

## Places You May Go

**Use:** This activity may be used as a workshop, activity at a camp program or class

**Goals:**

Participants will come away knowing:

- An increased interest in global travel
- How to do the research and plan for travel cost and considerations
- How to build presentation for art walk or parent night
- Increased awareness of other cultures
- Exploring how to build competence through information

**Timeframe:** Up to 3 different classes of 50 – 60 minutes.

**Target Age:** middle school age to adult

**Activity:** This in-depth art activity is designed to help youth get a visual image of the exciting world of travel and discover where they may want to travel.



**Procedure:**

Supplies:

Oh! The Places You Will Go book by Dr. Seuss, 1990.

Old newspapers or butcher paper

Plaster cloth strips (available at craft stores)

Baby wipes

Petroleum jelly

Bowls for dipping plaster strips in water

Map of the world or globe

Tempera paints/brushes/cups for water

Internet access for researching destinations

Travel Budget Worksheet (attached)

Poster materials

Travel magazines or brochures from travel agencies

To help kids see their place in the world of travel, this activity gives youth an opportunity to dream big about global destinations while learning more about the culture of other countries.

Take a moment to linger on the quote from the book, “You have feet in your shoes.” Have the youth think about where they might like to visit and what shoes they would need to wear.

Maybe none at all? Put youth into random groups of two and have one youth from each group remove their shoe from one foot and clean with a baby wipe. Have them seated on the floor on top of newspaper or butcher paper to keep mess to minimum. Next have them lightly coat foot with petroleum jelly. Then have their partner assist with “casting” their foot with plaster strips. (If strips are cut in advance this part will go more quickly.) Each strip is *lightly* dipped into water and smoothed into place. Do not cast too high onto the ankle or the “casted foot” will be hard to remove. When the foot is completely covered, switch to the other partner’s foot while the first is allowed to dry (about 15 minutes). When both are finished, and set, carefully remove the casted feet and place in a safe place to dry at least a couple of hours.

While this activity is taking place, the partners are guided in a discussion:

- Where in world will they step on this Earth with their “shoes full of feet?”
- What is the language spoken?
- What is the currency?
- What customs, holidays or rituals might be observed there that are different from U.S.?
- What might be a food from that region you would want to try
- What would a budget look like to travel to your dream destination?
- What would you photograph there?

## Next Steps



At the next class time, youth are invited to paint their thoroughly dried casted foot. Students will be creative with the color, design, etc. for the paint. They may choose the colors of the flag of the country they wish to visit, they may paint it like the “shoe” they wish to wear on their journey, or some other idea.

After the painting is complete, youth are then assisted with the “research” session to answer the previous questions (from the previous page’s box or others) about their intended destination. This information is then formatted for a poster presentation – **3<sup>rd</sup> Class Time** - where they can share with others (parents, other youth?) in an art walk/talk – their dream destination and findings.

## Background

Often children living in poverty are not exposed to travel beyond their own neighborhood. As our world becomes more interconnected, it is critical for youth to experience a more globally-minded and culturally aware citizenship. Children who have experienced trauma such as painful divorce or separation, poverty, or drug or alcohol addicted parents seem to have a better chance at resiliency when they have a stronger sense of competence and self-efficacy in their middle childhood years. Through exposing youth to the idea they can reach out beyond their own boundaries and borders, we are providing them with a locus of control for future life skill development to seek travel opportunities.

## Reflection Questions:

- What are a list of considerations for any type travel?
- What are some career choices that could include travel?
- Are there any opportunities for 4-H travel in your state?
- Did you hear about someone else’s destination that made you interested?
- Do you think this “dream” trip will ever become a reality? If so, when?
- What would you need to learn more about to make this happen?

For more on Global Education:

<http://4-hyd.ext.wvu.edu/learning/publications/skillathons>

## Travel Budget & Expense Considerations:

Destination: \_\_\_\_\_

Traveler: \_\_\_\_\_



Expense	Detail	Amounts	Totals
Before You Go	<ul style="list-style-type: none"> <li>• Passport</li> <li>• Camera</li> <li>• Vaccines</li> <li>• Trip Insurance</li> <li>• Clothing/shoes</li> <li>• Gear (luggage, back pack, etc)</li> <li>• Other</li> </ul>		
Transportation	<ul style="list-style-type: none"> <li>• Airfare/Baggage</li> <li>• Ship</li> <li>• Trains</li> <li>• Buses/taxi/car rental/parking</li> <li>• other</li> </ul>		
Lodging & Meals	<ul style="list-style-type: none"> <li>• Cost per night for lodging</li> <li>• Cost per day for meals (include tips)</li> </ul>	_____ nights x _____ _____ days x _____ Add 15% for safety net	
Entertainment	<ul style="list-style-type: none"> <li>• Tickets to events/theater or venues</li> <li>• Experience fees such as snorkeling, biking, moped rental, etc.</li> </ul>		
Miscellaneous (Recommend estimate 25% of total of trip)	<ul style="list-style-type: none"> <li>• Souvenirs</li> <li>• Personal items for the road such as snacks and toiletries, etc.</li> </ul>		
<b>Total Trip</b>			\$

**Work sheet for costs:**

1. Before You Go
2. Transportation
3. Lodging & Meals
4. Entertainment
5. Miscellaneous