



**BOYS & GIRLS CLUBS
OF AMERICA**

PROGRAMBASICS FOR COVID-19

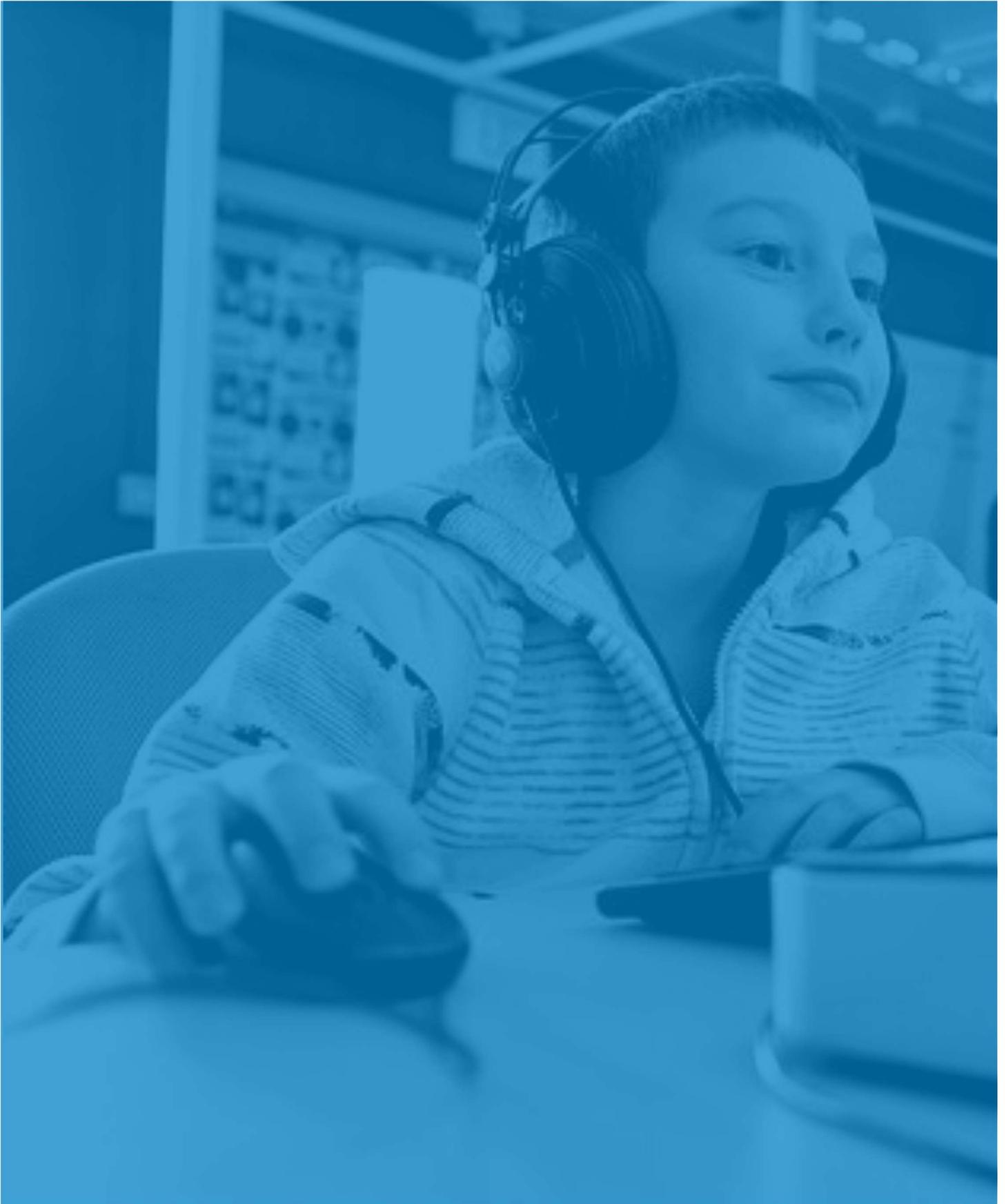




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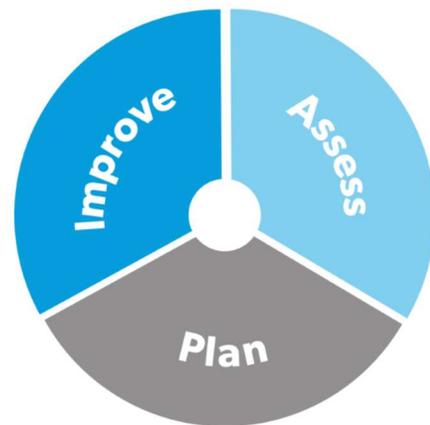


Planning for Program Quality

COVID-19 has presented challenges that Clubs and Youth Centers have never faced before. This makes planning for program quality in your summer programming much more important. Planning helps ensure the physical and emotional safety of youth and staff, and address the potential gaps caused by disruptions to the academic year.

The Components of the Continuous Quality Improvement Process:

1. **Assess:** Understand the needs of your youth and Club to make data-driven and -informed decisions about your summer programming
2. **Plan:** Understand the fundamental, practical how-to of programming, which include program plans and schedules
3. **Improve:** Understand what works, doesn't work and what you might need to change to provide a high-quality Club experience during the summer. Additionally, take the time to improve staff practices through professional development opportunities.



This resource is designed for staff directly responsible for planning and implementing summer programming. Considering the many adjustments Clubs and Youth Centers have had to make because of closures due to COVID-19, this could be anyone from the CEO to a frontline staff member.

The Club Experience

A Boys & Girls Club positively impacts youth from the moment they enter the door. What happens for youth inside a Club – building relationships with staff, participating in fun and engaging programs, learning important skills, making new friends, developing their talents – is referred to as the *Club Experience*.

Boys & Girls Club research strongly affirms this core principle: *by implementing a high-quality Club Experience, Boys & Girls Clubs can increase positive impact on kids*. To sum up, the better the quality of an after-school program, the better the outcomes of youth participants.

Youth are more likely to achieve a high-quality Club experience when two things happen. First: program schedules and sessions are planned with quality in mind. Second: staff members utilize youth development best practices with every interaction.

COVID-19 has caused numerous disruptions to the lives of youth. These disruptions make a high-quality Club experience more important than ever. A high-quality Club experience is the first step to overcoming these disruptions. It is the groundwork for improving outcomes. First, it makes sure a young person has their needs met, so they are able to achieve positive outcomes.



Assess

Consider asking yourself the following questions to better understand your Club or Youth Center's capacity to support your members. Think about other data you may have to inform your next steps. Other data could include:

- The number of youth accessing your current Club activities
- Parent and caregiver feedback about the needs of their children
- School partner data about gaps in education
- Youth's social and emotional needs because of disruption to peer interactions and missing milestones

Jot down your responses to the [Assessment Questions on page 4](#) to help you reflect on where your Club or Youth Center's needs are. Please keep in mind that these are only some of the questions you may need to consider if you are determining how you might need to support youth. Also, these questions may have already been answered by Club leadership in their decision-making process about re-opening the Club. Check out the following helpful resources:

- [Virtual Club Programming](#)
- [COVID-19 Club Opening Considerations](#)
- [CDC \(re\)opening guidance](#)



Assessing Summer Capacity

Which type of program model will my Club or Youth Center offer considering social distancing guidelines?

Virtual Model

In-Person

Hybrid (both in-person & hybrid)

How will I incorporate high-quality youth development practices into my planning?

Positively engaging all youth

Chance for youth to connect

Places for youth to make choices

Places for youth to share feelings

Set Group Agreements

What are the priority needs of my youth?

Physical Safety/Social Distancing

Emotional Safety/Wellness

Learning Loss Prevention

Other

What activities and experiences should I offer to address the priority needs of my youth?

Other Questions I have:

Use the [Screeners for Emotional Wellness](#) to assess the social-emotional needs of staff and youth.



Plan

Great! You're now ready for the next step in planning for program quality during summer programming. Based on the data you've collected about your Club or Youth Center's capacity to run summer programming; you are now ready to come up with a Plan. Your plan should ensure that all youth have a high-quality Club experience and address their priority needs. Boys & Girls Clubs of America used feedback from Clubs to identify three priority needs you can plan to address during your summer programming:

1. Physical Safety
2. Emotional Safety & Wellness
3. Summer Learning Loss Prevention

First, consider the following planning considerations. Content in the "Plan" section is organized under the following sections:

Program Models

- How your Club or Youth Center will serve youth

Building Blocks of Programming

- Incorporation of specific program building blocks to ensure all youth have a high-quality Club experience

Targeted Programs & High Yield Activities

- Selecting youth experiences and opportunities based on youth interests and addressing priority youth development needs through skill development

Sample Program Schedules

- Bringing it all together in a weekly program schedule that reflects program quality, incorporates fun activities, and addresses priority youth development needs



Program Models

Virtual Model

- Virtual Instructor-Led Sessions
- Take home packets for youth and family/caregiver engagement
- Pre-recorded sessions
- MyFuture
- External Resources (i.e. ABC Mouse & Playworks)

In-Person Model

- Social distancing guidance incorporated into in-person sessions
- In-person, instructor led sessions
- Hygiene practices incorporated into program schedules

Hybrid Model

Mixed method of Virtual Model and In-Person (i.e. small groups spend one week of in-Club activities and one week of virtual sessions)



Building Blocks of Programming

Warm Welcome

- Greet youth formally as they join a session
- Facilitate an emotional check-in
- Display and review the session agenda and identify what youth will need to participate

[Online Warm Ups and Energizers \(MURAL\)](#)

Group Agreements

- Establish group norms that set expectations about behavior and how to participate
- Invite youth to either facilitate or participate in the development of group agreements
- Encourage youth to add to agreements
- Routinely review agreements to make sure everyone understands them and update them as needed
- Post them prominently around the room as reminders

[Group Agreements Download](#)

[Virtual Group Agreements](#)

Community Builders and Emotional Check-Ins

- Plan for and incorporate emotional check-ins and community builders into your programming schedule routinely
- Refer to the [emotional safety/wellness section on page 13](#) of this resource.
- It is recommended that emotional check-ins are spread throughout the week
- Use different themes to facilitate youth identifying and expressing emotions like find an emoji that reflects how youth feel

[YD Toolbox \(ClubX Blog\)](#)

[Emotional Check-Ins \(ClubX Blog\)](#)



Element	What It Looks Like	Resources
Main Activity	<ul style="list-style-type: none">• Think outside of the box for fun and engaging activities• Name the specific social emotional or other skill youth will be working on• Book or Movie Clubs are great opportunities to get everyone on the same page, and allows for follow-up group discussion and reflection• Incorporate themes in your weekly program schedule to encourage engagement• Provide opportunities for a tangible product to be created as a result of each Main Activity	<ul style="list-style-type: none">• Virtual High-Yield Activity Guides• Emotional Wellness Discussion Guides
Reflection	<ul style="list-style-type: none">• Connect each activity with an opportunity for youth to reflect on what they've just learned or practiced during the main activity• Consider using pulse checks to capture youth feedback with online polls like Kahoot and other methods	<ul style="list-style-type: none">• Pulse Checks Guide• Kahoot
Closing & Check Out	<ul style="list-style-type: none">• Ending a session with warmth and clarity is important to ensure clear expectations as youth move on to their next activity• Even though groups may be staying in the same physical space, there should still be a closing that functions as a transition to the next activity.	



Using Small Groups

An important principle of program delivery or how you interact with members is using small groups or family groups. Small groups are used to facilitate a positive and constructive discussion or activity such as peer-to-peer or group mentoring. Small groups are recommended for each program model. However, they are especially important with the in-person program model because they support social distancing and reduce the spread of germs by minimizing the number of youth interactions.

For virtual engagement use platforms like ZOOM which allows you to create breakout rooms for small group discussion. Ensure that there are enough staff to monitor small group activity, as staff and youth should never be alone in a one-on-one conversation. Having a second staff member also supports the facilitation of conversation and monitoring of the chat box so that youth's comments can be answered.

For in-person engagement, small groups can help you maintain social distancing guidelines. Please refer to social distancing guidance for more information. When planning for small groups, check out the following helpful resources:

- [CDC Guidelines for Screening Children](#)
- [Small Group Activity Planning Template](#)



Targeted Programs & High-Yield Activities

Like never before, Clubs, Youth Centers, BGCA, families and caregivers, and our national and local partners are all aligned. Three pressing youth development priorities have arisen in the unprecedented disruption caused by COVID-19. These pressing issues are:

- **Physical Safety:** Keeping youth physically safe by incorporating social distancing guidance
- **Emotional Safety & Wellness:** Providing emotional safety and emotional wellness through program quality standards and targeted skill building opportunities
- **Learning Loss Prevention:** Preventing learning loss by providing a spectrum of enriching, hands-on learning experiences that meet youth where they are

Clubs and Youth Centers are uniquely positioned to mitigate these challenges by continuing to do what they do best. Clubs and Youth Centers provide a safe, supportive, and inclusive environment. This environment provides youth diverse, fun, and enriching experiences. Experiences that build social emotional and other essential skills. These skills nurture resilient young people. The resilient young people are better able to navigate life's challenges and persevere despite adversity.



Physical Safety

The first priority of any Club or Youth Center is to plan for and ensure the safety of all youth, regardless of serving youth in a virtual or in-person setting. Within the Club context, safety includes the physical and emotional wellness of youth. Let's first talk about some of the unique challenges to ensuring physical safety in the wake of COVID-19.

Safety in the Virtual Program Model

- **Remember Staff Ratios:** In the Virtual Program Model, make sure that however you are communicating with youth, whether live or in chat or on the phone, there is never one-to-one contact between a staff member and a young person.
 - Make sure that there are always at least two adult staff members monitoring online program activities and in any breakout rooms.
 - Remember: Jr. Staff should not be counted in these staff-to-youth ratios.
- **Secure Parental Permission:** You will also need parent or guardian permission for youth to engage in any interactive virtual programming.
- **If You See Something, Say Something:** There may be times that you might see or hear abuse or unsafe situations taking place during live, virtual instructor-led sessions or a member may express that abuse, or an unsafe situation may have occurred.
 - Remember: you are a mandated reporter.
 - Please refer to your Club or Youth Centers policies on your role in reporting abuse of any kind (i.e. physical, sexual, emotional or other abuse).

For additional information about planning for and ensuring the physical safety of members participating in virtual programming, check out the following helpful resources:

- [Creating a Safe Live Virtual Club](#)
- [Sample Virtual Programming Parent Letter and Consent Form](#)
- [Sample Virtual Programming Parent Letter and Consent Form- ZOOM](#)
- [Safety and Virtual Technology Training Slides](#)



Safety in the In-Person & Hybrid Program Model

- **Create Family Groups:** Family Groups/Small Groups are kept in the same room. Incorporate fun into small groupings like getting them to form their own unique identity. Get small groups to come up with a team name, symbol and rally cheer.
 - Consider keeping youth from the same household in a family group together in order to minimize exposure.
- **Mark Off Outdoor Play Zones:** When youth rotate to shared outdoor playgrounds, groups are kept separate to limit the spread of germs.
 - Consider creating outdoor zones for groups to stay within to minimize the sharing of same play equipment. Ask family groups to choose their outdoor zone and place their team symbol to mark off the space. This will remind them where they should stay and help staff know where to clean.
- **Stagger Family Groups in Block Schedules**
 - Consider staggering when groups arrive and leave the Club or Youth Center, which could mean creating multiple schedules for each staggered time block.
 - Display staggered time block while incorporating team symbols so youth have clear expectations about what to do, where to go and when.
- **Build in Time for Hygiene:** Build in extra program time for routine and frequent handwashing.
 - Make this fun by coming up with handwashing games and songs.
 - Follow [CDC guidance about frequent handwashing](#). Wash hands before and after every program activity.
- **Create Program Play Kits:** Plan to purchase extra program materials which will allow you to restrict the shared use of equipment.
 - For example, each member could have their own plastic container labeled with their name to store all their materials like markers, paper, scissors, and ping pong paddles

For additional information about planning for and ensuring the physical safety of members participating in in-person programming (i.e. In-Person and Hybrid Models), check out the following helpful resources:

- [CDC's Guidance Child Care Programs that Remain Open](#)
- [BGCA's Social Distancing Guidance in the Club](#)



Emotional Safety & Wellness

Emotional wellness relates to youth's ability to identify, communicate, and self-regulate their emotions. If youth do not feel emotionally safe, then they simply do not feel safe at all. Prioritizing emotional safety helps Clubs create positive experiences, relationships, and environments.

Prioritizing emotional safety includes using specific building blocks of programming. Certain building blocks, like a warm welcome or group agreements, are especially important for emotional safety. In doing so, you:

- Set expectations for youth behavior and participation
- Create a supportive environment where youth can freely identify and express their feelings
- Help youth feel supported by a caring adult staff member and their peers
- Build critical social emotional skills such as self-awareness and self-management

Practices to Support Emotional Wellness

These additional practices that can be used in the virtual, in-person, and hybrid program models to support emotional wellness:

- **Create Rituals & Routines.** Rituals and routines offer youth a sense of community and consistency. These are particularly important features of a program schedule during a time where so many aspects of a youth's life might lack consistency or familiarity.
 - An example of a **ritual** might be a special greeting youth and staff do when they see each other. These greetings should minimize touching, like signature handshakes. Instead, consider non-touching greetings like a signature dance, chant or cheer.
 - An example of a **routine** might be that a Club hosts a girls-only book club every third Wednesday of the month.
- **Create Cool Down Kits.** Create a Cool Down kit that includes materials to help youth self-regulate or manage their emotions.
 - Kits could include fidget toys such as: stress balls, pipe cleaners, putty, coloring book, markers and crayons.
 - Remember to wipe kits and their contents down after each use. You can teach youth how to do this as well so that they can learn new and important habits that will keep them healthy.
- **Get Up & Moving:** Exercising while you're anxious is like tricking your mind and body – suddenly all those anxiety symptoms like a racing heart, sweaty palms, and trouble breathing are just a normal response to exercise.
 - Make sure to plan for youth to get at least 60 minutes of physical activity a day. You can break the 60 minutes into two 30-minute activities to start and end your program day.



- **Facilitate Emotional Check-Ins.** Support youth to identify and describe how they are feeling.
 - Creative ways to do this are asking them to relate it to the weather, an emoji, a food, or an animal that represents how they feel.
 - Emotional check-ins will allow youth to pause, reflect, and identify their emotions. They also allow you to get a better understanding of how everyone is feeling and how you can best support youth moving forward.
- **Create A Calming Environment.** Turn on calming music and turn on soft lighting to help youth relax.
 - This calming environment can be planned as a daily routine or if you notice youth are feeling restless, you can create a calming mood to lower the energy level.
 - During this time, youth can either work on a quiet activity, go through guided meditation, do breathing activities, or read quietly.
- **Use Art to Help Reflect Feelings.** Art is a useful tool to help youth focus, relax, reflect, and express their thoughts and feelings. Get youth to paint or draw their self-portrait when they feel certain emotions like frustrated, happy, uncertainty, or joyful.

As youth share information related to their emotions and general wellness through emotional wellness activities, follow your Club's policy for Mandated Reporting if a youth discloses anything related to abuse, neglect, or their personal safety while sharing.



Emotional Wellness Activities

As youth transition back to Clubs and Youth Centers it will be important to prioritize and build their emotional wellness. Emotional wellness programming helps youth:

- Identify and communicate their emotions
- Practice coping strategies when they are feeling strong emotions
- Consider how to use coping strategies in different situations.

These experiences are especially critical as youth navigate and adapt to their “new normal.”

Consider incorporating emotional wellness activities into your program schedule. These activities help youth build essential social emotional skills. As you plan, make sure each of the activities in your summer program include the components of a high-quality session. These elements, such as community builders and emotional check-ins, supports emotional safety. Each week, you’ll want to spend time on two specific emotional wellness skills: Self-Awareness and Self-Management.

During activities that focus on **Self-Awareness** young people should experience:

- Identifying their emotions in oneself and in others
- Learning how to identify strong emotions in their body (i.e., anger, sadness, or excitement)
- Practicing talking about emotions and supporting others who share their emotions

During activities that focus on **Self-Management** young people should experience:

- Learning behaviors to slow down and refocus during a strong emotion
- Learning various coping strategies and how to use them (deep breathing, positive self-talk, or **grounding**)

To support youth in sharpening these two skills, a third day should focus on the application of these two skills. During activities that focus on **Skill Application** young people should experience:

- Talking about when and how to use various coping strategies appropriately
- Continued practice and discussion around coping strategies

To support your weekly planning around emotional wellness themes, BGCA will release a full list of recommended activities that support each skill outlined above. These resources will be available on June 1 at [BGCA.net](https://www.bgca.net).



For additional information about planning for and ensuring the emotional safety and wellness of members participating in any of the program models, check out the following resources:

**Emotional Wellness
Discussion Guides**

These staff-facilitated discussion guides are designed to help youth of all ages process change and manage their emotions. Guides have been adapted to be developmentally appropriate for 4 different age groups.

Samford Harmony at Home

This online toolkit supports staff, family and caregivers to teach social emotional skills development through fun and engaging sessions.



Learning Loss Prevention

As youth transition back to Clubs and Youth Centers, academic wellness will need attention alongside emotional wellness. Through a range of enriching, hands-on learning experiences that promote effective, engaged and adaptive learners, staff will be equipped with the tools needed to prevent learning loss. Do not try to replicate the school environment. Instead, focus on creating experiences that invite youth to fall in love with learning. This will complement and reinforce what youth learned during the school day and year. By providing diverse learning experiences, you will be able to:

- Identify and tap into the interests of youth
- Identify and address learning gaps caused by the disruption to the education of youth
- Invite youth to discover and pursue passions that connect to future opportunities

Practices to Support Learning Loss Prevention

These additional practices that can be used in the virtual, in-person, and hybrid program models to support learning loss prevention through hands-on enrichment activities/

- **Invite Guest Speakers.** Guest speakers are a great addition to a program schedule. One idea is to invite a local celebrity to host a book read along for younger youth.
 - To support social distancing, all guest speakers must be virtual, either pre-recorded or live. These activities can be pre-recorded and added to your program schedule. For example, PBS partnered with former First Lady, Michelle Obama to read some of her favorite children's books. [You can find these pre-recorded Read-Alongs here.](#)
- **Involve Club Alumni & Current College Students.** These type of guest speakers can support teens in exploring career paths or provide tips on completing college applications.
 - Similar to guest speakers above, all alumni or current college students must be virtual to support social distancing. Check out the great work being done by [Boys & Girls Club of Greater Holland](#)
- **Encouraging participation by offering prizes that can be earned on MyFuture.** Prizes can be given based on how many activities members complete and the number of badges they earn on MyFuture.
 - Ask your local community partners to donate prizes in support of your summer programming. Check out the great work being done by [Boys & Girls Club of Dundee Township](#)
- **Offer activity kits with experiments, worksheets, and supplies for youth to bring the learning and fun home.** Activity kits could be distributed during meal pick-ups, if offered by your Club.
 - Check out the great work being done by Boys & Girls Clubs of Topeka: [Dinner Dash Packs.](#)
 - The [virtual high-yield activity guides](#) contain BGCA developed take home activities for youth ages 6 and up.



- **Building themes into your programming schedule.** Themes can inform the weekly or monthly activities offered.
 - Invite members to suggest themes based on their interests, current events, or skill building opportunities like coding. You will find fun themes in the **Summer Brain Gain Section** below.
- **Offer a range of high-yield activities that address the five core program areas.** In doing so, you will tap into members interests, give them an opportunity to learn new skills, and expose them to new experiences.
 - Start with the activities in the **virtual high-yield activity guides** for each of the core program areas for ages 10 and up

BGCA offers a range of targeted programs and high-yield activities that can be found on BGCA.net. Every targeted program aims to build social-emotional skills and those essential for nurturing effective, adaptive and engaged learners. Summer Brain Gain is specifically designed for summer learning fun and is a great targeted program to start with.

Summer Brain Gain

Summer Brain Gain is designed so that youth of all ages can participate in developmentally appropriate, project-based activities centered around a specific theme. Some Clubs and Youth Centers extend those themes into community builders, snack and mealtime, physical activities, art projects, and games.

Whether your Club or Youth Center is serving youth in person, virtually, or with a hybrid model, consider choosing a few of the themes found in Summer Brain Gain, along with other themed activities your members would enjoy.

- **Around the World:** Explore cultures and traditions in five different countries.
- **Wacky Science:** Experiment with kitchen chemistry, food science, or the design of slime.
- **Family:** Read and engage with a book or selection of short stories with the common theme of family.
- **Mysteries:** Read and engage with a developmentally appropriate mystery.
- **Habitats:** Learn about animal habitats or engage in habitat-creation by building an escape room.
- **Storytelling:** Create and tell stories as a writer or animator.
- **Authenticity:** Read and engage with developmentally appropriate books about identity and authenticity.
- **Civic Engagement:** Read and engage with developmentally appropriate books about elections, voting, or civil rights.
- **Makerspace:** Dive into hands-on making, inventing, or upcycling.
- **Investigations:** Experiment with forensics or flight.



The Summer Brain Gain content for each of the themes above was written for in-person facilitation. If your Club or Youth Center is opening its doors to youth, tweak the activities to ensure that youth maintain appropriate distance and minimize contact. New SBG modules from 2020 and modules from 2019 are available on [BGCA.net](https://www.bgca.net). Other resources to support implementation are also available. These resources include training materials, recorded webinars, and supply lists.

If your Club or Youth Center is serving youth virtually, the activities in Summer Brain Gain can be adapted to the virtual context. As examples, two themed weeks have been fully adapted for virtual programming. These fully adapted weeks will be available on June 1 on [BGCA.net](https://www.bgca.net) along with [Tips for Virtual Programming](#).

**Wacky
Science**

- Take-Home Programming for 6+ focused on Food Science with introductory material that could be recorded and shared.
- Virtual Programming for ages 9+ focused on Food Science which could be facilitated live using a video conferencing tool.

Family

- Take-Home Programming for 6+ based on the book “My Family Plays Music” with introductory material that could be recorded and shared.
- Virtual Programming for ages 9+ based on the book “Front Desk” which could be facilitated live using a video conferencing tool.



For additional information about planning for learning loss prevention, check out the [Virtual Learning Resources below](#) and the [BGCA Youth Development Facebook Group](#) to learn what other Clubs are doing.

MyFuture	Create and share projects related to media making, computer science, leadership, lyricism, and more!
Play at Home with Playworks	Learn new games that can be played from home.
Maker Camp	Join the maker movement with projects designed for materials youth have at home.
Fun Factor	Play online games and learn math along the way.
Jr. NBA At Home	Practice skills and drills alongside NBA and WNBA players
Smithsonian	Explore art collections and create projects of your own.
YouVisit	Tour over 1000 colleges and universities virtually with this great resource for teens.
TEDexTeen	Be inspired by scientists, musicians, innovators, and activists all under the age of 20. Encourage teens to write a TED talk of their own too!
The World's Largest Lesson	Make a difference in the world by addressing the 17 Global Goals. This is a perfect engagement opportunity for teens who want to take action and make an impact!
Wonderopolis	Wonder about things, and then learn more with developmentally appropriate articles.
At Home with PZ	Search for developmentally appropriate tools and thinking routines that you can use to support learners.
Science Snacks	Get a taste of engaging STEM activities using simple materials.
Rep It Out Games for Social Distancing	Fun games designed for social distancing and don't require shared program materials. Games are conveniently organized by age and spaces where they could be used.
PlayWorks Social Distancing Activities	High quality youth development activities designed for social distancing. Resource contains videos to demonstrate how to implement each activity.
Ultimate Journey	This targeted program offers fun, experiential, environmental education activities. Ultimate Journey cultivates an awareness and appreciation of the natural wonders that surround young people. This program can be run outside.
Youth Development Resource Catalog	A full catalogue of all BGCA programs, high yield activities and resources to support programming.



Sample Program Schedules

Below you will find examples of weekly programming schedules for each model. These schedule incorporates tips from this guide, and social distancing guidance from CDC's [Child Care Programs that Remain Open](#) and [BGCA's Social Distancing in the Club](#).

Be sure to incorporate fun and engaging activities across all five Core Program Areas. This ensures activities are interesting to a diverse group of youth. Including activities across program areas also provides new skill-building opportunities. You can find over 40 high-yield activities that cross all Core Program Areas that have been adapted for virtual content program delivery [here](#).

For your in-person and hybrid model programming, consider how you can incorporate small group clubs into your schedule. Examples include SMART Girls club and LEGO club. These themed small group clubs can increase member engagement. Keep in mind social distancing guidelines and the need to create small family groups that do not rotate different youth in and out of program areas. Youth would need to stay together in their assigned family group.



Virtual Programming Model

Youth Ages: 10+

Youth Population: All

Theme: Weather & Energy

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00AM	Warm-Up (Pre-Recorded, External Link or Take-Home Activity)				
	Physical Activity	Yoga Activity	Jumping Jack Challenge	Meditation Activity	Turn-Up Dance Challenge
9:30AM	LIVE Emotional Check-In				
	Internal Weather Report	Feelings 1-10	Food Mood	Emoji Check-In	Energy Wave
10:00AM	LIVE Summer Learning Activity				
	Make a Cloud STEM Activity	Make it Rain (In A Bottle) - All about condensation	Black Is A Rainbow - Explore all of the colors that make up the color black	Mapping the Stars - Explore the Night Sky	Electric Potato - Conduct Energy with a Potato
11:00 AM	Independent Activity (Pre-Recorded, External Link or MyFuture Activity)				
	Take a virtual tour of the Tullis Space Museum	Career Exploration	Book Club Day - Read Chapter 2 and answer reflection worksheet	Explore the Impact of Light Pollution on Nocturnal Animals	Free Choice Friday
12:00 PM	Lunch Break				
1:00 PM	LIVE Emotional Wellness Activity				
	I Can See Clearly Now that the Rain Is Gone	Rain, Rain Go Away	Make A Rainbow Reminder	Toss My Fears Out in The Night Sky	Release This Energy



2:00 PM	Pulse Check				
	Survey	Kahoot	Record & Submit Thumbs Up, Thumbs Down	Poll	Submit an emoji
2:30 PM	Take Home Activity				
3:00 PM	Independent Movement Break (Pre-Recorded, External Link, MyFuture Activity or Take-Home Activity)				
	Shake Your Silly's Out	Dance Challenge	Sports Challenge	Zumba	Nature Scavenger Hunt
4:00 PM	LIVE Reflection & Recognition				
4:30 PM	LIVE Closing Ritual				
5:00 PM	See You Tomorrow!				



In Person Programming

Youth Ages: 10+ (Group A)

Youth Population: Non-Essential Worker Children

Theme: Weather & Energy

Please keep in mind that this sample in-person schedule reflects social distancing recommendations found in **BGCA's Social Distancing Guidance** [BGCA's Social Distancing in the Club](#)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 AM	Camp Check-In, Handwashing, Breakfast				
9:00 AM	Warm Up				
	Physical Activity	Yoga Activity	Jumping Jack Challenge	Meditation Activity	Turn-Up Dance Challenge
9:20 AM	Handwashing & Clean-up				
9:30 AM	Emotional Check-In				
	Share a response to "If my mood were a weather forecast"	Share a response to "If my mood were a color"	Write in your reflection journal a response to "The five things that I'll do today to make myself smile"	If you were looking in a pond, how would the water reflect your mood?	Write It Before You Talk (WIBT) "The energy I'm bringing into the weekend is"
10:00AM	Group Summer Learning Activity				
	Make a Cloud STEM Activity	Make it Rain (In A Bottle) - All about condensation	Black Is A Rainbow - Explore all of the colors that make up the color black	Mapping the Stars - Explore the Night Sky	Electric Potato - Conduct Energy with a Potato
11:00 AM	Handwashing & Clean-up				



	Independent Summer Learning Activity				
11:20 AM	Take a virtual tour of the Tullis Space Museum (External Link-watch a video and discuss)	Career Exploration (Live video guest speaker-Meteorologist)	Book Club Day (Read Chapter 2, answer reflection worksheet, and share)	Explore the Impact of Light Pollution on Nocturnal Animals (External Link-watch a video and discuss)	Free Choice Friday (Pick a MyFuture Challenge)
12:00 PM	Handwashing & Clean-up				
12:20 PM	Lunch Break				
1:00 PM	Handwashing & Clean-up				
	Emotional Wellness Activity				
1:10 PM	I Can See Clearly Now The Rain Is Gone	Rain, Rain Go Away	Make A Rainbow Reminder	Toss My Fears Out in The Night Sky	Release This Energy
	Pulse Check				
2:00 PM	Survey	Kahoot	Thumbs Up, Thumbs Down	Poll	Pick an emoji
	Movement Break				
2:30 PM	Shake Your Sillys Out (Outside Time)	Dance Challenge (Record & Submit to MyFuture)	Sports Challenge (Outside Time)	Zumba (Watch External Video)	Nature Scavenger Hunt (Outside Time)
3:30 PM	Handwashing & Clean-up				
4:00 PM	Reflection & Recognition				
4:30 PM	Closing Ritual				
5:00 PM	Handwashing & See You Tomorrow				
5:30	Club Staff Clean-up & Reset				



Hybrid Model

Youth Ages: 10+ (Groups A & C; Groups B & D)

Youth Population: Non-Essential Worker Children

Theme: Weather & Energy

The hybrid model would reflect two family groups attending the in-person Clubhouse or Youth Center one week and virtual programming the alternate week. In-person programming would reflect social distancing guidance.

Family Group	Week 1	Week 2	Week 3	Week 4
A	In-Person	Virtual	In-Person	Virtual
B	Virtual	In-Person	Virtual	In-Person
C	In-Person	Virtual	In-Person	Virtual
D	Virtual	In-Person	Virtual	In-Person



Improve

Congratulations, you are well on your way to continuous quality improvement (CQI). Thus far, you've:

1. **Assessed** the needs of your members and the capacity of your Club or Youth Center using available data
2. **Planned** your summer program to address three of the most pressing youth development priorities using program quality standards

The next stage in the CQI process is to **Improve** on the work you have already done to provide a high-quality Club experience to your members. This can be accomplished in several ways:

- **Pulse Checks:** Pulse checks are quick, real-time opportunities to collect feedback about how youth feel about their Club experience.
 - For example, at the end of a session or program day, take an “exit poll” which asks a single “question of the day”. Members can answer as they transition from one activity to another or as they leave for the day.
 - For more tips on Pulse Checks, check out this [Pulse Check Guide](#).
- **Track Participation:** Keep track of when and how often youth attend program sessions. This can be used in each program model.
 - Based on your participation data, you can identify trends such as the time of day members are more likely to join virtual sessions, types of activities that seem to draw them in, or how frequently they attend each week. Data can help inform your program schedule.
- **Improve Staff Practices Through Professional Development:** Use this time of uncertainty to stay up to date with the latest youth development practices.
 - Take time for professional development now to ensure you are prepared to support youth to address emotional wellness and summer learning loss prevention, among other pressing youth development needs.



Professional Development

In your Club's overall planning calendar, make sure you set time for your own skill building. Professional development can help you plan summer programming, and ensure all youth have a high-quality Club experience.

For professional development opportunities, check out these resources:

Calendar of Upcoming Webinars, Virtual Training, Events & Deadlines

- These resources offer a wealth of opportunities for staff to get real-time professional development experiences, such as virtual instructor-led training workshops, webinars, tutorials, consultations, coaching, and planning sessions.

Spillett Leadership University (SLU):

- In addition to virtual engagements, there are also a variety of distance learning training opportunities available. With virtual real-time trainings and distance learning courses, you have access to the resources needed to enhance your skills. There are over 24 hours of available training, including:
 - NEW 8 Youth Development Foundation Level Pathway trainings
 - 9 Weikart Youth Work Method
 - 11 Praesidium Safety Trainings
- Visit BGCA.net/Training and click on “Register for Training” in the upper right corner to access Spillett Leadership University. To find the Foundation Level distance learning courses, search “Youth Development Professional – Foundation Level” and register to begin.

Virtual National Trainers Initiative

- Register for the next virtual Tier 1 training! National Trainers Initiative (NTI) provides opportunities for every Boys & Girls Club Organization to have in-house certified trainers.
- Certified Tier 1 trainers have access to training materials to facilitate all Learning Coach Modules, plus 12 new foundational trainings for youth development professionals (virtual and in-person) and Tier 1 electives.

Distance Learning for All Professionals

- This catalogue provides information on our current distance and virtual learning opportunities. They are organized into five categories:
 - Safety
 - Leadership Development
 - Professional Development
 - Youth Development
 - Resource Development.



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- Courses have been aligned to the various leader levels making it easier to identify the best audience for each learning opportunity.
 - Use the Development Planning Process Tool for building your capabilities.

Whil Wellness Platform

- Whil is the leading digital wellness solution to help all staff reduce stress, increase resilience and improve focus, sleep and performance.
- Whil has over 250 digital mini-courses covering a wide array of mental and emotional wellness topics.



Resources

All resources that are linked within this document appear here with full URLs in alphabetical order.

At Home with PZ

<https://pz.harvard.edu/at-home-with-pz>

BGCA's Social Distancing in the Club

<https://www.bgca.net/programs>

BGCA Youth Development Facebook Group

<https://www.facebook.com/groups/837855836694240/>

Boys & Girls Club of Dundee Township

<https://bgcdt.org/vclub/>

Boys & Girls Club of Greater Holland

https://www.facebook.com/pg/Boys-Girls-Club-of-Greater-Holland-453057088172209/posts/?ref=page_internal

Boys & Girls Clubs of Topeka Dinner Dash Packs

<https://www.bgctopeka.org/food-resources-club-families>

Calendar of Upcoming Webinars, Virtual Training, Events & Deadlines

<https://www.bgca.net/Lists/EventsDeadlines/calendar.aspx>

CDC's Child Care Programs that Remain Open

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html>

CDC Guidance about Frequent Handwashing

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/hand-hygiene.html>

CDC Guidelines for Screening Children

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html> - ScreenChildren



CDC (re)opening guidance

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Camps-Decision-Tree.pdf>

COVID-19 Club Opening Considerations

<https://bit.ly/3bibTtG>.

Creating a Safe Live Virtual Club

<https://bit.ly/SafeLiveVC>

Distance learning

<https://www.bgca.net/ChildSafety/CoronavirusResources/Distance%20Learning%20for%20All%20Professionals.pdf>

Emotional Check-Ins (ClubX Blog)

<https://clubexperience.blog/2019/10/22/5-easy-emotional-check-ins/>

Emotional Wellness Discussion Guides

<https://www.bgca.net/programs>

Emotional Wellness Assessment

<https://www.bgca.net/programs>

Fun Factor

<http://bedtimemath.org/fun-factor/>

Grounding

<https://clubexperience.blog/2020/03/26/managing-your-stress-using-mindfulness/>

Group Agreements Download

<https://bit.ly/3dFmCjA>

Kahoot

<http://kahoot.com/>



Jr. NBA At Home

<https://jr.nba.com/jrnbaathome/>

MyFuture

<http://myfuture.net/>

Maker Camp

<https://makercamp.com/project-library/>

Online Warm Ups and Energizers (MURAL)

<https://blog.mural.co/online-warm-ups-energizers>

Play at Home with Playworks

<https://www.playworks.org/news/playathome-with-playworks/>

PlayWorks Social Distancing Activities

<https://www.playworks.org/>

Pulse Check Guide

<https://cqitoolkit.org/improve/> - improveOverview.

Rep It Out Games for Social Distancing

<https://www.asphaltgreen.org/blog/rep-it-out-games-for-social-distancing>

Samford Harmony at Home

<https://www.sanfordharmony.org/harmony-at-home/>

Safety and Virtual Technology Training Slides

<https://bit.ly/SafetyVirtualProgramming>

Science Snacks

<https://www.exploratorium.edu/snacks>



Small Group Activity Planning Template

[https://www.bgca.net/Programs/ProgramForms/Small Group Activity Planning Document.pdf](https://www.bgca.net/Programs/ProgramForms/Small%20Group%20Activity%20Planning%20Document.pdf) - search=small groups

Sample Virtual Programming Parent Letter and Consent Form

[https://www.bgca.net/ChildSafety/CoronavirusResources/Sample Virtual Programming Parent Letter and Consent Form.docx](https://www.bgca.net/ChildSafety/CoronavirusResources/Sample%20Virtual%20Programming%20Parent%20Letter%20and%20Consent%20Form.docx)

Sample Virtual Programming Parent Letter and Consent Form- ZOOM

[https://www.bgca.net/Programs/ProgramForms/Sample Virtual Learning Parent Letter and Consent Form - Zoom.docx](https://www.bgca.net/Programs/ProgramForms/Sample%20Virtual%20Learning%20Parent%20Letter%20and%20Consent%20Form%20-%20Zoom.docx)

Smithsonian

<https://www.si.edu/kids>

Spillet Leadership University

<https://www.bgca.net/Training/>

TEDEXTeen

<https://www.tedxteen.com/>

Ultimate Journey

<https://www.bgca.net/ultimatejourney>

Virtual Club Programming

<https://bit.ly/2VYeZO0>

Virtual High-Yield Activity Guides

<https://www.bgca.net/programs>

Virtual NTI

https://mybgca-my.sharepoint.com/:b:g/personal/rgreene_bgca_org/EVK0IIAluh9FipFbCI6QjB0BHbHqunhx2mDT83M_g9qO4g?e=bbFBxN



Whil

[https://www.bgca.net/Training/ProgramDocuments/Whil Getting Started with FAQ.pdf](https://www.bgca.net/Training/ProgramDocuments/Whil%20Getting%20Started%20with%20FAQ.pdf)

Wonderopolis

<https://wonderopolis.org/>

The World's Largest Lesson

<https://worldslargestlesson.globalgoals.org/>

YD Toolbox (ClubX Blog)

<https://clubexperience.blog/ydtoolbox/>

YouVisit

<https://www.youvisit.com/>

Youth Development Resource Catalog

<https://www.bgca.net/Programs/Pages/Program-Basics.aspx>