



**BOYS & GIRLS CLUB
OF THE OZARKS**

BGCO TO GO

A DAY OF BGCO

AT HOME

10-12 Years Old

Monday

Parents/Guardians:

Boys & Girls Club of the Ozarks: COVID-19 Update

BRANSON – The Boys & Girls Club of the Ozarks (BGCO) is committed to the safety and protection of our members, their families, and Club staff. Club Officials are doing everything possible to keep our Club protected from the spread of COVID-19.

With reports coming in from the Taney County Health Department, Centers for Disease Control and Prevention (CDC), and area Public Schools, BGCO Officials has made the difficult decision to close BGCO Club units beginning at 4:00PM on March 18, 2020. BGCO Club Units include Branson and Forsyth Club Units. The Reeds Spring Unit – operating out of the school district, has already closed. BGCO Club Units will remain closed until April 6, 2020 in conjunction with area schools unless circumstances should change. We will continue to monitor the situation closely.

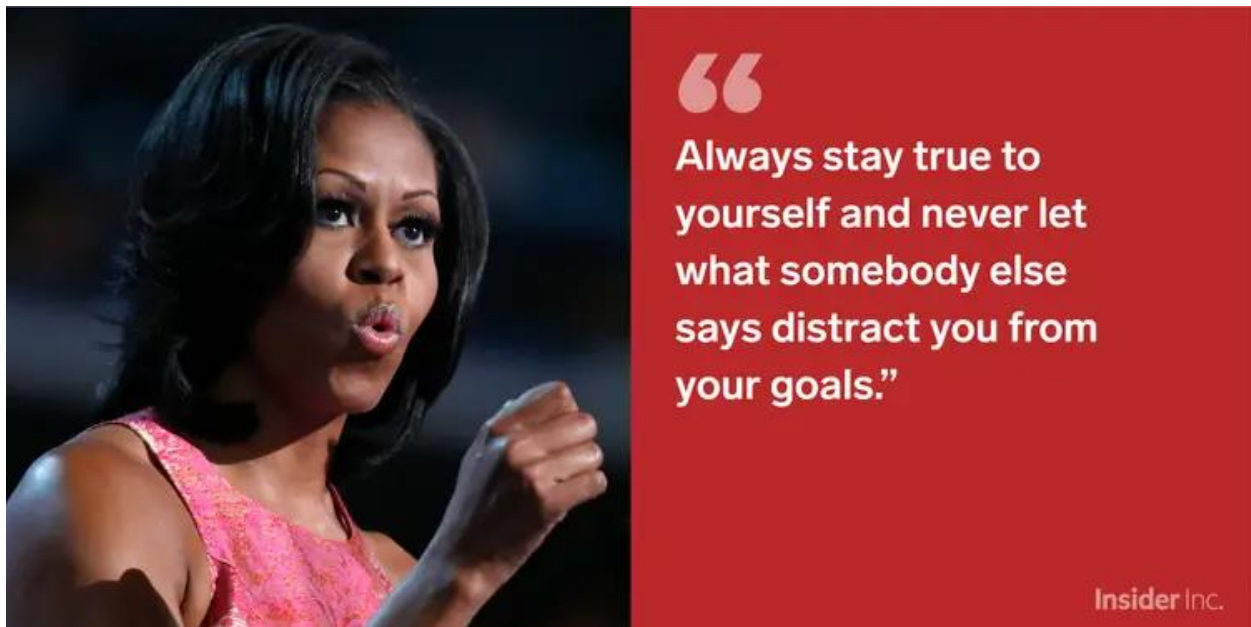
While we are face-to-face with lots of uncertainty and evolving information regarding COVID-19 (Coronavirus), one thing remains the same, Our Mission – to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.

“Our number one priority is the safety of our children and staff,” said Stoney Hays, CEO. “We did not make this decision lightly as we know that our members and their families are continuing to navigate life, some without employment, many without basic resources, and we are concerned for the well-being of our kids, their families, and our community. We will continue to investigate and offer resources for our members throughout this ordeal.”

The Boys & Girls Club of the Ozarks is committed to meet the needs of our members resulting from a potential prolonged school closure. We are investigating ways to assist Club members and families with services during our closure to include: Virtual Club Programming, Curbside Healthy Meals, and Age Appropriate High-Yield Learning Packets, to name a few. More information regarding these additional services for our members will soon follow.

Club Officials will continue to closely monitor reports from the Taney County Health Department and the CDC and we will continue to update our members and the community at-large with any new information that will affect service to members.

We have some cool activities for you today and we hope you enjoy!



MONDAY

3/23/2020

**10-12 years
old**



ROSS

ONLINE SCAVENGER HUNT

Hey All, today we have a very special online scavenger hunt planned.

You will use this website to help you:

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

Once you complete it email to me and I will send you the answer key! Email it to pstewart@bgcozarks.org

DIRECTIONS: *Students will use the website above to hunt for the answers to each of the questions below.*

1. When were the first of Aesop's fables written? _____

2. Weather scientists use a "wind chill factor" formula to figure out the effect of winds on temperature. Using the wind chill factor formula, what is the wind chill if the temperature is 20 degrees Fahrenheit with winds blowing 40 miles per hour?

3. What does the Latin phrase *pro bono* mean?

4. How many miles long is the Great Wall of China? _____

5. You all know that the dove is a symbol of peace. What is the crane a symbol of in some Asian countries? _____

6. When might you hear the Miranda warning?

7. What is the largest island in the world? _____

8. King Henry VIII of England was married six times. What happened to his second wife (Ann Boleyn) and his fifth wife (Catherine Howard)?

9. What well-known storybook was written by L. Frank Baum?

10. How many miles of highway does the U.S. interstate highway system include?



TRIPLE PLAY
game plan for the soul

TRIPLE PLAY SOUL

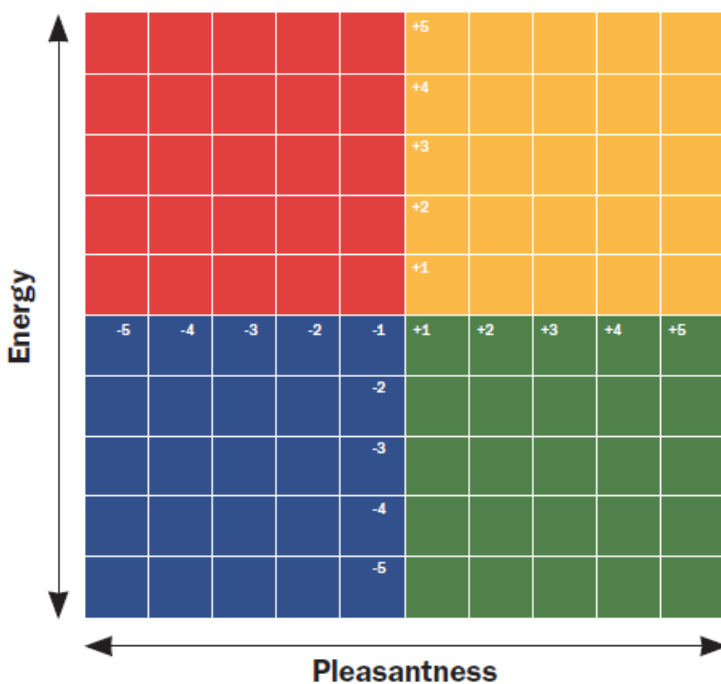
Identifying emotions and empathy

Mood Meter

Hey guys, you have been out of school for a couple of days now and want to know how you have been feeling about it. Below is the mood meter. We want you to check in on the Mood Meter today to see how you are doing.

It's important to know that it is OK to feel how you are feeling – everyone goes through lots of emotions every single day. It's normal to feel sad, excited, angry, calm or nervous every day, even multiple times a day. The Mood Meter is what we will use as a check-in today.”

Think of a word that describes how you are feeling right now (e.g., excited) then point to a colored area on the Mood Meter that represents how you are feeling and write it down.



- The blue area is for both low pleasantness and low energy feelings such as sadness, loneliness or depression.
- The green area is for feelings that are still low energy, but higher in pleasantness such as calmness, security and feeling carefree.
- The yellow area is for feelings that are high in pleasantness, but now also high energy such as happiness, excitement or inspiration.
- The red area is for feelings that are low in pleasantness, but still high energy such as anger, anxiousness or feeling worried.

ACTIVITY

Acts of kindness are wonderful opportunities to learn how to show love and appreciation for others. Acts of kindness help you think about how your actions impact others.

Step-by-Step Directions

Step 1

- Think of some examples of an act of kindness you've seen?" Examples could be:
 - Holding the door for someone.
 - Asking someone new to sit next to you or play a game with you.
 - Sharing something you like with someone else.
- Make a list of their examples of acts of kindness.
- Which acts of kindness could be done in the Club or at school each day?
 - Put a star next to those actions.

Step 2

- Today our act of kindness will be writing a thank you note to someone we will see today – this could be someone at the Club, at home or in school.
- Get a pen or paper and think of who you want to thank and why.
- Write your letter and give it to the person you are thankful for. If you do not see this person maybe your parents can send it by email or in the mail.



Today we are going to do a fun activity from the new Money Matters Program! We are going to make a My Future Time Capsule!



- Money Matters can help us think about our future. It helps us figure out what we want for our future selves, and how our future and dreams are impacted by the way we manage our money.
- In this unit, you'll learn how the financial decisions you make as a teen affect your goals. You'll find out what you can do right now to manage spending, saving, and debt behaviors to achieve your personal and career dreams
- Yesterday you made a vision board where you thought of the goals you had for yourselves.
- Today you are going to make a time capsule filled with hopes and dreams for your future.
- A time capsule stores objects that you bury now and dig up in the future.
- Instead of burying the time capsules, you will store them somewhere safe. D
- Remember the differences between the different type of goals
 - Short-term goal: usually something that you want to accomplish in the near future — like next week, or in a few months — usually within a year.
 - Mid-term goal: Something to aim for in five years (e.g., finish high school)
 - Long-term goal: A goal that takes a longer time to achieve (e.g., buy a house, finish college) than short- and mid-term goals, which are often the building blocks of long-term goals
- Directions
 - Step 1-
 - Get materials around your house to start building your time capsule container (shoe box, Tupperware, etc.)
 - Decorate the time capsule and select a name for it.
 - Step 2-
 - Think more about your personal goals so you can create something that represents your goals and dreams to put into the time capsule• their short-term goals.

- Complete the Dreams for My Future Self handout (found on the next page). The handout contains several questions about your future self for the time capsule.
 - Answer the career and short-term goals questions, and then select at least three others.
- When you set goals, these goals should be SMART goals. •
- SMART goals are Specific, Measurable, Achievable, Realistic and Timebound
- SMART goals:
 - › S – Specific: Is the who, what, when, where or why clear?
 - › M – Measurable: How do you know you’re making progress? Track how fast you complete something, like in the goals game or how many times you make a basketball goal.
 - › A – Achievable: Think: Can this really happen? The goals should be challenging, but not so hard you can’t achieve them. The last activity would have been impossible if I told you you had two seconds to reach me when I was standing at the end of the room. Having everyone keep the paper off the floor without using their hands was challenging, but not impossible. Saving for a down payment on a car for six months is more realistic to achieve than six days.
 - › R – Relevant: Make sure the goal is important and makes sense to you. In this case, the goal was assigned to you, but in setting your own goal, you need to make sure achieving it is worth the effort.
 - › T – Timebound: Your goal should have a deadline. In the game, you had different times. You want to put an end date on your goal so you can give yourself a time point to complete it, and not keep trying forever!
- An example of a SMART goal is to start today and save \$10 a week for three months in order to buy a new pair of shoes.”
- Make your goals SMART when you complete the Dreams for My Future Self handout.
- Be creative and use any supplies you have, to respond to the questions (draw, write, create a visual, etc.).
- When you are finished store your capsule somewhere safe you could look at in several years to see if you accomplished your goals.

Dreams for My Future Self

What Are Your Dreams for Your Future Self in 20 Years?

EVERYONE ANSWER THE FOLLOWING QUESTIONS:

Long-Term Goal: What will your career be? (List two options.)

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Short-Term Goal: What is one short-term goal you can achieve this year to help you to reach this long-term goal?

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SMART Goals: Specific; Measurable; Achievable; Relevant; Timebound

CHOOSE AT LEAST THREE QUESTIONS FROM THIS LIST TO ANSWER.

What's the title of the song that will have described your life?

What type of home will you have?

Who will be living with you?

Where will you be living?

What will you do for fun?

What type of car will you drive?

How much money will you have saved? What will you look like?

Where will you have gone to school?

How old will you be when you retire?

Where will you live after you retire?

What will you value the most?

What will be your proudest accomplishment?

NOW CREATE SOMETHING THAT SHOWS YOUR DREAMS FOR YOUR FUTURE SELF!