



**BOYS & GIRLS CLUB
OF THE OZARKS**

BGCO TO GO

A DAY OF BGCO

AT HOME

Ages 6-9

Friday

Hello Friends,

Man, it has been quite around here this week! It's making me miss you guys even more! We have been keeping pretty busy here though. I've been helping the staff reorganize and clean their rooms and the front office. everything looks so great and so welcoming, and I can't wait for you all to see it! I've also been doing a lot of different trainings to better myself for you kiddos!

I really hope you all are enjoying this break and are getting to just relax a little. I'm very excited to see your smiling faces again!

Miss and Love ya bunches!

Miss Dani

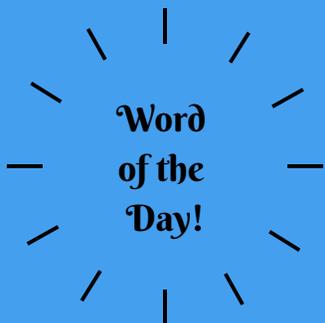
Before you start your activities think of this quote from Martin Luther King Jr.:





**BOYS & GIRLS CLUB
OF THE OZARKS**

BGCO at Home DAILY SCHEDULE:



United

FUN FACT OF THE DAY!

7% of American adults believe that chocolate milk comes from brown cows.

DATE: 04/10/2020

AGE GROUP: 6-9

POWER HOUR

3:00PM
-
4:00PM

Optical Illusions

quote of the day!

**"If you can't fly, then run. If you can't run, then walk. If you can't walk, then crawl, but by all means, keep moving."
-MLKJ**

SAFETY TOPIC OF THE DAY

Matches & lighters are tools NOT toys.

IMAGE MAKERS

4:00PM
-
5:00PM

Taking Better Photos

BE A STAR

5:00PM
-
6:00PM

Statements



CHALLENGE of the day



Go a whole day without watching any T.V.

Please make sure to check out our YouTube Channel: BGCO At Home, where you can find some FUN, and exciting activities or have a laugh!

Also, follow us on Facebook for activities and updates on what is happening at Boys & Girls Club of the Ozarks.

#whateverittakes

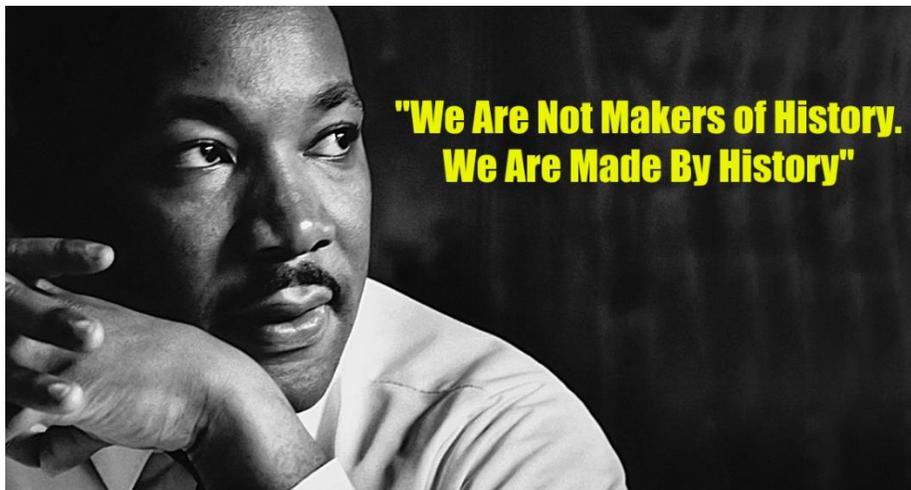


**BOYS & GIRLS CLUB
OF THE OZARKS**

Friday

04/10/2020

6-9 years old





Hey All,

Today we are going to talk about optical illusions! An optical illusion is a picture that tricks your mind into seeing something in a different way or making it hard to see the full picture unless you look at it a certain way.

Here is a link that will show you some fun optical illusions:

<https://www.optics4kids.org/illusions>

Now it is your turn to create an optical illusion for yourself!

Here is a link that you can click on to pick and create your own optical illusion: https://www.youtube.com/watch?v=0fTPm_XNkFQ



Image Makers – Taking better photos

Set yourself up for success!

You may already take pretty good photos, but learning to control the settings on the camera can help you take even better ones!

Taking pictures is all about capturing light. Certain settings on the camera control how much light is captured. This is called exposure – a camera works by “exposing” the image sensor to light.

What happens when there is too little light? The image is “underexposed,” and thus darker than it should be. (Example: With the lens cap on the camera, snap a photo. No light reaches the image sensor, so the image is underexposed.)

What happens when there is too much light? The image is “overexposed,” and thus lighter than it should

The three settings that affect the exposure are ISO, aperture and shutter speed. When you change one setting, it affects the others.

Practice taking photos in different lightings, example: outside in sun, in shade, in different lit rooms in your house, with only a lamp on.

List out what happens to your pictures in the different lightings:

- 1.
- 2.
- 3.
- 4.
- 5.

Which pictures do you like the lighting of best?

Do you think that the lighting in the pictures matters?

Will the information you learned today change the way you take photographs?



Be A Star – Expressing Emotions with Emotional Intelligence

I – Statements

What is the difference between saying, “You made me angry” and “I’m angry with you.” A statement that starts with the word ‘you’ usually blames someone else, verbally attacks the other person, makes judgments about him or her, or sometimes even calls the person names. These statements are called ‘you-messages’. An example is, “You are so mean!” or “You are making me mad!”

give some other examples of you-messages

- 1.
- 2.
- 3.

What do you think will happen if you use you-messages in these situations?

an I-message is a way to be assertive and strong without being mean when you are angry or upset or disappointed with something another person has done. Just like ‘you-messages’ usually start with the word, “you,” “I-messages” start with the word “I.”

Here is a formula for an I-message:

- a. I feel _____ (say your feeling)
 - b. When you _____ (describe the action – what happened, not what you think about it)
 - c. Because _____ (say why the action connects to your feeling)
 - d. Will you please _____ (say what you want the person to do)
- Explain the steps:

a. The first step in an ‘I-message’ is to say how you are feeling. No one can argue with what you are feeling – they can’t say, “no, you’re not feeling that way.”

Saying exactly what we're feeling lets the other person understand us better and see how their actions have affected us.

b. The next step in an 'I-message' is to say what happened. Try not to turn this into a "you statement" that accuses someone of being unfair or mean – just stick to what has happened. For example, don't say, "I feel angry when you are mean." That is a 'you-statement' in disguise! A better way to say that is, "I feel angry when you say things about me that are not true."

c. The third step in an 'I-message' is to say why the feeling connects to what happened. You can start this part of the I-statement with the word "because." In the example we are using, we could say, "I feel angry when you say things about me that are not true because other people might think badly of me." This helps the other person understand the why their actions upset you. d. In the final step is to tell the person what you want. This can often be done with a question – "Can you please tell people those things are not true?" This is a time when saying please can go a long way toward getting the other person to do what you want, and the question lets the other person know that there is some way they can make things better.

Create some I Statements of your own:

- 1.
- 2.
- 3.
- 4.
- 5.

Practice using I-statements Go back to the list of you-statements youth created. Use your list of you – statements and try to change them into I – statements.

it's hard to pay attention to what someone is saying if there are a lot of distractions going on around you. d. As we learned in the previous activity, it is best to use "I-statements" to tell how you feel. For example, "I feel disappointed because we didn't go out for dinner like you promised." Stating something

directly rather than yelling, calling someone names, or blaming is effective communication. e. Listen to the person's response and give them a chance to explain their side of things. It can be tempting to use "you-statements" at this time, but remember the "because" part of the I-statement and say it again if you are tempted to use a "you-statement." f. Be ready to problem-solve together or set up another time to talk about it. g. Thank the person for making time to talk with you. For example, "Thanks Mom, it helps to be able to talk about my feelings with you."

What happened when you changed your you – statements into 'I – statements'?

Does what you learned in the lesson help you better understand how to communicate your emotions?

Will you use the 'I – statements' in the future when you are having trouble communicating your feelings to someone?