Open Summer Brain Gain: Group Agreements, Ages 6-8 configuration options

Summer Brain Gain: Group Agreements, Ages 6-8

In this module, youth get to know each other and develop their Group Agreements for the summer. See the Resources tab for an overview of this module, including a list of suppli

Introduction

Introduction

In order to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens, Boys & Girls Clubs focus on three priority outcome areas: Academic Success, Healthy Lifestyles, and Good Character and Citizenship.

Summer Brain Gain, a foundational program in the Education Core Program Area, is designed to prevent summer learning loss. Unless young people practice academic skills[i] over the summer, they lose an average of two months' worth of math skills. Youth from low-income families also lose an average of two months' worth of reading skills.[ii] Summer learning loss stacks up from year to year, broadening the achievement gap between lower- and higher-income youth.[iii] The achievement gap between youth of different socioeconomic levels has nothing to do with student motivation or ability. It has everything to do with access to enriching learning experiences.

The good news is that six weeks of summer learning programs can produce statistically significant gains in academic performance.[iv] That's why BGCA is proud to offer these developmentally appropriate, project-based learning materials to help Clubs keep young people learning in the summertime.

As a key program supporting Academic Success, Summer Brain Gain is designed to help all youth graduate on time, motivated to learn, with a plan to succeed in today's modern workforce.

Education Programs

Education Core Program Area
Education programs complement and reinforce what youth learn during the school day, while creating experiences that invite them to fall in love with learning. Rooted in social-emotional development practices, programs in this area enable all youth to be effective, engaged learners who are on track to graduate with a plan for the future. As an informal learning space, Clubs have an opportunity to offer both remediation and enrichment, all while inviting youth to discover and pursue passions that connect to future opportunities. Education programs include experiential learning, so that youth learn actively, through a "hands-on" and "minds-on" approach.

At all developmental stages, Education programs will prompt youth to plan and prepare for the future. This includes observing and practicing the social-emotional "soft skills," exploring career options, and engaging in programmatic experiences that prepare them to learn and work beyond high school. Programs and experiences supporting employability encourage youth to explore career options and the postsecondary pathways to their chosen career, develop skills necessary for success in postsecondary education and the workforce, and apply their skills through real world experiences.

Education Outcome Statement: To enable all youth to be effective, engaged learners who are on track to graduate with a plan for the future.

Education Skills: In order to successfully learn and work, youth need to build not only academic skills, but social-emotional skills as well. Social-emotional skills help youth build healthy relationships with themselves and others, recognize and manage emotions, and solve problems. All of the Education programs, including Summer Brain Gain, are designed to build the academic and social-emotional skills that enable youth to reach the Education goal of becoming effective, engaged learners who are on track to graduate with a plan for the future.

Education programs in Boys & Girls Clubs support the development of the following academic and social-emotional skills.

Academic Skills

Academic Interest	Curiosity for learning
Analyzing and Interpreting Information	Reviewing and making meaning of information
Asking Questions	Demonstrating inquiry by developing questions that guide learning
Career Awareness	Awareness of different possible career paths
Cognitive Flexibility	Mental ability to switch between thinking about two different concepts or ideas
Creativity	Ability to express ourselves and ideas in new and unique ways
Designing and Constructing Explanations	Using information to develop explanations for events or phenomena
Digital Literacy	Using technologies to find, evaluate and communicate information
Financial Literacy	Knowing how to manage money effectively
Literacy	Reading and writing
Love of Learning	Excitement and motivation to learn new skills or knowledge
Numeracy	Working with numbers to solve problems
Planning and Carrying Out Investigations	Designing and executing a method of learning more about a problem or situation
Postsecondary Awareness	Awareness of postsecondary education and career options
Professionalism	Practicing skills and behaviors needed for a work environment
Self-Advocacy	Speaking up for your interests and viewpoints
Thinking About Thinking	Awareness of one's thinking
Time Management	Using time effectively and productively to complete tasks and projects
Working Memory	Remembering and using relevant information while in the middle of an activity

Social-Emotional Skills

Collaboration	Working together toward shared goals with youth and adults
Communication	Sharing information both verbally and non-verbally and listening well to others
Conflict Management and Resolution	Developing solutions to conflict
Empathy	Ability to understand and share in feelings of others
Ethical Responsibility	Constructive decisions made based on ethics
Evaluating	Process used to make informed decisions and identify appropriate options
Goal Setting	Setting and working toward personal goals
Identifying Emotions	Expressing feelings
Identifying and Solving Problems	Noticing problems and working to find a solution
Impulse Control	Controlling the desire to react immediately
Inclusion	Cultivating a welcoming environment for everyone
Organizational Skills	Ability to manage different situations
Perseverance	Strength to keep going even when something is hard
Perspective-Taking	Discerning or predicting what others think, know and feel
Planning	Creating steps to achieving goals
Recognizing Strengths	Assess one's strengths and limitations
Respect for Others	How you feel about others and treat them
Self-Awareness	Recognizing one's feelings, needs, thoughts and influence on behavior
Self-Discipline	Ability to control impulses in different situations
Self-Efficacy	Perceived capability to do a specific task
Self-Motivation	Ability to motivate oneself to do something
Social Awareness	Ability to understand social and ethical norms of behavior
Stress Management	Responses to stress
Teamwork	Working with others

How Summer Brain Gain Supports National Education Standards

BGCA education programs support national standards such as the Common Core State Standards, Next-Generation Science Standards and the Collaborative for Academic, Social and Emotional Learning (CASEL) Standards. Each of these standards is a specific, developmentally appropriate learning goal that describes a skill youth should be able to perform after learning certain content. The Common Core standards detail rigorous learning goals in Language Arts and Mathematics, organized by grade level. Additionally, the related "Core Habits of Mind" describe key ways of thinking for learners who have achieved the Common Core standards. The Common Core has been adopted by 41 states as well as the District of Columbia, Guam, American Samoa, the U.S. Virgin Islands and the Northern Mariana Islands.[v]

The Common Core standards don't explicitly address social-emotional learning, so programs in the Education Core Program Area are also designed to support the Core SEL Competencies as defined by CASEL.

The following table lists the Common Core standards and CASEL Core SEL Competencies supported by this Summer Brain Gain module.

National Education Standards

Group Agreements	CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively

Habits of Mind: English Language Arts Standard: Come to understand other perspectives and cultures
CASEL Core SEL Competencies: Self-Management: Impulse Control, Self-Discipline
CASEL Core SEL Competencies: Social-Awareness: Perspective-Taking, Empathy, Appreciating Diversity, Respect for Others
CASEL Core SEL Competencies: Relationship Skills: Communication, Social Engagement, Relationship- Building, Teamwork

For more information about the Common Core and CASEL standards, see "Mapping Our Programs to National Standards" at **BGCA.net/ProgramBasics**.

Youth Development Professional's Role in Academic Success

Positive youth development is an intentional, prosocial approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes and enhances young people's strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths.[vi]

Youth development practices that support teaching and learning are essential for quality Education programs. Education programs, when facilitated with high-quality youth development practice, will help youth develop the attitudes, behaviors, and skills needed to become effective, engaged learners who are on track to graduate with a plan for the future.

Youth development professionals help youth become more effective and engaged learners when they:

- Model curiosity and encourage youth to ask questions.
- Aim for co-inquiry as a "guide on the side" not a "sage on the stage."
- Engineer for success and allow for mistakes: While staff provide the supports necessary for youth to successfully complete projects and activities, they also include enough challenge so that youth have the opportunity to learn from mistakes.
- Help youth connect new learning to previous experiences.
- Ask questions to check for understanding and prompt youth to think about their thinking.
- Teach learning strategies in addition to content; so that while youth learn new things, they also discover how to learn more effectively.
- Attend to learner diversity with multiple options for engagement, representation and expression.

Youth development professionals help youth stay on track to graduate with a plan for the future when they:

- Give youth a voice in Education program activities and establish multiple opportunities for youth to make choices, have input, or share leadership roles in the Club's programs and activities.
- Engage community partners to serve as mentors and volunteers to enhance programming.
- Model positive workplace behaviors and incorporate opportunities for youth to practice them in the Club or Youth Center.
- Help youth connect experiences and interests to future career opportunities.

Practice Positive Youth Development to Create Inclusive Clubs

Inclusion is a core component for building a safe, positive environment in your Club or Youth Center. In order to fulfil our mission, Clubs must create safe, positive, and inclusive environments for all youth and teens – including every race, gender, gender expression, sexual orientation, ability, socioeconomic status, religion and cultural belief. By creating inclusive environments at our Club, we improve the overall experience for all young people.

When staff practice positive youth development, they help ensure all youth:

- Feel represented
- Have a sense of belonging
- Can meaningfully participate in programing

As you implement Summer Brain Gain, consider and use strategies that will help youth feel affirmed, safe, and engaged with Club experiences that meet their needs and abilities. For more information on building and sustaining an inclusive environment, visit Program Basics on **BGCA.net**.

Positive Youth Development Supports Character and Social-Emotional Development

All programs, including Summer Brain Gain, offer opportunities for staff to model, recognize, reinforce and reflect upon character development.

Positive youth development provides direction for how you interact with, engage and model behavior for youth. You get to shape the lives of young people every day. As a result, you set the expectations and show youth what the essential character traits – caring, citizenship, fairness, respect, responsibility and trustworthiness – mean and how they look. These character traits come to life when youth practice social-emotional skills like teamwork, conflict management and emotional regulation. Young people use skills to lead themselves and others, as well as demonstrate positive attributes in citizenship, like community engagement and voting.

You can start to build character using "caught and taught" approaches. Youth "catch" social-emotional development skills when they observe staff modeling appropriate behaviors and skills, and when they interact with peers. Youth can also be "taught" skills to build good character when the skills are explicitly introduced and practiced through program sessions and activities. Use this formula to understand how character develops over time:

Staff Model Good Character + Youth Practice Skills Regularly = Character Development

To build character traits, include many opportunities for youth to practice social-emotional skills. These include skills related to:

- How youth feel about themselves
- Their relationships with others
- Their ability to regulate emotions
- Their ability to solve problems

For more information, see the Reference Handout: Practicing Social-Emotional Skills to Develop Character in Program Basics BLUEprint. It will show you the specific social-emotional skills young people should practice in order to demonstrate positive behaviors as described by the six essential character traits.

Staff facilitating Summer Brain Gain can model good character in the way they support all learners, offer feedback rather than criticism, and encourage honesty and responsibility.

When Character Development Is Present:

- Youth development professionals model, and youth practice skills that display respect, fairness, trustworthiness, responsibility, caring and citizenship.
- Youth understand and successfully get along well with others.
- Youth are better able to control their emotions and solve problems.

When Character Development Is Absent:

- Youth do not feel a sense of belonging at the Club.
- Youth lack skills that foster positive peer relationships.
- Youth lack self-control and act out in frustration.

Education Programs and Resources

BGCA provides developmentally appropriate Education programs and resources for all age groups, as shown in the chart below.

Middle Childhood **Ages 6-9**	- Power Hour - Summer Brain Gain - Computer Science Pathway - Digital Literacy Essentials
Late Childhood **Ages 10-12**	- Power Hour - Summer Brain Gain - Computer Science Pathway - Digital Literacy Essentials - Ultimate Journey - DIY STEM
Early Adolescence/Tween **Ages 13-15**	- Power Hour - Summer Brain Gain - Computer Science Pathway - Digital Literacy Essentials - Ultimate Journey - DIY STEM
Adolescence/Teen **Ages 16-18**	- Power Hour - Summer Brain Gain - Computer Science Pathway - Career Launch - Money Matters - Diplomas to Degrees - Junior Staff

How to Use This Resource

Summer Brain Gain is organized into themed, week-long modules. Each module includes five sequenced activities that culminate in an opportunity for youth to share the project they've created. Clubs and Youth Centers that facilitate Summer Brain Gain for all age groups will notice that, while each age group works on different projects, the theme is the same. While the sessions within a module should be facilitated in order, the themes can be rearranged and facilitated in any order throughout the summer.

Summer Brain Gain Modules (as of 2021)

	Original	STEM	Read
Ages 6-8	• Group Agreements • Around the World • Animal Habitats • Storytelling	• Wacky Science • Inventions • Fun With Forensics	• "Go Forth and Be Super!" • Mystery Stories • "My Family Plays Music" • "The Day You Begin" • "Grace for President"
Ages 9-11	• Group Agreements • Around the World • Animal Habitats • Animation	• Food Scientist • Inventions • Investigating Flight	• "Almost Super" • "The Parker Inheritance" • "Front Desk" • "The Wild Robot" • "When You Grow Up to Vote"
Ages 12-18	• Group Agreements • Around the World • Escape Rooms • Animation	• Slime Design • Upcycled Fashion • Forensics	• "Ms. Marvel" • "The Westing Game" • Family Short Stories • "Surviving the Applewhites" • "The Authentics" • "March: Book One"

For each module, you'll find an overview and five 60-minute sessions. Some Clubs and Youth Centers choose to select a module and extend it beyond a single week. Some choose to stretch the Summer Brain Gain READ modules throughout the whole summer, to give youth more time to read the books independently.

However you facilitate Summer Brain Gain in your Club, you are encouraged to integrate career exploration into the experience. Summer Brain Gain materials reference a wide variety of career fields, including anthropology, architecture, food science, entrepreneurship, music, activism and law. If your summer program includes guest speakers, field trips or special projects, such opportunities can be used to help youth explore related career fields.

To ensure both a high-quality Club Experience and the safety of all youth, it is recommended that the group size of all sessions adhere to the staff-to-youth ratios outlined in the Program Basics BLUEprint. For groups of youth age 6 and older, plan for a staff-to-youth ratio between 1:10 and 1:15. For youth groups that include children younger than age 6, plan for a staff-to-youth ratio between 1:8 and 1:12. Staff-to-youth ratios should never exceed 1:25 for any activity.

Summer Brain Gain: Early Elementary Program

Title	Skills	Learning Objectives
		Youth will get to know each other and develop their Group Agreements for the summer.
	Academic Skills	
	• Critical Thinking • Analyzing and Interpreting Information • Asking Questions • Creativity	
Group Agreements		
	Social-Emotional Skills	
	• Teamwork • Relationship Building • Identifying Emotions • Communication	

Resources

Session 1: A World Without Rules

3.4
[See all 4 reviews](#)
Session objective

Youth will learn each other's names. They work in teams to create skits of what it would be like if we didn't follow certain rules.

...

Leave a review

Academic Skills

- Analyze & Interpret Information
- Critical Thinking

Social-Emotional Skills

- Collaboration
- Communication

Skills

- Analyze & Interpret Information
- Critical Thinking
- Collaboration
- Communication

- 66
  minutes

- Grades K-2
  Ages 6-9

-
  20
  -
  25

☐ Attach to Playlist
Select a playlist - None - ⌄
[Save] [Cancel] [Reset to default]

- [Description](#)
- [Reviews](#)

Summary
[Add personal notes](#) [Toggle Dropdown]
[Add playlist notes](#)
Supplies Needed

Crayons, markers or colored pencils

☐

Markers

☐

Ball

☐

Whiteboard or chart paper and marker

☑

Crayons, markers or colored pencils
[Add personal notes] [Toggle Dropdown]
[Add playlist notes]
Links to Resources
None
[Add personal notes] [Toggle Dropdown]
[Add playlist notes]
Key Terms
Rule:
An instruction that tells what you can and cannot do
[Add personal notes] [Toggle Dropdown]
[Add playlist notes]
Preparation

- **Gather** supplies for the activity.
- **Write** the key term "rule" and its definition on the whiteboard or chart paper.

Warm Welcome
Time
2
[Add personal notes] [Toggle Dropdown]
[Add playlist notes]
Content

- **Greet** youth by name as they enter your program area.
- **Engage** in meaningful conversation.

Community Builder
Time
20
[Add personal notes] [Toggle Dropdown]
[Add playlist notes]
Title
Circle of Favorites
Text

- **Distribute** nametags on which youth will write their names.
- **Arrange** the group in a circle.
- **Explain** each participant will say their name and ask the person to their left: "What is your favorite _____?"
  - They could ask their favorite food, song, book, sport… anything!
  - After that person shares their favorite, they should introduce themselves and continue the process around the circle.

Double Whammy Name Toss

- While youth are still in a circle, **give** the ball to one young person.
- **Tell** that participant to say the name of someone else in the circle, and toss the ball to that person.
- **Instruct** the young person who received the ball to say the name of someone else in the circle and toss the ball to them.
- **Make sure** youth only pass to those who have not yet received the ball.
- **Say,** "The last person to receive the ball must say the name of the first person, then toss them the ball so the game can continue."
- **Practice** this once or twice with the group.
- Once the group has successfully completed the task, **instruct** them to go in the REVERSE order (the last person tosses the ball to the second-to-last, and so on).

Group Agreements Review
Time
2
[Add personal notes] [Toggle Dropdown]
[Add playlist notes]
Title
Group Agreements Review
Content

Reference the Group Agreements for this program or your program area to remind youth of their commitment to one another. Use the following prompts to review the Agreements with your group:

- **Ask,** "Does everyone commit to our Agreements today?"
- **Ask,** "Is there anything we need to add?" (Youth who joined later can also add their ideas or sign their name to the Group Agreements.)

Session Steps
Main Activity

Time
30
Add personal notes Toggle Dropdown
Add playlist notes
A World Without Rules
Text

Introducing Youth to the Activity

- **Organize** youth into teams of three or four.
- **Say,** "Today you are going to play a game in your teams with a pair of dice. Once I distribute your dice, you may begin."
- **Distribute** dice.
- **Say,** "Ok, now begin!"
  - They will look at you confused.
  - When youth don't start playing, ask them why.
  - They will tell you because they don't know what game to play or how to play it.
  - This should prompt a discussion about rules.

Step-by-Step Directions
Steps
1
Add personal notes Toggle Dropdown
Add playlist notes
Title
The Importance of Rules
Text

- **Ask,** "What are *rules*?"
- **Explain** *rules* are instructions that tell what you can and cannot do.
- **Ask** youth:
  - "Can anyone give me an example of a rule that you follow at school? At home?"
  - "Why is it important to have rules?"
  - "Without directions and rules, how can you play the game?!"
- **Say,** "Today we are going to talk about what directions and rules we want for our time together so we can start doing fun activities!"

2
Add personal notes Toggle Dropdown
Add playlist notes
Title
Illustrate Rules
Text

- **Keep** youth in their same teams.
- **Give** each team a rule, such as:
  - Try your best
  - Keep your hands/feet to yourself
  - Be kind to others
  - Clean up your space when you are finished
  - Respect other people's property
- **Tell** youth to draw a picture of what it looks like when the rule isn't being followed at the Club.
- Once teams finish their drawings, **invite** them to share the drawings with the rest of the teams.
- After each mini presentation, **lead** a discussion about why each rule is important to follow.

Reflection
Time
5
Add personal notes Toggle Dropdown
Add playlist notes
Title
Reflection
Text

Ask youth:

- "Why are rules important?"
- "What would happen if there were no rules?"
- "What rules do you think are important for us to follow while we're together?"

Recognition
Time
5
Add personal notes Toggle Dropdown
Add playlist notes
Title
Recognition
Text

- **Recognize** teams that worked well together on their drawings.
- **Recognize** teams that waited patiently and listened attentively while the other teams shared their pictures.
- **Allow** youth an opportunity to recognize others for their drawings.

Closing and Transition
Time

2
[Add personal notes](#) [Toggle Dropdown]
[Add playlist notes](#)
Title
Closing and Transition
Text

- **Ask** youth to clean up the area and return all the materials to their designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Related Sessions

Session 2: How Are You Feeling?

[Open configuration options]

Session Objective:
Session objective
Youth will work together to create the first part of
their Group Agreements, describing the kind of
Club environment they want.
0
0 reviews

Session 3: Building an Ideal Club Environment

[Open configuration options]

Session Objective:
Session objective
Youth will work together to create the second part
of their Group Agreements, outlining the
behaviors they will use to create their ideal Club
environment.
0
0 reviews

Session 4: Don't Be Conflicted

[Open configuration options]

Session Objective:
Session objective
Youth will work together to create the third part
of their Group Agreements, detailing how they
will handle conflict.
0
0 reviews

Session 5: Agreements in Action!

[Open configuration options]

Session Objective:
Session objective
Youth will create comic book strips,
demonstrating positive ways to resolve potential
conflicts.
0
0 reviews

Reviews

Found this helpful? Add a review

Share details of your own experience delivering this session.

How easy was the session to implement? (5 = very easy)
How engaged were your youth? (5 = very engaged)

Body

Add a comment

Media

No media items are selected.

[Update widget] [Add media] 10 media items remaining.

[Add review]

Reviews

3.4
From 4 reviews

How easy was it to implement this session?

5
(1 reviews)
5
4
(1 reviews)
4
2
(2 reviews)
2

How engaging was this activity?

5
(1 reviews)
5
4
(1 reviews)
4
3
(1 reviews)
3
2
(1 reviews)
2

Session 2: How Are You Feeling?

0 reviews
Session objective

Youth will work together to create the first part of their Group Agreements, describing the kind of Club environment they want.

Add to playlist
Handouts

···

Leave a review
Academic Skills

- Analyze & Interpret Information
- Critical Thinking

Social-Emotional Skills

- Collaboration
- Communication

Skills

- Analyze & Interpret Information
- Critical Thinking
- Collaboration
- Communication

- 36 minutes

- Grades K-2
  Ages 6-9

- 20
  -
  25

☐ Attach to Playlist
Select a playlist - None - ⌄
[Save] [Cancel] [Reset to default]

- Description
- Handouts 1
- Reviews

Summary
[Add personal notes] [Toggle Dropdown]
[Add playlist notes]
Supplies Needed
☐

Whiteboard or chart paper and marker

☐

Crayons, markers or colored pencils

☐

Stickers (optional)
Add personal notes Toggle Dropdown
Add playlist notes
Links to Resources
None
Handouts
Session 2 Handout - Emoji Emotions.pdf

Add personal notes Toggle Dropdown
Add playlist notes
Key Terms
Norm:
An accepted standard way of behaving or doing things
Group Agreement:
A shared vision about how to treat each other so everyone feels supported
Add personal notes Toggle Dropdown
Add playlist notes
Preparation

Print out an Emoji Emotions handout for each participant, and **display** one copy where all can see it.

Warm Welcome
Time
2
Add personal notes Toggle Dropdown
Add playlist notes
Content

- **Greet** youth by name as they enter your program area.
- **Engage** in meaningful conversation.

Community Builder
Time
10
Add personal notes Toggle Dropdown
Add playlist notes
Title
The Great Wind Blows
Text

- **Arrange** chairs in a circle, with one chair fewer than the total number of participants.
- **Invite** one participant to stand in the middle.
- **Tell** the participant in the middle to say: "The great wind blows for everyone who…" and finish the sentence with any characteristic that is true for them. Examples:
    - The great wind blows for everyone who has a pet frog.
    - The great wind blows for everyone who loves science.
    - The great wind blows for everyone who has tried sushi.
- **Have** all youth for whom the statement applies stand up and find a new seat that is more than two chairs away. Whoever cannot find a vacant seat is now the person in the middle.

Group Agreements Review
Time
2
Add personal notes Toggle Dropdown
Add playlist notes
Title
Group Agreements Review
Content

Reference the Group Agreements for this program or your program area to remind youth of their commitment to one another. Use the following prompts to review the Agreements with your group:

- **Ask,** "Does everyone commit to our Agreements today?"
- **Ask,** "Is there anything we need to add?" (Youth who joined later can also add their ideas or sign their name to the Group Agreements.)

Session Steps
Main Activity
Time
30
Add personal notes Toggle Dropdown
Add playlist notes
How Are You Feeling?
Text

Introducing Youth to the Activity

- **Say,** "We had a lot of fun playing our Community Builder, and we want to continue having a great time together this summer."
- **Say,** "Today we are going to think about what kind of a Club environment we want to create so we can all enjoy learning and hanging out together."

Step-by-Step Directions
Steps
1
Add personal notes Toggle Dropdown
Add playlist notes
Title
What's a Feeling?
Text

- **Show** youth the Emoji Emotions handout.
- **Ask** for volunteers to read a feeling, and give an example of a time they felt that way. For example:
  - I felt *happy* when my teacher didn't assign any homework.
  - I felt *nervous* before a big soccer game.
  - I felt *relaxed* at the beach.
- After each example, **ask** youth to show that feeling on their face.

2
Add personal notes Toggle Dropdown
Add playlist notes
Title
How Are You Feeling?
Text

- **Divide** youth into teams of three or four.
- **Distribute** an Emoji Emotions handout and a marker (or stickers) to each team.
- **Ask** youth to look at their handout and think about which emoji represents how they are currently feeling and why.
- **Invite** youth to put a dot/sticker on the feeling.
- **Call out** each feeling one-by-one, and **ask** participants to raise their hands if they put a dot/sticker on that feeling.
- **Ask** a volunteer who raised their hand to share why they are feeling that way.

3
Add personal notes Toggle Dropdown
Add playlist notes
Title
How Do Your Want to Feel?
Text

- Now **ask** youth to think about which (emoji) emotions they would *like* to feel when they are at the Club.
- **Give** youth a different color marker (or sticker), and **have** them put a dot/sticker on that feeling.
- **Ask** youth which feelings they said they would *like* to feel when they are at the Club, and **write** those on the whiteboard or chart paper for all to see.
- **Ask** youth if there are any other ways they would like to feel while at the Club.
- **Add** any other suggestions to the list.
- If they are having a hard time coming up with other feelings, you can **suggest** some of the following to see if they resonate:
  - Respected
  - Excited
  - Safe
  - Comfortable
  - Successful
  - Accepted
  - Brave
  - Relaxed
  - Motivated

4
Add personal notes Toggle Dropdown
Add playlist notes
Title
Cast Your Vote
Text

- **Make sure** all youth understand each of the feelings on the list by asking for volunteers to explain, or give examples of ones that might be unfamiliar or confusing.
- **Tell** youth they will vote on the top ways they want to feel every day while at the Club.
  - Option 1: Youth can write their top three feelings on a sheet of paper to be counted by you.
  - Option 2: Youth can vote by raising their hands for their top three feelings.
  - Option 3: Youth can come up one team at a time and use stickers to vote for their top three feelings.
- **Relate** that tomorrow they will work on thinking of *norms* they can include in their Group Agreements to ensure they feel this way every day in the Club.
- **Tell** youth:
  - *"Norms* are similar to rules because they tell us how we should behave.
  - Rules are usually created by someone in power, maybe a teacher or a parent, but *norms* are created together!
  - Tomorrow we are going to create the *norms* that determine how we will act when we are together, and we will use these to create a *Group Agreement*.
  - A *Group Agreement* is our vision of how we will treat each other."

Reflection
Time
5
Add personal notes Toggle Dropdown
Add playlist notes
Title
Reflection
Text

Ask youth:

- "Why is it important to create a positive Club environment?"
- "What happens if we *don't* create a positive Club environment?"

Recognition
Time
5
[Add personal notes](#) [Toggle Dropdown]
[Add playlist notes](#)
Title
Recognition
Text

- **Recognize** youth who shared openly with their team and/or the large group.
- **Recognize** youth who actively participated.
- **Allow** youth an opportunity to recognize others for sharing their feelings and ideas.

Closing and Transition
Time
2
[Add personal notes](#) [Toggle Dropdown]
[Add playlist notes](#)
Title
Closing and Transition
Text

- **Ask** youth to clean up the area and return all the materials to their designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Related Sessions

Session 3: Building an Ideal Club Environment

[Open configuration options]

Session Objective:
Session objective
Youth will work together to create the second part
of their Group Agreements, outlining the
behaviors they will use to create their ideal Club
environment.
0
0 reviews

Session 1: A World Without Rules

[Open configuration options]

Session Objective:
Session objective
Youth will learn each other's names. They work
in teams to create skits of what it would be like if
we didn't follow certain rules.
3.4
4 reviews

Session 4: Don't Be Conflicted

[Open configuration options]

Session Objective:
Session objective
Youth will work together to create the third part
of their Group Agreements, detailing how they
will handle conflict.
0
0 reviews

Session 5: Agreements in Action!

[Open configuration options]

Session Objective:
Session objective
Youth will create comic book strips,
demonstrating positive ways to resolve potential
conflicts.
0
0 reviews

Session 2 Handout – Emoji Emotions.pdf

View Handout

Reviews

Found this helpful? Add a review

Share details of your own experience delivering this session.

How easy was the session to implement? (5 = very easy)
How engaged were your youth? (5 = very engaged)

Body

Add a comment

Media

No media items are selected.

Update widget | Add media | 10 media items remaining.

Add review

Session 3: Building an Ideal Club Environment

0 reviews
Session objective

Youth will work together to create the second part of their Group Agreements, outlining the behaviors they will use to create their ideal Club environment.

Add to playlist
Handouts

...

Leave a review
Academic Skills

- Analyze & Interpret Information
- Asking Questions
- Critical Thinking

Social-Emotional Skills

- Collaboration
- Communication

Skills

- Analyze & Interpret Information
- Asking Questions
- Critical Thinking
- Collaboration
- Communication

- 36
  minutes

- Grades K-2
  Ages 6-9

- 20
- -
- 25

☐ Attach to Playlist

Select a playlist - None - ˅

[Save] [Cancel] [Reset to default]

- Description
- Handouts 1
- Reviews

Summary

Add personal notes [Toggle Dropdown]

Add playlist notes

Supplies Needed

☐

Whiteboard or chart paper and marker

☐

Stickers (optional)

Add personal notes Toggle Dropdown
Add playlist notes
Links to Resources
None
Handouts
Session 3 Handout - Emoji Emotions.pdf

Add personal notes Toggle Dropdown
Add playlist notes
Key Terms
None
Add personal notes Toggle Dropdown
Add playlist notes
Preparation

- **Write** each of the top five feelings from the previous day's activity on separate sheets of poster paper, and **display** for all to see.
- **Use** these at the end of the session to help consolidate ideas.
- **Display** the Emoji Emotions handout from the previous activity.

Warm Welcome
Time
2
Add personal notes Toggle Dropdown
Add playlist notes
Content

- **Greet** youth by name as they enter your program area.
- **Engage** in meaningful conversation.

Community Builder
Time
10
Add personal notes Toggle Dropdown
Add playlist notes
Title
Mingle Mingle Mingle
Text

- **Tell** youth you will call out a category. For example:
  - Color
  - Pizza topping
  - Ice cream flavor
  - Beyoncé song
  - School subject
  - Sport
  - Dessert
- **Invite** youth to respond by calling out their favorite thing in that category, and finding others who have the same favorite as them.
- **Tell** participants when they find a match, they should link arms with that person and continue walking around trying to find more people with the same answer.
- After a minute, **call:** "STOP!"
- **Explain** if there are two people with same answer who are not linked together, they will be eliminated.

Group Agreements Review
Time
2
Add personal notes Toggle Dropdown
Add playlist notes
Title
Group Agreements Review
Content

Reference the Group Agreements for this program or your program area to remind youth of their commitment to one another. Use the following prompts to review the Agreements with your group:

- **Ask,** "Does everyone commit to our Agreements today?"
- **Ask,** "Is there anything we need to add?" (Youth who joined later can also add their ideas or sign their name to the Group Agreements.)

Session Steps
Main Activity
Time
30
Add personal notes Toggle Dropdown
Add playlist notes
Building an Ideal Club Environment
Text

Introducing Youth to the Activity

- **Say,** "In our Community Builder, we had a lot of fun working together to accomplish an objective. We'll be doing a lot of collaborating this summer, so let's spend today discussing what we can do to create a positive environment that allows us to work well together while we're at the Club or Youth Center."
- **Say,** "Yesterday, as a group we discussed how we want to feel when we're at the Club."
- **Ask** for volunteers to remind the group about the top five feelings they agreed on.
- **Say,** "Today, we're going to work on developing a list of behaviors that can make sure everyone feels that way every day, so we can be the best team we can be."

Step-by-Step Directions
Steps
1
Add personal notes [Toggle Dropdown]
Add playlist notes
Title
Brainstorm Acceptable Behaviors
Text

- **Divide** youth into five teams. (These can be the same teams they had in the Emoji Emotions activity, or they can be different.)
- **Tell** participants they are going to help you brainstorm behaviors we can do every day to make sure people feel the way we said we want to feel at the Club or Youth Center.
- Feeling by feeling, **ask** youth to help you think of two or three things we can do to make sure people feel_____ (fill in one of the top five feelings).
- **Make** a list of behaviors under each feeling on the chart paper.
- **Use** the following questions to help prompt suggestions:
  - "When are times you've felt_____ (fill in the feeling)?"
  - "What made you feel that way?"
  - "What can other people do to help you feel that way?"
  - "What actions can we do to help our peers feel that way?"
- Make sure to **focus** on behaviors that can realistically be done at the Club or Youth Center. For example, buying a present to make someone feel happy is not a behavior we can implement at the Club, but saying hello with a smile is.

2
Add personal notes [Toggle Dropdown]
Add playlist notes
Title
Act Out Behaviors
Text

- Once you have a list of (realistic) behaviors for each feeling, **invite** volunteers up to act out each of the behaviors.
- You need to **help** by assigning roles and/or setting the scene. For example, if the feeling is "happy" and the behavior is "smile and wave hello," you might tell youth to pretend they are passing each other in the hall at the Club or Youth Center.

3
Add personal notes [Toggle Dropdown]
Add playlist notes
Title
Cast Your Vote
Text

- **Say,** "Now it's time to vote on the behaviors you want to commit to for our time together."
- **Give** each participant a sticker or marker, and **tell** them to vote for their favorite behavior for each feeling by placing a sticker/dot on that behavior. (Go feeling by feeling to minimize confusion and double voting.)
- **Select** the behavior that gets the most votes as the one the group commits to doing every day.
- **Announce** the behavior with the most votes per feeling word.
  - If the behaviors are tied, both can be announced.
  - These behaviors will form this section of the Group Agreement.

Reflection
Time
5
Add personal notes [Toggle Dropdown]
Add playlist notes
Title
Reflection
Text

Ask youth:

- "Why is it important that our behaviors/actions create a positive environment where we can all feel good?"
- "What would happen if we didn't adopt these behaviors/actions?"
- "What can you do to make sure you follow and adopt these behaviors/actions that will be in our Group Agreement?"

Recognition
Time
5
Add personal notes [Toggle Dropdown]
Add playlist notes
Title
Recognition
Text

- **Recognize** youth who actively contributed to the discussion.
- **Recognize** youth who have already begun implementing the behaviors in the Group Agreement!
- **Allow** youth an opportunity to recognize others for acting out a behavior in a realistic way.

Closing and Transition

Time
2
[Add personal notes](#) Toggle Dropdown
[Add playlist notes](#)
Title
Closing and Transition
Text

- **Ask** youth to clean up the area and return all the materials to their designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Related Sessions

Session 4: Don't Be Conflicted

Open configuration options

Session Objective:
Session objective
Youth will work together to create the third part
of their Group Agreements, detailing how they
will handle conflict.
0
0 reviews

Session 1: A World Without Rules

Open configuration options

Session Objective:
Session objective
Youth will learn each other's names. They work
in teams to create skits of what it would be like if
we didn't follow certain rules.
3.4
4 reviews

Session 2: How Are You Feeling?

Open configuration options

Session Objective:
Session objective
Youth will work together to create the first part of
their Group Agreements, describing the kind of
Club environment they want.
0
0 reviews

Session 5: Agreements in Action!

Open configuration options

Session Objective:
Session objective
Youth will create comic book strips,
demonstrating positive ways to resolve potential
conflicts.
0
0 reviews

PDF

Session 3 Handout - Emoji Emotions.pdf

[View Handout](#)

Reviews

Found this helpful? Add a review

Share details of your own experience delivering this session.

How easy was the session to implement? (5 = very easy)
How engaged were your youth? (5 = very engaged)

Body
Add a comment

┌─Media───┐
│ No media items are selected.   │
│ [Update widget] [Add media] 10 media items remaining.   │
└──┘
[Add review]

Session 4: Don't Be Conflicted

0 reviews
Session objective

Youth will work together to create the third part of their Group Agreements, detailing how they will handle conflict.

[Add to playlist](#)
[Handouts](#)
[···]
[Leave a review](#)
Academic Skills

- Analyze & Interpret Information
- Asking Questions
- Critical Thinking

Social-Emotional Skills

- Collaboration
- Communication
- Identifying and Solving Problems

Skills

- Analyze & Interpret Information
- Asking Questions
- Critical Thinking
- Collaboration
- Communication
- Identifying and Solving Problems

- 36
  minutes

- Grades K-2
  Ages 6-9

- 20
  -
  25

☐ Attach to Playlist
Select a playlist - None - ⌄
[Save] [Cancel] [Reset to default]

- Description
- Handouts 1
- Reviews

Summary
Add personal notes [Toggle Dropdown]
Add playlist notes
Supplies Needed
☐

Computer or projector (or printed Optical Illusion handout)

☐

Whiteboard or chart paper and marker

Add personal notes [Toggle Dropdown]
Add playlist notes
Links to Resources
None
Handouts
[Session 4 Handout - Optical Illusions.pdf](#)

Add personal notes [Toggle Dropdown]
Add playlist notes
Key Terms
Optical illusion:
Something that tricks the eye by appearing to be something other than what it is
Conflict:
A disagreement or argument
Perspective:
Point of view
Add personal notes [Toggle Dropdown]
Add playlist notes
Preparation

- **Gather** materials from the previous day's session.
- **Write** the conflict discussion questions on the whiteboard or chart paper:
    - "What do you think is happening in this picture?"
    - "How do you think the people in this picture feel?"
    - "What suggestions do you have for how this conflict could be resolved?"
- **Print** the Images of Conflict handout, one for each team. (Additional images can also be found starting on page 6 of: **civics.sites.unc.edu/files/2012/05/PictureofConflict.pdf**)

Warm Welcome
Time
2
Add personal notes [Toggle Dropdown]
Add playlist notes
Content

- **Greet** youth by name as they enter your program area.
- **Engage** in meaningful conversation.

Community Builder
Time
10
Add personal notes [Toggle Dropdown]
Add playlist notes
Title
Optical Illusions
Text

Step 1: Explain Optical Illusions

- **Explain** an *optical illusion* is something that tricks the eye by appearing to be something other than what it really is.
- **Tell** youth you will show them examples of *optical illusions*.
- **Project** the website of optical illusions (**brisray.com/optill/thisthat.htm**), or show images from the Optical Illusions handout.

Step 2: Share Optical Illusions

- **Give** participants 15 seconds to quietly look at each image.
- **Ask** for volunteers to share what they saw.
- Before moving on to the next optical illusion, **make sure** all youth can see the images.
- **Repeat** with each optical illusion.

Group Agreements Review
Time
2
Add personal notes [Toggle Dropdown]
Add playlist notes
Title
Group Agreements Review
Content

Reference the Group Agreements for this program or your program area to remind youth of their commitment to one another. Use the following prompts to review the Agreements with your group:

- **Ask,** "Does everyone commit to our Agreements today?"
- **Ask,** "Is there anything we need to add?" (Youth who joined later can also add their ideas or sign their name to the Group Agreements.)

Session Steps
Main Activity
Time
30
[Add personal notes](#) Toggle Dropdown
[Add playlist notes](#)
Don't Be Conflicted
Text

- **Say,** "Today we're going to talk about *conflict* and how to resolve it."
- **Ask** youth what they think the word *conflict* means.
- **Explain** *conflict* is a disagreement or an argument.

Step-by-Step Directions
Steps
1
[Add personal notes](#) Toggle Dropdown
[Add playlist notes](#)
Title
Illustrate Conflict
Text

- **Ask** youth if they can think of an example of a time when they had a conflict.
- **Ask** those who volunteered for an example of how they resolved the conflict.
- **Tell** youth:
  - "From our Community Builder, we learned that it's possible to see the same thing in two different ways.
  - This idea also applies to conflict.
  - There is usually more than one way to view things, because each person has their own story and their own perspective or point of view."

2
[Add personal notes](#) Toggle Dropdown
[Add playlist notes](#)
Title
Discuss the Handout
Text

- **Divide** youth into teams of three or four.
- **Give** each team an Images of Conflict handout.
- **Direct** participants to discuss the following in their teams:
  - "What do you think is happening in this picture?"
  - "How do you think the people in this picture feel?"
  - "What suggestions do you have for how this conflict could be resolved?"
- If youth are able, **instruct** them to write their answers on a piece of paper.

3
[Add personal notes](#) Toggle Dropdown
[Add playlist notes](#)
Title
Share Your Image
Text

- **Invite** each team to the front to share their image, one at a time.
- **Ask** them to explain:
  - "What do you think is happening in the picture?"
  - "How do the people feel?"
  - "What can be done to resolve the conflict?"
- While teams are sharing, **keep** a running list of their suggestions for how to resolve conflict on the whiteboard or chart paper.
- After all teams have shared, **give** a summary of their suggestions for resolving conflict.

4
[Add personal notes](#) Toggle Dropdown
[Add playlist notes](#)
Title
Discuss Conflict Resolution Strategies
Text

Facilitator Note: *If youth are unable to do the activity in small groups, you can have them discuss the pictures as a large group.*

- **Ask** if participants can think of any other strategies they use when they have conflict.
- **Make sure** all strategies are specific.
- **Modify** as needed. For example:
  - Speak respectfully: Use a calm tone and polite language
  - Communicate: Use "I" statements ("I feel" or "I think" instead of "you")
  - Don't take it personally: Assume positive intent
  - Take a break: Recognize when things are getting out of control and take a walk or sit by yourself to calm down
- **Invite** youth to vote on the top five conflict resolution behaviors they could use while at the Club or Youth Center. These will make up the final component of the Group Agreements.

Reflection
Time
5

Add personal notes [Toggle Dropdown]
Add playlist notes
Title
Reflection
Text

Ask youth:

- "Which conflict resolution behaviors will be difficult for you?"
- "Which will be easy?"
- "What can you do to uphold this part of the Group Agreements?"

Recognition
Time
5
Add personal notes [Toggle Dropdown]
Add playlist notes
Title
Recognition
Text

- **Recognize** groups who engaged in lively discussions.
- **Recognize** groups who volunteered to share highlights from their discussion with the larger group.
- **Allow** youth an opportunity to recognize others for sharing their thoughts about how to resolve conflict.

Closing and Transition
Time
2
Add personal notes [Toggle Dropdown]
Add playlist notes
Title
Closing and Transition
Text

- **Ask** youth to clean up the area and return all the materials to their designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Related Sessions

Session 5: Agreements in Action!

[Open configuration options]
Session Objective:
Session objective
Youth will create comic book strips,
demonstrating positive ways to resolve potential
conflicts.
0
0 reviews

Session 1: A World Without Rules

[Open configuration options]
Session Objective:
Session objective
Youth will learn each other's names. They work
in teams to create skits of what it would be like if
we didn't follow certain rules.
3.4
4 reviews

Session 2: How Are You Feeling?

[Open configuration options]
Session Objective:
Session objective
Youth will work together to create the first part of
their Group Agreements, describing the kind of
Club environment they want.
0
0 reviews

Session 3: Building an Ideal Club Environment

[Open configuration options]
Session Objective:
Session objective
Youth will work together to create the second part
of their Group Agreements, outlining the

behaviors they will use to create their ideal Club environment.
0
0 reviews

Session 4 Handout - Optical Illusions.pdf

[View Handout](#)

Reviews

Found this helpful? Add a review

Share details of your own experience delivering this session.

How easy was the session to implement? (5 = very easy)
How engaged were your youth? (5 = very engaged)

Body

```
Add a comment
```

Media

No media items are selected.

[Update widget] [Add media]   10 media items remaining.

[Add review]

Session 5: Agreements in Action!

0 reviews
Session objective

Youth will create comic book strips, demonstrating positive ways to resolve potential conflicts.

[Add to playlist](#)
[Handouts](#)

[···]

[Leave a review](#)
Academic Skills

- Analyze & Interpret Information
- Creativity

Social-Emotional Skills

- Collaboration
- Communication
- Identifying and Solving Problems

Skills

- Analyze & Interpret Information
- Creativity
- Collaboration
- Communication
- Identifying and Solving Problems

- 36
  minutes

- Grades K-2
  Ages 6-9

- 20
  -
  25

☐ Attach to Playlist
Select a playlist - None - ˅
[Save] [Cancel] [Reset to default]

- Description
- Handouts 2
- Reviews

Summary
Add personal notes [Toggle Dropdown]
Add playlist notes
Supplies Needed
☐

Pens or pencils

☐

Markers, crayons or colored pencils

Add personal notes [Toggle Dropdown]
Add playlist notes
Links to Resources
None
Handouts
Session 5 Handout - Potential Conflict Scenarios.pdf
Session 5 Handout - What Might Happen Next?.pdf

Add personal notes [Toggle Dropdown]
Add playlist notes
Key Terms
Scenario:
Outline or overview of a story
Add personal notes [Toggle Dropdown]
Add playlist notes
Preparation

- **Gather** materials from the previous day's session.
- **Print** copies of the Potential Conflict Scenarios handout, and **cut** each scenario into separate strips (as many as needed for youth to be divided into pairs).
- You may **add** other scenarios relevant to your Club or Youth Center youth.
- **Print** What Might Happen Next? handouts, one per pair of participants.
- **Draw** the first panel of a comic strip based on one of the Conflict Resolution Scenarios handout examples, and **write** a short sentence below the image explaining it.

Warm Welcome
Time
2
Add personal notes [Toggle Dropdown]
Add playlist notes
Content

- **Greet** youth by name as they enter your program area.
- **Engage** in meaningful conversation.

Community Builder
Time
10
Add personal notes [Toggle Dropdown]
Add playlist notes
Title
Pantomime
Text

Facilitator Note: This Community Builder can be found in the YDToolbox. Acting out the pantomimes in a group is less intimidating for some youth, so it's best to invite a small number for each scenario.

- **Tell** youth they will be putting on their acting caps to act out different scenarios.
- **Explain** a scenario is the outline or overview of a story.
- **Ask** for volunteers to act out the scenarios below:
  - A walk through the cemetery at midnight
  - A person just learning to drive a car in rush-hour traffic
  - An astronaut trying to make repairs in a weightless spaceship
  - A dentist checking someone's teeth
  - A basketball team getting crushed by their opponents

Group Agreements Review
Time
2
Add personal notes [Toggle Dropdown]
Add playlist notes
Title
Group Agreements Review
Content

Reference the Group Agreements for this program or your program area to remind youth of their commitment to one another. Use the following prompts to review the Agreements with your group:

- **Ask,** "Does everyone commit to our Agreements today?"
- **Ask,** "Is there anything we need to add?" (Youth who joined later can also add their ideas or sign their name to the Group Agreements.)

Session Steps
Main Activity
Time
30
Add personal notes [Toggle Dropdown]
Add playlist notes

Agreements in Action!
Text

Introducing Youth to the Activity

- **Say,** "Now that we have warmed up our creative muscles, we are going to put those skills to work in our activity today: creating comic strips!
  - Working in pairs, you will be given a scenario.
  - In each of your scenarios, there is a potential conflict.
  - It will be up to YOU AND YOUR PARTNER to decide (and draw!) what happens next."
- **Tell** participants: "Before we get started with our comic strips, let's make sure we remember some of the ways to resolve conflicts."
- **Ask,** "What are the different conflict-resolving behaviors we discussed in the previous activity?"
- **Say,** "Keep these in mind when working on your comic strips!"

Step-by-Step Directions
Steps
1
[Add personal notes](#) Toggle Dropdown
[Add playlist notes](#)
Title
Discuss a Scenario
Text

- **Review** the Potential Conflict Scenarios handout examples with the larger group.
- **Read** one of the scenarios out loud to the group (the one you based your comic strip image on).
- **Explain** the picture you drew in the first panel of your comic strip.
- **Read** the short sentence below the image explaining it.

2
[Add personal notes](#) Toggle Dropdown
[Add playlist notes](#)
Title
What Happens Next?
Text

- **Ask** youth for ideas of what they think might happen next.
- **Draw** one of their ideas in the second panel, and **write** a short sentence below explaining the picture.
- **Repeat** for the third and fourth panels.
- **Divide** youth into pairs and **distribute** a scenario strip and a What Might Happen Next? handout to each. (Some pairs will have the same scenario.)
- **Tell** partners to read the scenario and discuss what they think will happen next. They should next draw pictures and write a blurb for the subsequent panels.

Facilitator Note: *Make sure there is at least one person in each pair who is able to read the scenario. If this is not possible, consider doing the activity as a whole group.*

3
[Add personal notes](#) Toggle Dropdown
[Add playlist notes](#)
Title
Share Scenario Illustrations
Text

- **Allow** time for volunteers to share their stories with the group.
- **Ask** four or five volunteers to serve on a Group Agreements Committee. These volunteers will create a product for the entire group to sign, showing all the parts of the Group Agreements. The final product should include the following three components:
  - How we want to feel at the Club
  - What we will do to feel this way every day
  - What we will do when there is conflict

Facilitator Note: *The information for each of these components should come from the work done earlier in the week.*

Reflection
Time
5
[Add personal notes](#) Toggle Dropdown
[Add playlist notes](#)
Title
Reflection
Text

Ask youth: "How can we make sure we stick to our Agreements all summer long?"

Recognition
Time
5
[Add personal notes](#) Toggle Dropdown
[Add playlist notes](#)
Title
Recognition
Text

- **Recognize** youth who shared their comic book conflict with the group.

- **Recognize** youth who were implementing some of the behaviors from the Group Agreement.
- **Recognize** youth who volunteered to serve on the Group Agreements Committee.
- **Allow** youth an opportunity to recognize others for working well together on their illustrations.

Closing and Transition
Time
2
[Add personal notes](#) [Toggle Dropdown]
[Add playlist notes](#)
Title
Closing and Transition
Text

- **Ask** youth to clean up the area and return all the materials to their designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

Related Sessions

Session 1: A World Without Rules

[Open configuration options]

Session Objective:
Session objective
Youth will learn each other's names. They work
in teams to create skits of what it would be like if
we didn't follow certain rules.
3.4
4 reviews

Session 2: How Are You Feeling?

[Open configuration options]

Session Objective:
Session objective
Youth will work together to create the first part of
their Group Agreements, describing the kind of
Club environment they want.
0
0 reviews

Session 3: Building an Ideal Club Environment

[Open configuration options]

Session Objective:
Session objective
Youth will work together to create the second part
of their Group Agreements, outlining the
behaviors they will use to create their ideal Club
environment.
0
0 reviews

Session 4: Don't Be Conflicted

[Open configuration options]

Session Objective:
Session objective
Youth will work together to create the third part
of their Group Agreements, detailing how they
will handle conflict.
0
0 reviews

Session 5 Handout - Potential Conflict Scenarios.pdf

[View Handout](#)

Session 5 Handout - What Might Happen Next?.pdf

[View Handout](#)

Reviews

Found this helpful? Add a review

Share details of your own experience delivering this session.

How easy was the session to implement? (5 = very easy)
How engaged were your youth? (5 = very engaged)

Body

Add a comment

Media

No media items are selected.
Update widget   Add media   10 media items remaining.

Add review

Appendix

Evidence Basis

Background

Research spanning 100 years shows that when young people do not engage in educational activities during the summer, they experience learning losses. Over the summer months, students lose an average of two months of grade-level equivalency in math; students from low-income families also lose more than two months in reading achievement.[viii] Over the course of a young person's education, these yearly losses add up, contributing to a widening achievement gap between students from low-income families and their wealthier peers, who are less likely to experience summer learning loss.[ix] Ultimately, this "summer slide" leads to lower high school graduation rates among youth from low-income families; that, in turn, has been tied to fewer economic prospects, higher rates of poverty and poorer health.[x]

To address this need, Boys & Girls Clubs of America developed and tested Summer Brain Gain. The program integrates engaging educational activities into the typical summer camp experience for youth ages 6 to 18.

Research

Research into several key strategies informed the development of Summer Brain Gain. The curriculum and supporting tools were designed to support the following strategies.

- **Cultivating a Love of Learning.** In addition to building academic and social-emotional skills, Summer Brain Gain is designed to help youth fall in love with learning. A love of learning helps young people engage with content, approach the world with curiosity, and persevere through challenges. When facilitating Summer Brain Gain, staff are encouraged to cultivate a love of learning by modeling curiosity, serving as a "guide on the side" rather than a "sage on the stage," helping youth connect new learning to previous experiences, asking questions to check for understanding and help youth think about their own thinking, attending to learner diversity, and providing the appropriate balance of challenge and support.
- **Project-Based Learning.** Project-based learning is a youth-centered approach to learning by doing. Through active, inquiry-based experiences, youth create authentic products in response to real world problems or situations. Project-based learning is often collaborative and culminates in an opportunity for youth to share what they are learning. Many of the Summer Brain Gain modules culminate in youth sharing what they have created over the course of the week.
- **Integrating Career Exploration.** In order to prepare young people for postsecondary success, Boys & Girls Clubs facilitate experiences in which youth can explore a variety of careers, develop social-emotional skills and apply their learning. In addition to supporting academic and social-emotional skills, Summer Brain Gain helps youth explore several career fields, including anthropology, architecture, food science, entrepreneurship, music, activism and law. By increasing exposure to a variety of careers, Clubs help youth to discover and develop their passions.

Evaluation

In 2013, Boys & Girls Clubs of America selected Metis Associates, a national research and evaluation firm with special expertise in education and youth development, to conduct a multi-year evaluation of the Summer Brain Gain initiative. Metis completed a formative evaluation of Summer Brain Gain in 2013 and 2014 to learn about program quality, implementation challenges, stakeholders' perceptions of the program, efficacy in preventing summer learning loss, and changes in youth outcomes over the course of the program.

Metis selected a stratified sample of Clubs, completed case studies, conducted reading and math pretests and post-tests, conducted pre- and post-program participant surveys, analyzed data from daily and weekly instructor implementation logs, and conducted a staff survey.

Metis found that, while the average U.S. student from a low-income family lost at least two months of learning during the summer, the average Summer Brain Gain participant did not experience learning loss, and instead maintained their reading and math skill levels. Some Club members actually experienced gains in learning – especially in vital 21st century social-emotional skills such as teamwork, collaboration, critical thinking and problem-solving.[xi]

In 2015, Metis conducted a more rigorous evaluation designed as a randomized control trial. A sample of randomly selected Clubs served as treatment (implementation) sites, and a sample of randomly selected Clubs served as control (comparison) sites. The evaluation specifically focused on the Elementary modules, as the majority of participants fall into that age range. The evaluation further confirmed that youth benefit from participating in Summer Brain Gain. Youth participants experienced no significant losses in early literacy, math or reading, and in fact, there was a notable increase in math skills for members at the Summer Brain Gain sites. As activities are updated each year, the overall approach to Summer Brain Gain is consistent and continues to be informed by the findings in the Metis evaluation.

Theoretical Basis

All of BGCA's Education programs, including Summer Brain Gain, are designed to build the academic and social-emotional skills that enable youth to reach the Education goal of becoming effective, engaged learners who are on track to graduate with a plan for the future. In order to successfully learn and work, youth need to build not only academic skills, but social-emotional skills as well. Social-emotional skills help youth build healthy relationships with themselves and others, recognize and manage emotions, and solve problems. Summer Brain Gain specifically focuses on the following social-emotional skills: communication, collaboration, identifying and solving problems, planning and carrying out investigations, evaluating, and recognizing emotions.

Summer Brain Gain Logic Model

Research has shown that the evidence-based foundational skill development embedded in Summer Brain Gain can lead to short-term, intermediate and long-term outcomes. Summer Brain Gain was designed to help youth achieve the following.

Objectives	All youth will be effective, engaged, adaptive learners who are on track to graduate with a plan for the future. Clubs will not only prevent summer learning loss, but will provide enrichment experiences each summer.
Short-Term Outcomes (0 to 3 months)	Youth participate in fun, educational programming during the Summer. Youth collaboratively engage in project-based learning with an emphasis on literacy and STEM.
Intermediate Outcomes (3 to 6 months)	Summer learning experiences increase academic and social-emotional skills, cultivating in youth a love of learning, academic perseverance and postsecondary educational opportunities.
Long-Term Outcomes (12 months or more)	Youth attendance, behavior and course progression demonstrate that they are on track to graduate with a plan for the future.

Endnotes

1. Cooper, H.; Nye, B.; Charlton, K.; Lindsay, J. and Greathouse, S., "The Effects of Summer Vacation on Achievement Test Scores: A Narrative and Meta- Analytic Review," Review of Educational Research, Vol. 66, Issue 3, 227-268 (Fall 1996), **rer.sagepub.com/content/66/3/227.abstract**.
2. Ibid.
3. Alexander, K.L., Entwisle, D.R. & Olson, L.S. (2007). Lasting consequences of the summer learning gap. American Sociological Review 72, 167-180.
4. Metis Associates (2015) Summer Brain Gain Evaluation.
5. CoreStandards.org (2019) Standards in Your State, **corestandards.org/standards-in-your-state**. vi
6. For more information on youth development best practices, see **youth.gov/youth-topics/positive-youth-development**.
7. Adapted with permission from RULER Resource Materials. Copyright ©2013-19 Yale University. All rights reserved. Please visit **ei.yale.edu** for more information.
8. Cooper, H.; Nye, B.; Charlton, K.; Lindsay, J. and Greathouse, S., "The Effects of Summer Vacation on Achievement Test Scores: A Narrative and Meta- Analytic Review," Review of Educational Research, Vol. 66, Issue 3, 227-268 (Fall 1996), **rer.sagepub.com/content/66/3/227.abstract**.
9. Alexander, K.L., Entwisle, D.R. & Olson, L.S. (2007). Lasting consequences of the summer learning gap. *American Sociological Review* 72, 167-180.
10. National Center on Afterschool and Summer Enrichment. (2016) NCASE *Summer Learning Brief* **summerlearning.org/knowledge-center/summers-matter-summer-learning-brief**.
11. Metis Associates (2015) Summer Brain Gain Evaluation.

Acknowledgments

This year, BGCA's Education team worked with staff from local Boys & Girls Clubs to co-create the content for Summer Brain Gain. We are appreciative of those staff for developing engaging activities to promote academic and social-emotional skill building in this critical summer learning loss prevention program. Local Club staff lent their valuable insight to the entire creation process – from brainstorming ideas of new modules, to designing the program's scope and sequence, to writing and reviewing each lesson. The result is a guide to summer learning that is flexible enough for Club staff to use with their young people, wherever they may be located.

We are grateful to the Club professionals who offered their advice and suggestions. Their investment has resulted in a summer program that is both educational and fun. We sincerely thank those who served on the Summer Brain Gain Taskforce, giving up weekends and working over the holidays to ensure the Movement has a clear roadmap to high-quality summer learning experiences for our youth.

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