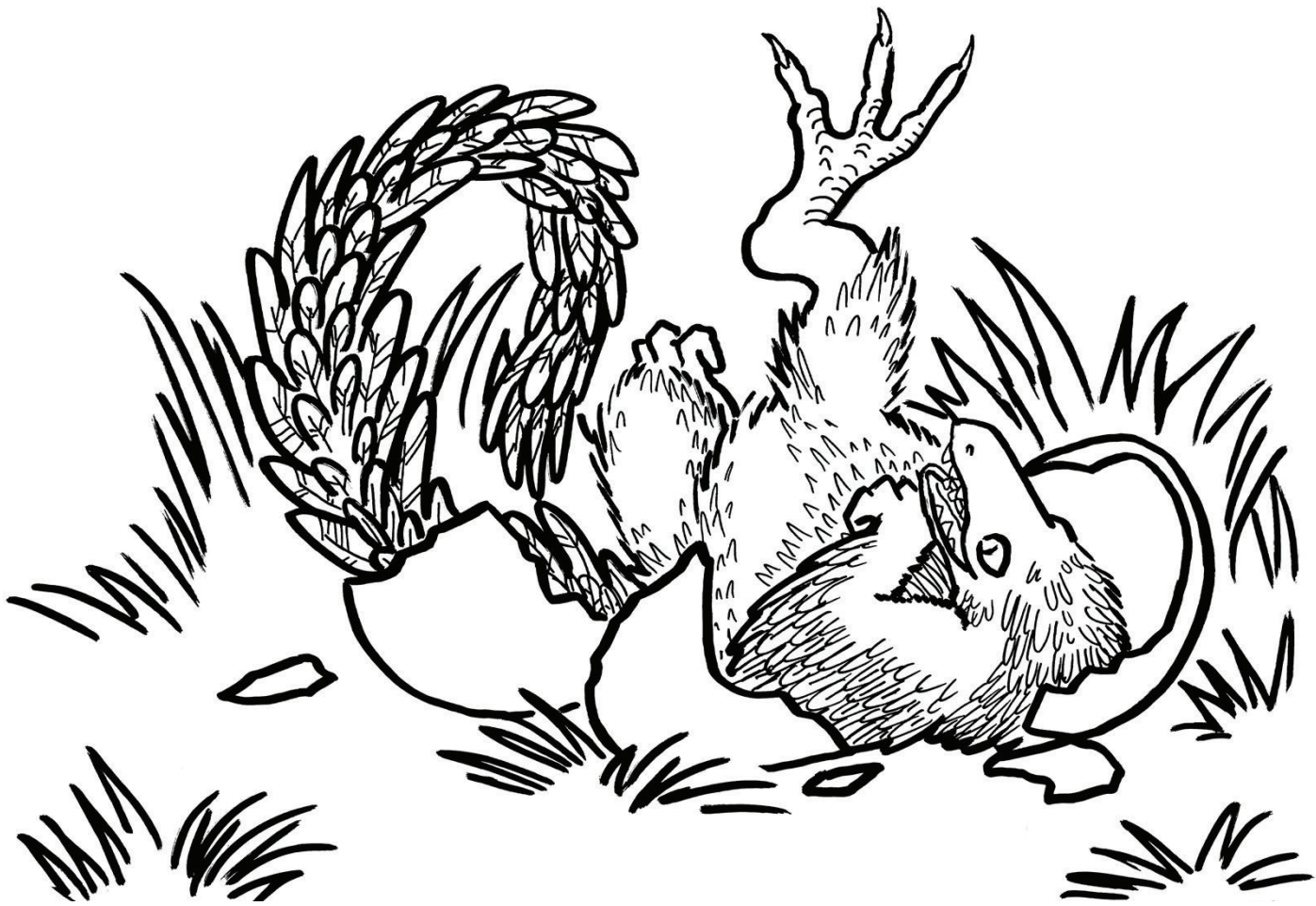
Stuffed Animal Buddy



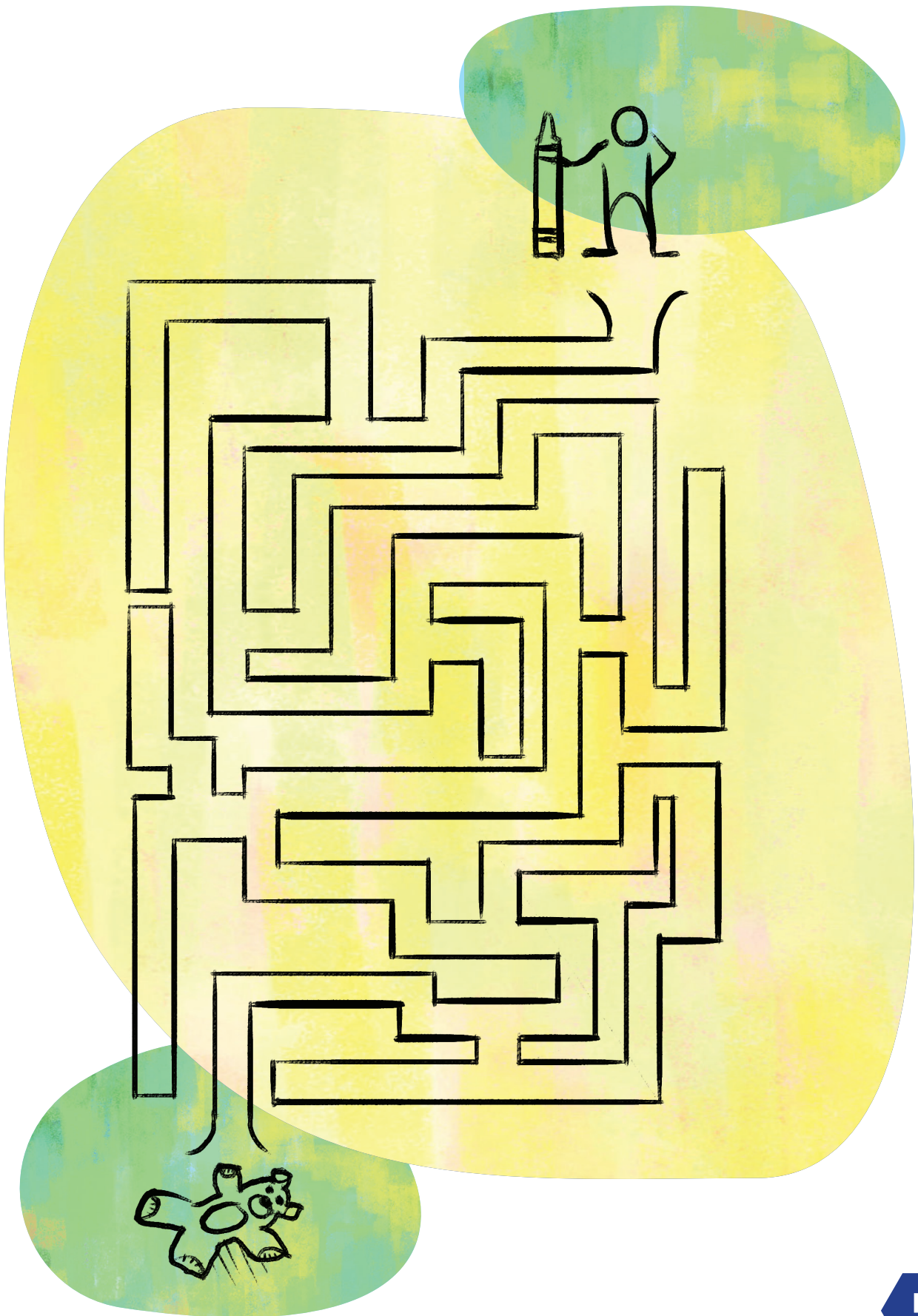
Stuffed Animal

*Stuffed Animal's
Buddy*

Dinosaur Coloring Page



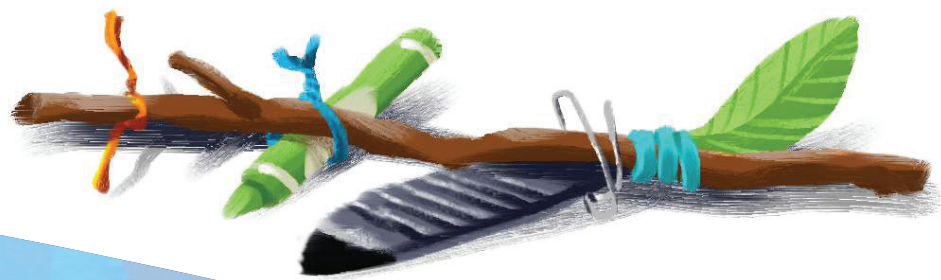
Maze Page



ENGLISH LANGUAGE ARTS

Reading • Writing • Listening • Speaking

- **Talking Stick Stories:** Find a stick and decorate with crayons, feathers, leaves, etc., if possible. Find some friends or family and sit in a circle to create a story. The first person with the stick begins the story and hands the stick to the next person who adds on to the same story. Once the stick comes to the last person, add an ending.
- **Friendship Story:** Using the template provided, create a story with your stuffed animal. Older children can create their own stories using the blank pages provided. Now read your story to your animal.
- **Elder Storytime:** Find an older person in your area and ask him/her to tell you stories about one of the following subjects: childhood memories, best friends, former occupations, or family members.
- **Story Starters:** Use the template to complete the two stories. There are two stories that have been started for you based on some items from your kit. Illustrate your story when you are done.
- **Create an Acrostic Poem:** Use the template to create an acrostic poem. The topic/word is *happiness*. Use each letter in this word to create a line of poetry. Each line can contain one word or be a fully developed idea or thought. For example, H could be "Health" or "Hoping for the best that the world can offer." Older children can write a free verse poem about the topic of happiness instead of using the template.





A Very Good Day

My stuffed animal's name is _____.

My name is _____.

One day, _____ and I went on a picnic and ate _____.

The sun was shining so we decided to play _____.

After we played, it was time to go home. We packed up our things and began walking. On our way, we found _____.

We were so happy, we decided to bring it with us. When we got home, we told _____ about our special day.

I hugged my stuffed animal and went to bed. It was a very good day!



Story Starters

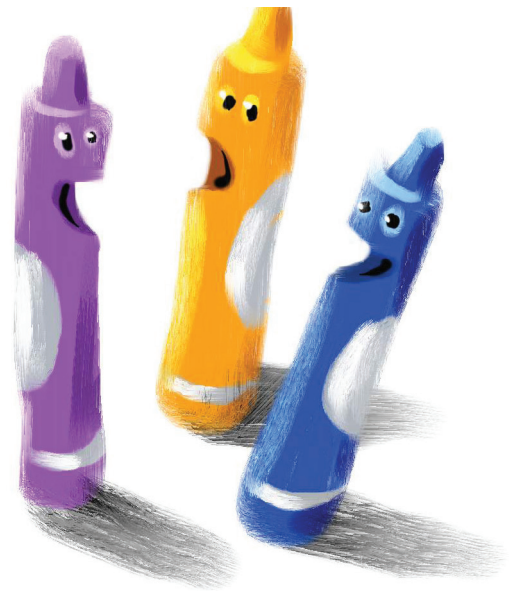
The Case of the Missing Ball

Today I woke up and found my ball missing from my bag. There were prints on the ground that looked like it had been bounced across the room. I went outside to try to find what happened to my ball and . . .



The Day the Crayons Talked

As I was coloring one day, one of my crayons shouted, "USE BLUE!" Shocked and surprised, I reached in my box and found one of my crayons talking to me! The next thing I know . . .



Acrostic Poem

H _____

A _____

P _____

P _____

I _____

N _____

E _____

S _____

S _____



MATH / SCIENCE

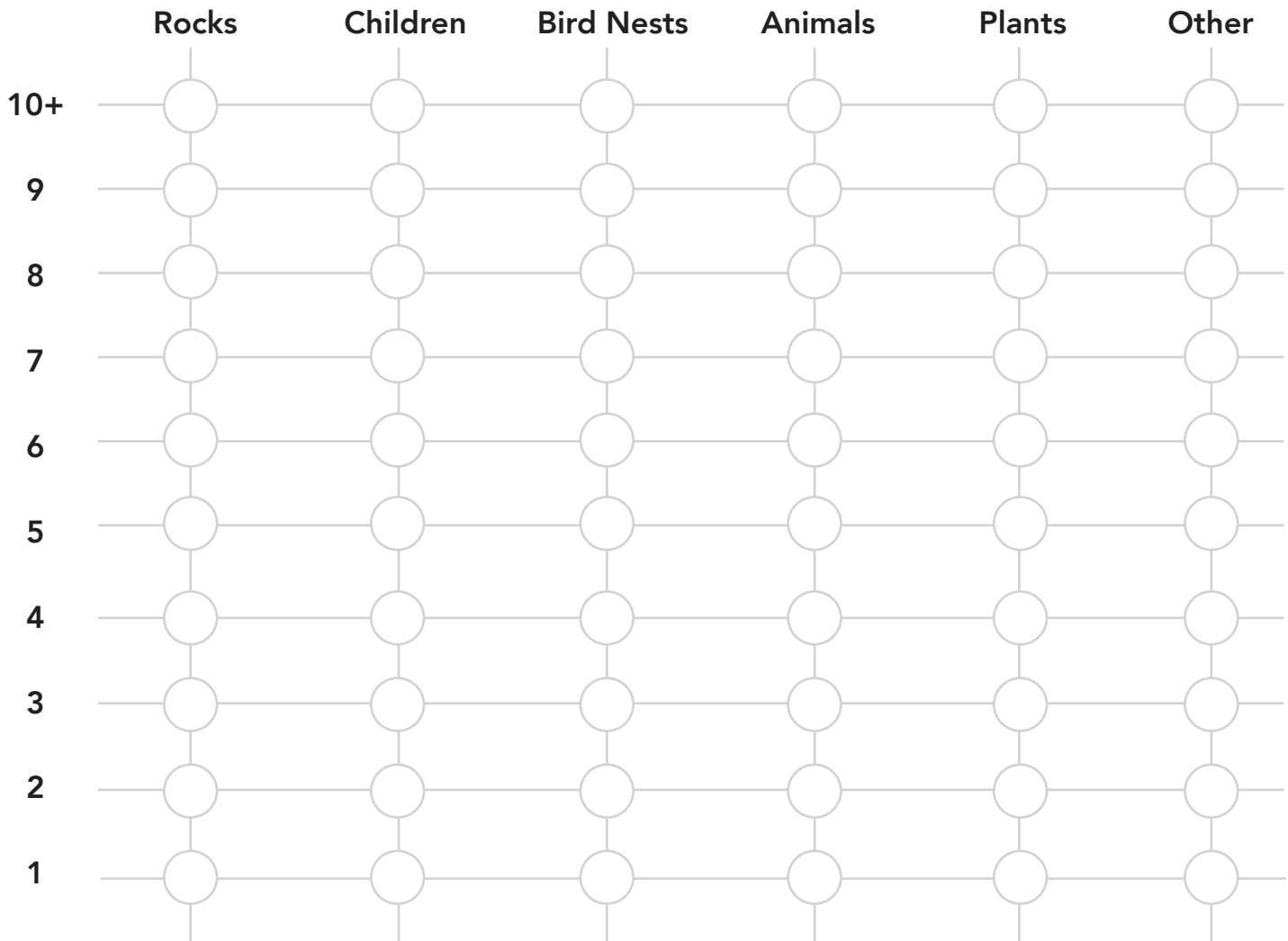
Abstract math concepts • Number sense • Number relationships

- **How Many Sticks Tall Are You:** Find a friend or family member and collect sticks in your area that are close to the same size. Estimate (guess) how many sticks tall you think you are. Next, take turns laying on the ground and measure how tall each of you is by using the sticks. How many sticks tall are you? Were you close to your estimate?
- **Graphing Scavenger Hunt:** Go outside and search for the items on the graph provided. If you can't find those items, add your own. Make a graph bar by coloring the number you found of each item. Of which item did you find the most? The least?
- **Dinosaur Chart:** Open your guide to the dinosaur size chart. Name the colors of the eggs and match them to their dinosaurs. Learn to say the dinosaur names. Which is biggest? Which is smallest?
- **Nature Detective:** Pretend you are a nature detective. Sling your bag over your back and walk around outside. What do you see? What do you hear? As you walk around, take notes or sketch what you found. (See Nature Collage in the Art section. You can use the items for this activity, too.)



Graphing Scavenger Hunt

Go outside and search for items provided on the graph. If you can't find these items, add your own. Use a crayon to color in the number you found of each item. Then, answer the questions below the graph.



Which column has the MOST?

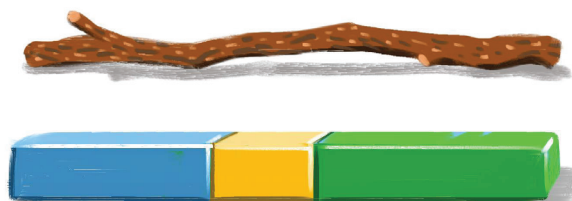
Which column has the LEAST?

Which is your favorite and why?

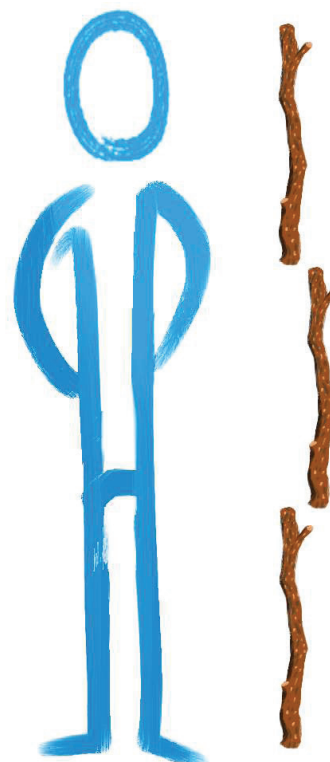


Estimate

Go on an outdoor adventure to collect sticks of varying lengths. Or bring a stick from home. Compare the sticks to the ruler on page 10.



- **Estimation:** How many sticks tall do you think you are?
- **Standards:** Will it matter which sticks you measure with?
- **Work In Groups:** One child in each group may lie down on the floor. The other children can lay the gathered sticks next to the child on the floor. Count the number of sticks to measure their height. Compare to others.
- **Count how many sticks, record number, then compare to the estimate.** Was your estimate too high? Too low? Or just about right? If you change the sticks used, will the number change? Discuss why we have standards for measurement.
- **If I found a stick I would** _____




Estimate



Target: Using sticks as a measurement tool, you can estimate how many sticks it takes to match your height.

I estimate that I am _____  tall.

After I measured I was actually _____  tall.

A-Okay (just about right) _____

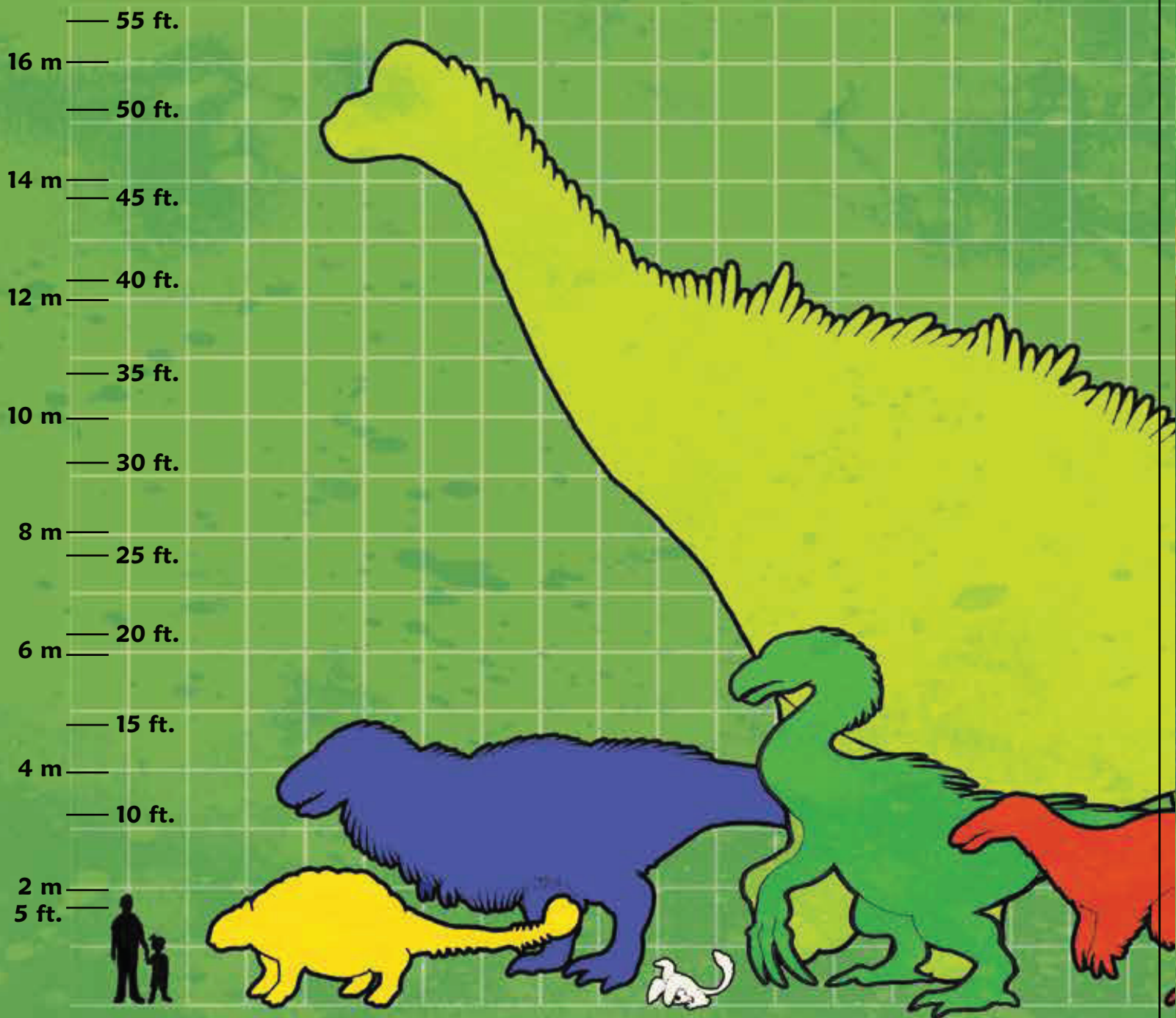












TOO BIG _____

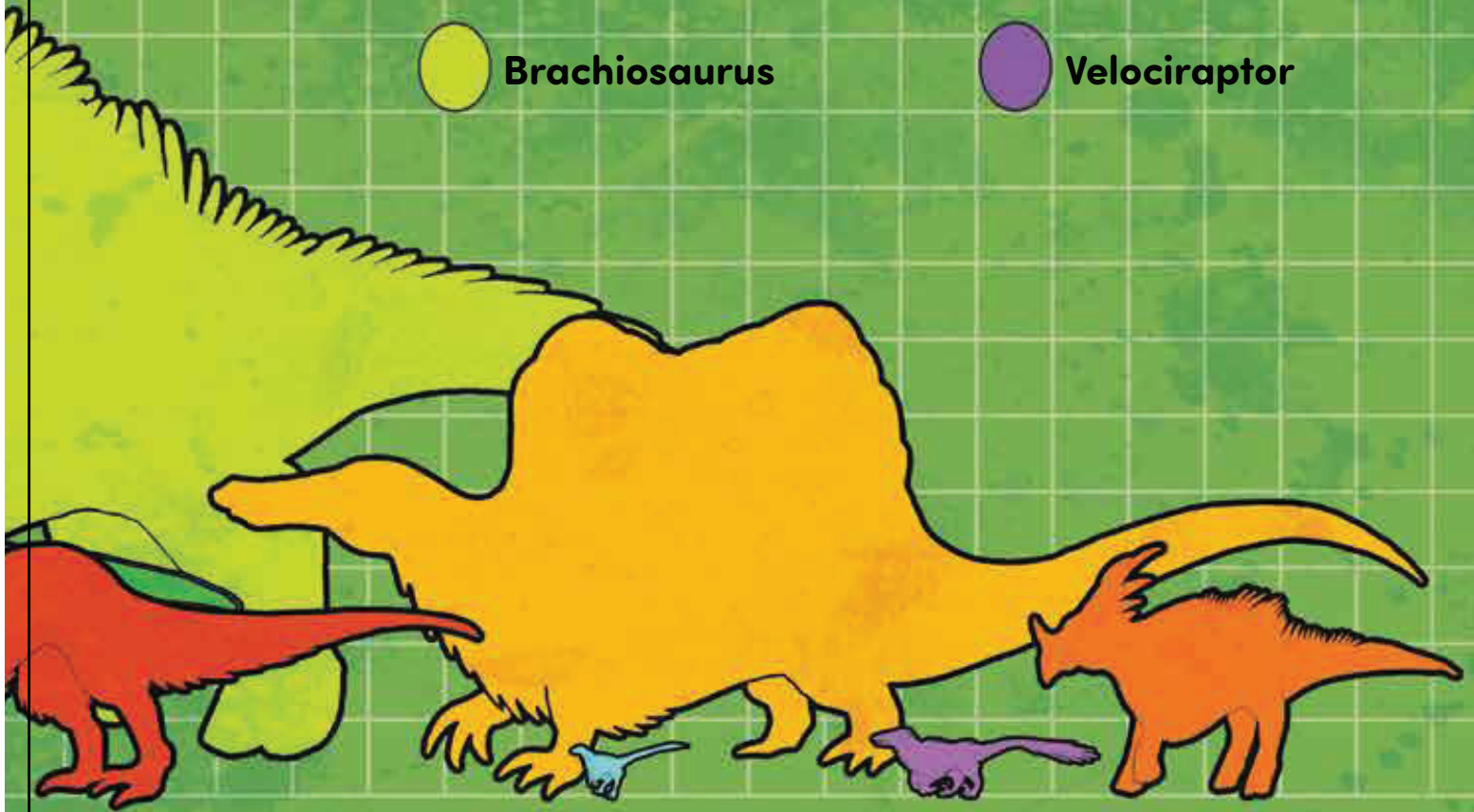
Too small _____

At an early age, the idea of estimating is that the child will be able to determine if their estimate was too big, too small, or just about right. It takes a lot of practice with estimating for a young child to make accurate estimates.

Dinosaur Chart



- | | |
|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
|  Ankylosaurus |  Baryonyx |
|  Tyrannosaurus rex |  Spinosaurus |
|  Therizinosaurus |  Compsognathus |
|  Changyuraptor |  Styracosaurus |
|  Brachiosaurus |  Velociraptor |



MOVEMENT ACTIVITIES

Learning • Physical activities • Healthy lifestyle

- **Stick Ball:** Find a big stick and use the ball from your kit. Draw bases on the dirt or use other objects. Have one child pitch the ball to the child with the stick, who will swing and try to hit the ball. Once the ball is hit, the child will run around the bases to make it back to “home” (starting point). If the other child tags him with the ball, he is out and it is the other child’s turn. If there is a large group of children playing, allow three outs per side.
- **Handball:** Find a wall or fence, and using your hand as a “racket,” hit the ball onto the wall. Try to hit it when it comes back after one bounce. Count how many times you can successfully do this. Challenge a friend or family member to beat your score.
- **Create Your Own Game:** Using the items in your bag, make up a new game. It could be something new and different. Then, find a friend or family member and try it out. If you like the game, write down the rules and share the game with others.
- **Clapping Game:** Stand facing a friend and decide who will go first. One person claps out a pattern. The other person tries to repeat it. Use different parts of your body to clap such as your foot or knee. For a more challenging game, clap your pattern faster.
- **Relay Races:** Create two even teams. Draw a line in the dirt with a stick and use your ball as a “baton.” The first two people race to the line and back and then hand off the ball to the next person. The first team to finish the relay wins!
- **Play One Gigantic Dinosaur:** Open your guide to the dinosaur insert. Give 5 small rocks or pebbles to each child. Recite the following poem, stop after each phrase and add the rock/pebble to the correct dinosaur, then count to determine how many you have. Continue until you have all five dinosaurs. On a piece of paper, write the correlating math sentence $1 + 1 = 2$, etc.

One Gigantic Dinosaur

1 gigantic dinosaur, wagging a club tail.

1 came along and **that makes 2.**

2 gigantic dinosaurs, flapping their big wings.

1 came along and **that makes 3.**

3 gigantic dinosaurs, wiggling their toes.

1 came along and **that makes 4.**

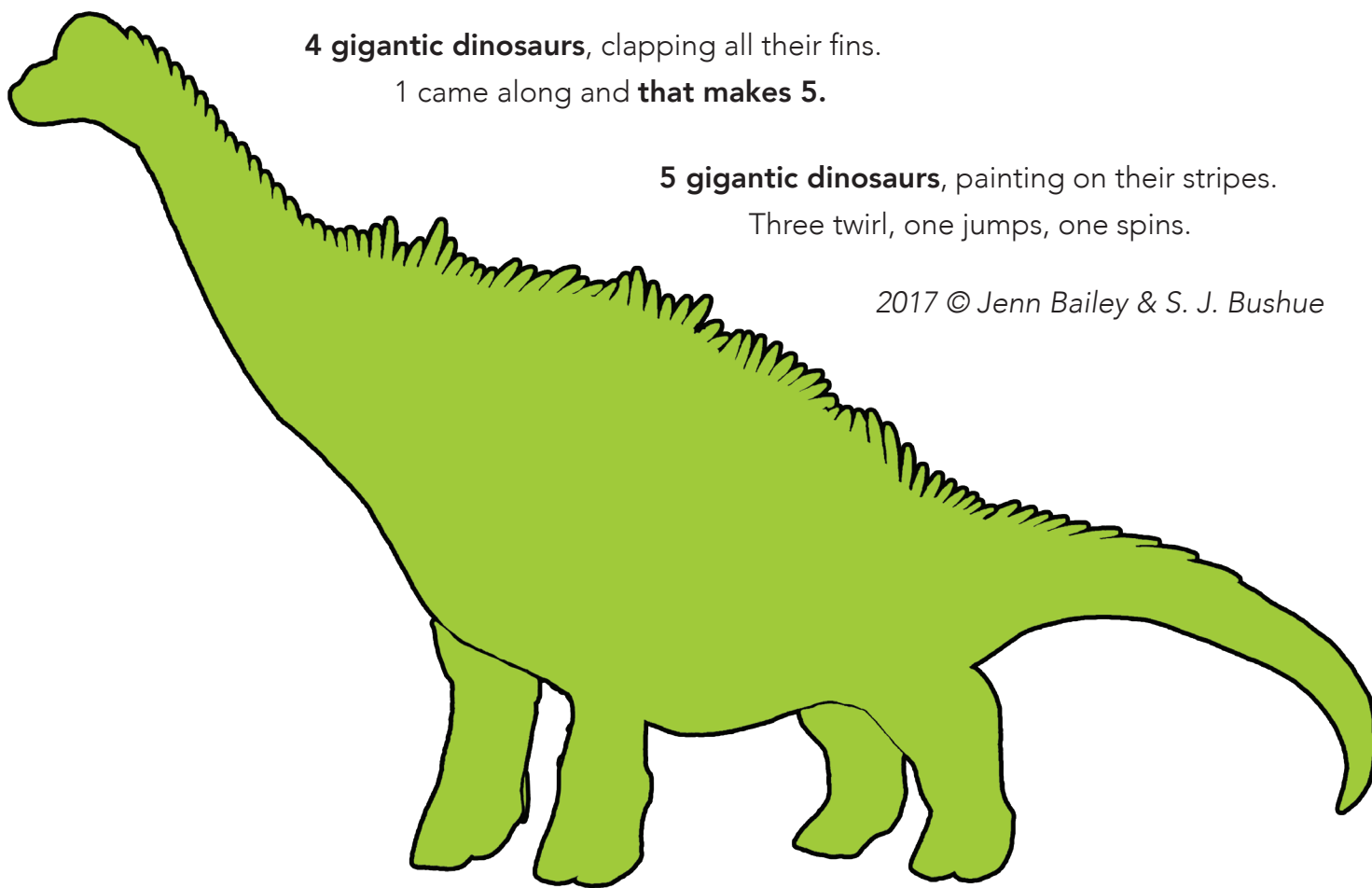
4 gigantic dinosaurs, clapping all their fins.

1 came along and **that makes 5.**

5 gigantic dinosaurs, painting on their stripes.

Three twirl, one jumps, one spins.

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INSTRUCTIONS

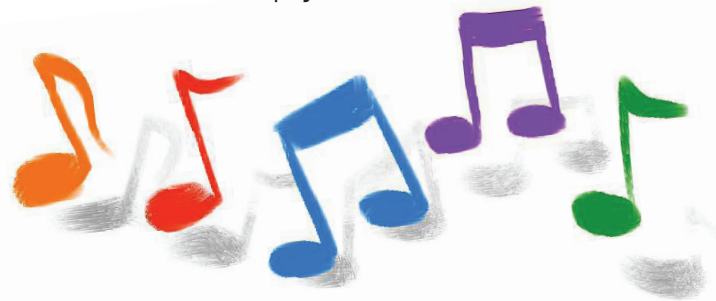
Pass out small rocks or pebbles (5 to each child). As you and the children recite the poem, stop after each phrase and add a rock or pebble, then count to determine how many you now have. Continue until you have all five rocks or pebbles. On the paper or in the dirt write the correlating math sentence $1 + 1 = 2$, etc.

MUSIC / RHYME

Motor skills • Brain development • Self-expression

- **Create a Band:** Gather things in nature that can be used as musical instruments – a stick and a fence, rocks to rattle in a cup, hands tapping an empty can. Think of a name for your band and make some fun music with friends!
- **Old Song/New Song:** To the tune of “Twinkle, Twinkle, Little Star,” make up new words to this classic song. Then sing the song to a family member or friend. Here are the original words. If you don’t know the tune, make up your own!

Twinkle, twinkle, little star
 How I wonder what you are
 Up above the world so high
 Like a diamond in the sky
 Twinkle, twinkle, little star
 How I wonder what you are



- **Nursery Rhymes:** Try to make other rhymes from this traditional nursery rhyme line. When you’re finished, try singing your rhyme.

There was an old woman who lived in a shoe.
 She had so many children she did not know what to do.
 There was an old woman who lived in a _____.
 She had so many children she _____.

- **The Greatest Thing:** Gather friends or family in a circle and hold hands. Then sing this chant together. The first person sings the first phrase, while the others repeat. Do this three times. When finished, talk about the different things you love about each other!

The Greatest Thing . . .

In All My Life . . .

Is **LOVING YOU!**

Rhythm Sticks



Introduce two sticks to the children and demonstrate how they are tapped together to make rhythm. Instruct the children to tap their rhythm sticks in front of themselves, then ask if anyone can think of other ways to tap the sticks. Brainstorm ideas. (above your head, to your side, under your knee, behind your back, etc.)

Recite the following and have the children join words to actions:

Tap high
Tap low

Tap as we walk slow (move in a circle)

Tap front
Tap back

Now you are getting the knack

Tap fast
Tap slow

Everyone tap as we go (continue moving in a circle)

Tap loud
Tap soft

Tap, tap, tap and clap, clap, clap
Tap, tap, tap with your sticks
Tap, tap, tap and move your hips

Tap and jump (jump up)
Tap and bump (bump fists or hips)
Fall down in a lump

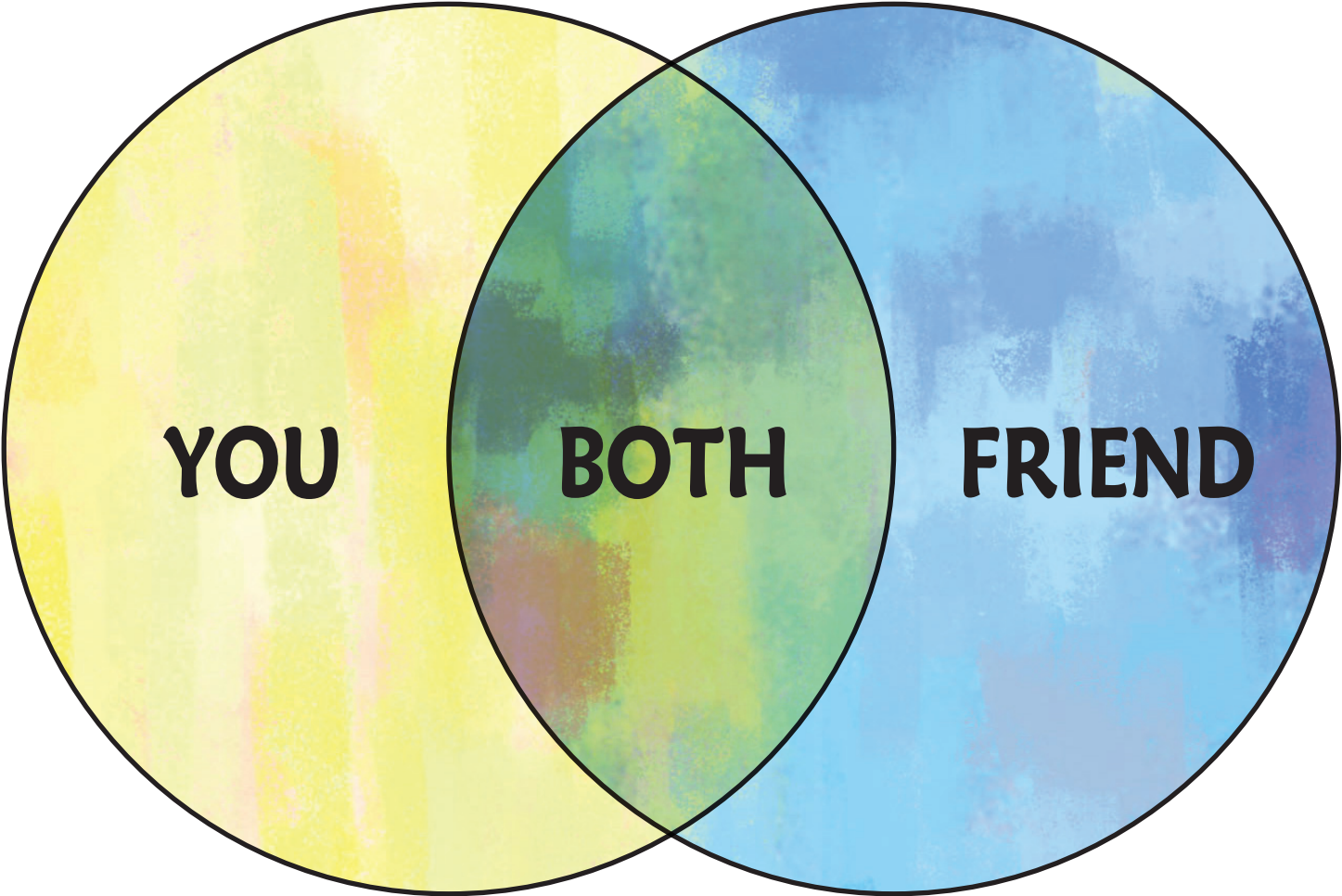
SOCIAL EMOTIONAL

Self-awareness • Relationships • Decision making

- **Friendship Animal:** Using the stuffed animal from your kit, create a safe space. Play make-believe with your animal and talk to it like a friend sharing feelings, hopes, and dreams.
- **Glyph:** Using the attached glyph, follow the directions, and create a personalized portrait of yourself. Share your glyph with others who you care about to see how you are alike and how you are different.
- **Emotion Faces:** Use the emotion faces on the template. Color and design the faces to express an emotion—happiness, surprise, worry, sadness, etc.—then attach the faces to a stick, or point to the one that best fits your mood. Use these to share how you're feeling.
- **Venn Diagram:** Find a family member or friend to do this activity with you. Think about how you're both feeling right now. Work together to fill out the Venn Diagram discussing your feelings. How are your feelings the same? How are they different? The feelings that are the same go in the center portion of the Venn Diagram.
- **Self-Care Checklist:** It is important to take care of yourself emotionally. Use the checklist provided to help when you are feeling overwhelmed. Share these strategies with a friend or family member.




Venn Diagram



Glyph Directions

If you play sports, color the pants . . .

Orange – soccer 

Yellow – basketball 

Black – American football 

Red – tennis 

Purple – swimming 

Green – dancing 

If you participate in more than one sport, choose your favorite, or make your pants multicolored. If you don't see your sport listed, choose a color for your pants that hasn't been used yet, and let us know what it is for.

If you like to look at illustrations or read, add a book . . .

Blue – fiction 

Brown – nonfiction 

Draw a shirt on your glyph. If you are feeling . . .

happy – yellow 

sad – blue 

mad – red 

lonely – purple 


more than one feeling emotion – rainbow 

If you like to play outside, add a hat. If you like to . . .

run – yellow 

bike – orange 

swing – pink 

play catch – blue 

If you like to play music, add an instrument to the glyph.

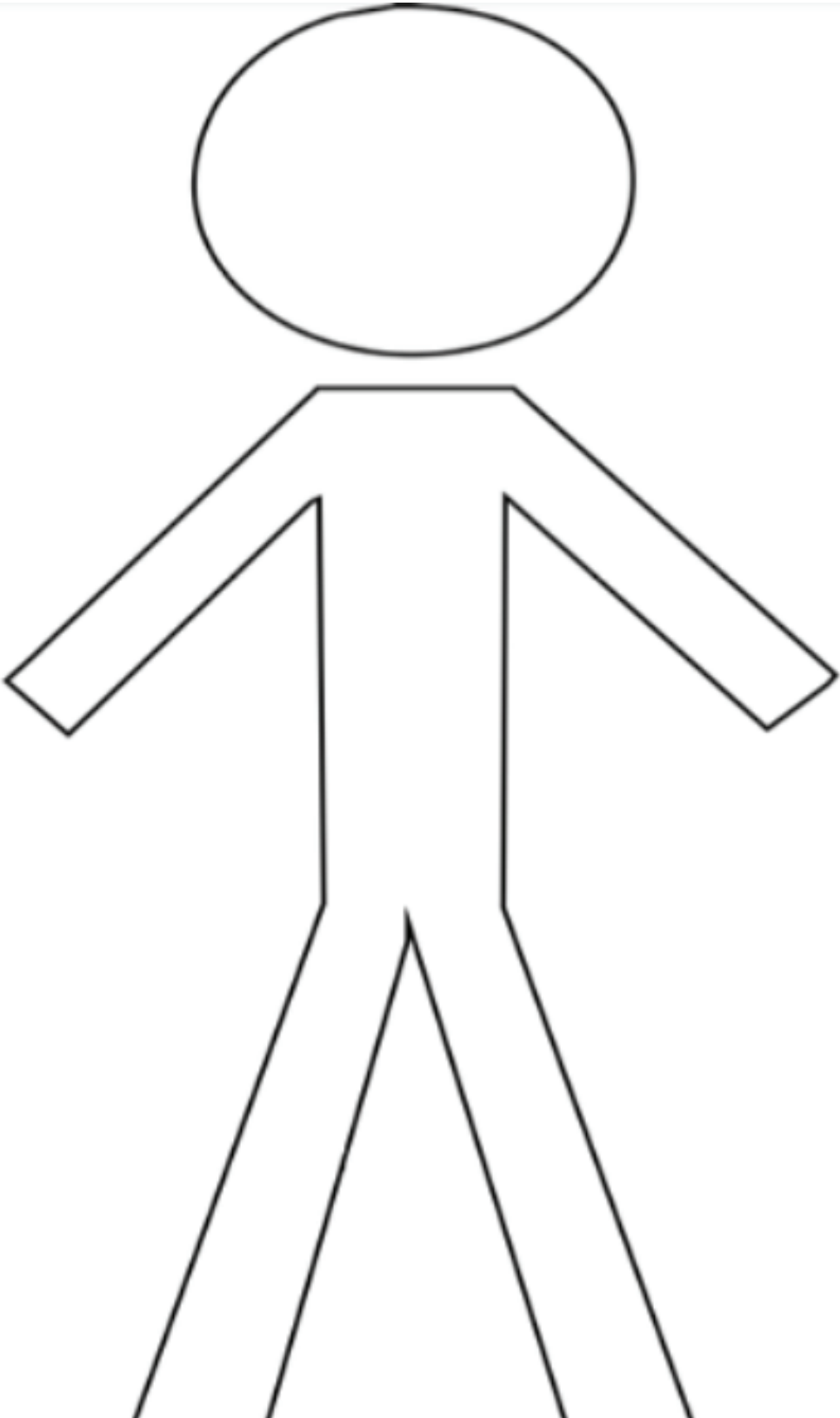
Draw in shoes. If you are . . .

fast – red 

slow – purple 

somewhere in between – green 

Glyph Person



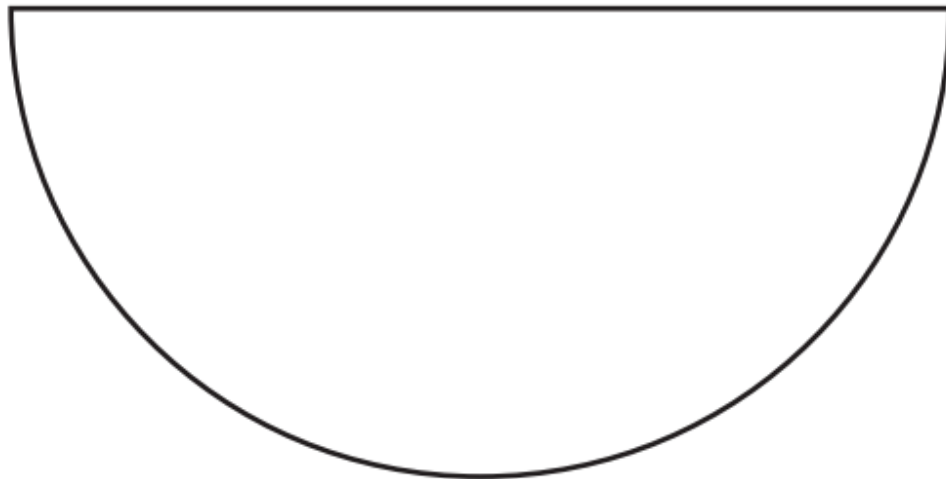
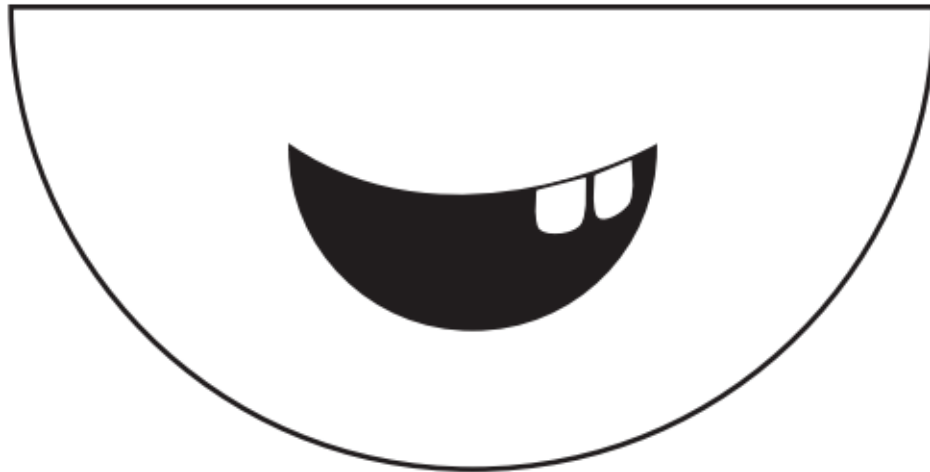
Self-Care Check

- **Sit criss-cross on the floor.** Put your hands on your belly. Take a deep breath in, and feel your belly fill with air. Then slowly let the air back out. Do this several times to feel calm. Imagine blowing a feather across the room.
- **Talk to a friend about how you are feeling.** Share why you are happy, sad, etc.
- **Write or draw in a journal about how you are feeling.**
- **Sit on the floor and spread your legs in a V shape.** First, stretch forward over your left leg. Then, stretch toward the middle between your feet. Next, stretch forward toward your right leg. Notice how your body feels after you stretch.
- **Go outside and move your body.** Sunshine and exercise will help you feel strong and healthy. Walk, run, skip, or hop.
- **Distract yourself by learning something new or trying something different.** Ask a family member if you can help cook a meal. Try a new game. Learn how to sew.
- **Reach out to a new friend.** See if there is someone in your area who might need a friend. Ask your new friend questions about his or her life.
- **Think about what makes you grateful.** Tell a friend, family member, or write about it in a journal. Find one thing you are grateful for each day before you go to sleep.

I am Grateful for the following:

Emotion Faces

- Cut them out or point to the one that best fits your mood.





NOTES / DOODLES

Hands-on discovery • Creative thinking • Personal expression

No batteries or outlets required!

The activities throughout this booklet are specifically designed for use with things found in nature. A large portion of all sales is donated to Kuzidi. You can help too.

**Even in the face of extreme challenges,
learning provides hope.**



a 501 (C)(3) nonprofit charity

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**GO BEYOND WHERE YOU ARE TODAY,
TO WHERE YOU CAN BE TOMORROW.**



a 501 (C)(3) nonprofit charity

Kuzidi is a Swahili word that means to exceed—to go beyond what you thought you could do. Our mission is a global effort to promote positive mental and physical health for children who experience trauma.

Dedicated to serving:

disaster survivors who find themselves without a home
children who are underserved or underprivileged
refugees who find themselves without a country
victims of the global COVID pandemics
those who suffer from abuse or neglect

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