



**BOYS & GIRLS CLUBS
OF AMERICA**

Virtual Club Quality Standards

BACK-TO-CLUB



Virtual Quality Standards

How you measure the quality of your Virtual Club impacts the outcomes you expect to see in youth. Program Quality is the lead indicator that predicts youth outcomes. As you explore your virtual program offerings include the following standards to ensure your program sessions maintain high quality.

Virtual Instructor-led Sessions

Program sessions are sessions youth would engage in at the same time with Club staff.

These sessions should have the following components:

- I. Warm Welcome:**
 - a. Formally Greet youth as they log onto the session
 - b. Consider an emotional check-in such as mood meter
 - c. Display and Review the Agenda and identify what youth need to participate
- II. Start with a Community Builder/Check-in**
 - a. Here is a link to virtual warm-ups/energizers <https://blog.mural.co/online-warm-ups-energizers>
- III. Group Agreements**
 - a. Establish an agreed-upon set of rules for online engagement
 - b. Review these expectations in each setting and provide youth an opportunity to add to them as needed
 - c. A great starter is:**
 - i. Use the chat to share ideas
 - ii. If the virtual platform has a raised hand feature use that so youth can share out without talking over one another
 - iii. Please Mute your phone/computer when you aren't speaking to minimize background noise
 - iv. Have Fun
- IV. Provide opportunities for youth to work in small groups**
 - a. Utilize virtual platforms like ZOOM that allow you to create breakout rooms for discussions.
 - b. Use Virtual games/platforms where youth can go to play together
 - c. Ensure there are enough staff to monitor this virtual small group opportunities
- V. Main Activity: Think outside the box for activities**
 - a. Name the specific skill or SED element youth are working on
 - b. Book Clubs or Movie Clubs are great opportunities to get everyone watching or reading the same thing and discussing either live in person or through a chat option
 - c. Consider how can activities build from day to day to encourage engagement
- VI. Reflection:**
 - a. Connect each activity with a purpose and opportunity for youth to reflect



- i. Questions to help youth think about what they just did and how it connects to prior knowledge.
 - b. Provide Opportunities to gather feedback. Consider using questions from the [Pulse Check Guide](#) on the following platforms:
 - i. Kahoot Polls <https://kahoot.com/>
 - ii. Grokvibe <https://www.grokvibe.com/>
 - iii. Survey Monkey <https://www.surveymonkey.com/>
 - c. Use youth feedback to plan for future sessions to make sure activities are relevant
- VII. Recognition:**
 - a. Create clear opportunities for recognition:
 - i. Sharing images to Club Social pages
 - ii. Allow youth to show artwork, dance, or other work completed in the session via webcam or picture upload
- VIII. Closing**
 - a. Thank youth for participation
 - b. Follow-Up/Next Steps
 - i. Extension Activities: Connect this activity to a future session (live or self-led)

Pre-Recorded Program Sessions

These are static sessions designed for youth to engage in at any time. These sessions should include the following components:

- I. Warm Welcome:**
 - a. Formally Greet youth
 - b. Display and Review the Agenda
 - c. Identify what youth need to participate
- II. Start with a Community Builder/Check-in**
 - a. A simple energizer
- III. Group Agreements**
 - a. Remind youth to get parent permission before engaging in activities
 - b. Be mindful of space to ensure they have enough room to engage in activities safely
- IV. Main Activity: Should have a Product**
 - a. Youth should have something to tangibly show from participation in the activity: craft project, exercise routine, topic knowledge they can share with others, etc.
- V. Reflection:**
 - a. Questions to help youth think about what they just did and how it connects to prior knowledge.



VI. Recognition:

- a. Create clear opportunities for youth to share their work:
 - i. Post to social media
 - ii. Show parent/guardian

Self-Guided Activities

Activities designed so youth can participate with little to no guidance. These activities should include the following components:

- I. **Clear Objectives**
 - a. Clearly state purpose/objectives
 - b. Identify key words/terms
 - c. Identify materials needed
- II. **Main Activity**
 - a. Includes a Product (something at the end to show or share)
 - b. Photos with different examples or “How to” video links
- III. **Reflection**
 - a. Questions to help youth think about what they just did and how it connects to prior knowledge.
- IV. **Extension Activities**
 - a. Opportunities to connect this activity to other activities
 - b. Live Instructor-led sessions
 - c. Additional Resources: Virtual Field Trips, Videos, Challenges/Competitions, etc.

Transitions/Connective Activities

Activities and engagements that occur between program sessions or activities

- I. **Special Events:** used to kickoff a series of sessions. Can also be used as celebrations when youth complete a series.
 - a. Panels/Discussions; Special Guest Speakers; Virtual Tours/Field Trips
 - b. Connect to specific topics
 - c. Youth-Led
 - i. Teens Moderate
 - ii. Youth Brainstorm ideas
- II. **Messages**
 - a. Check-ins
 - i. Use a variety of platforms: phone calls, texts, emails, etc.



- ii. Host Listening sessions with youth and families to gain insight on their interests and needs. Examples can be found in the [Pulse Check Guide](#).
- iii. Should be used to engage parents
- iv. If engaging youth, ensure you stick to safety standards and use authorized channels with at least 2 staff
- b. Reminders
 - i. Inform youth and families what to expect from upcoming activities
- c. Updates
 - i. Keep parents and youth informed i.e. when will the Club reopen, expectations, etc.

III. Challenges/Competitions

- a. Fun One-Time Activities
- b. Across age-groups and Type
- c. Examples:
 - i. Dance-Offs: Thriller Dance Virtual Flash mob
 - ii. Workouts: Jumping Jack Competition



Promising Practices

Resources that provide examples of content based on the type of program from Clubs and local partners

Virtual Club Examples from Clubs

Boys & Girls Clubs of Muskegon Lakeshore Virtual Online Interactive Club Experience (VOICE) <https://bgclubmuskegon.com/voice>

Pre-Recorded Content from Partners

Wide Open School: <https://wideopenschool.org/>

Online Physical Education Network: <https://openphysed.org/activeschools/activehome>

Jr. NBA at Home: <https://jr.nba.com/jrnbaathome/>

NFL Play 60: <https://aha-nflplay60.discoveryeducation.com/virtual-experiences>

Club Developed Pre-Recorded Content Examples: These examples demonstrate how to house prerecorded content in one place making it easier for youth to access content.

Alabama Alliance <http://virtual.bgcal.org/programs/>

BGC CSRA: <https://bgccsra.org/%23bgcfromhome-2>

Boys & Girls Clubs of Collier County - [Out-Of-Club Virtual Daily Lessons](#)

BGCA Self-led Content

My Future: <https://myfuture.net/cms/member-how-it-works>