



**BOYS & GIRLS CLUB  
OF THE OZARKS**

# **BGCO TO GO**

**A DAY OF BGCO**

**AT HOME**

**Ages 6-9**

**Friday**

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.

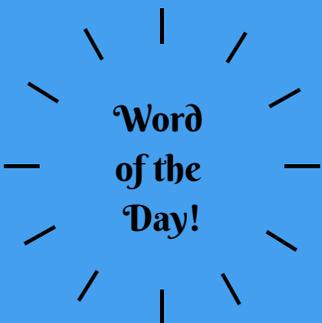
Before you start your activities think of this Chinese Proverb:





**BOYS & GIRLS CLUB  
OF THE OZARKS**

# BGCO at Home DAILY SCHEDULE:



*Generous*

## FUN FACT OF THE DAY!

A shark is the only fish that can blink both eyes.

**DATE: 04/03/2020**

**AGE GROUP: 6-9**

**POWER HOUR**

**3:00PM**

Comic book  
Story

-

**4:00PM**

Continued

**quote**  
of the day!

**Failure is not falling down but refusing to get up.**  
- Chinese Proverb

## SAFETY TOPIC OF THE DAY

When swimming, always check the depth of the water before jumping in.

**TORCH CLUB**

**4:00PM**

Where do you stand?

-

**5:00PM**

**BE A STAR**

**5:00PM**

Regulating your  
emotions

-

**6:00PM**

Emotions



**CHALLENGE**  
of the day



**Learn something new in:  
Math, Science, or History**

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  
4/3/2020  
6-9 years old



Hey All, one more day till Friday!!

Lets finish off our comic book project today !

So you ha the chance to sketch your comic yesterday. Lets  
perfect it

today!

If you want to be challenged here is a link to a free online  
comic book

creator !

<https://www.storyboardthat.com/storyboard-creator>



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WHERE DO YOU STAND?

- What are values? How would you describe values?
- Values are the things that are most important to us. Even if we're not always aware of it, values are what guide our decisions. For example, if your friendship is important to you,

you probably will not make a choice that would intentionally hurt or harm a friend.

• Closely related to values is the idea of principles. What are principles?

• A value is a belief about what is most important to us. A principle is a belief about what is right and wrong. These are sometimes the same, but not always. For example, you may value friendships very much, but if a friend wants you to do something that you believe is wrong, will your friendship or values become more important?

• Today you're going to practice solving problems and making decisions based on principles, which are the ideas of what is right and what is wrong.

### Step 1

• Below are different scenarios

• Put yourselves in the role of the person making the decision and think about:

- Challenge: what is the decision to be made?
- Choices: what are all the possible choices?
- Consequences: what will happen if you make each choice?

Where Do You Stand?

### Scenario 1

Eric is in tenth grade, but also runs his own dog-walking business afterschool. He considers himself an honest and fair businessperson, charging people by the distance he walks. One evening, Eric gets a call from a new customer complaining that she was overcharged for her pet's walk, "There is no way you walked him a mile today, he has too much energy!"

What should Eric do?

### Scenario 2

Donita is in sixth grade and for two years she has been part of a mentoring program. She is assigned to an adult "Big Sister," and every other Saturday they get together and go see a movie, play laser tag or go out to lunch. Lately, Donita has been wanting to spend more time with her friends on the weekends, and she's missed several meetings with her mentor. The mentor called Donita yesterday to confirm the time and place for meeting this Saturday. Now it's Saturday, Donita doesn't wake up until 10:30 a.m., too late to meet her Big Sister by 11:00, which is when she said she'd meet her.

What should Donita do?

### Scenario 3

Michele is in seventh grade and lives with her mom, who works hard at two jobs and is not home after school. Michele's best friend is Cara. Both of them are in Mr. Kendrick's science class. He's a pretty good teacher, but he gives lots of homework. He also is very strict about assignments. Students lose half of their grade if an assignment is late. Michele and Cara have worked together on a huge science project, worth 40 percent of this report card's mark. It's due this afternoon and they're not finished!

Cara comes up with a solution. She says, "Let's skip out and go to your house, finish the assignment, and we'll hand it in tomorrow. Mr. Kendrick never takes attendance anyway. He'll just think we were sick and we won't lose any marks."

What should Michele do?



### Regulating Emotions

- What does it mean to regulate your emotions?"
- The act of regulating emotions is the thoughts and

**actions we use to manage our emotions and to help others manage theirs.”**

- **Watch this video on managing emotions:**

**[https://www.youtube.com/watch?v=qU8qtcQpQmA&index=1&list=PLUTTjQp\\_AElbAhvfaEoPrC0V2-bfOYsaJ](https://www.youtube.com/watch?v=qU8qtcQpQmA&index=1&list=PLUTTjQp_AElbAhvfaEoPrC0V2-bfOYsaJ)**

**Debrief video**

- **What did you learn in the video that you didn't know before?**
- **What skills did you learn from the video?**
- **In the video, the character was trying to reduce the emotions he was feeling – he wanted to feel less angry so that he didn't do something he would regret. But there are other goals for managing emotions.**
- **Are there times when youth might like to feel more of a feeling? An example is wanting to feel more excited when you are getting ready to play sports.**
- **Can you tell me of a time you might want to avoid feeling an emotion? An example is when you don't want to feel**

nervous about taking a test.

• Whatever the goal of the emotion regulation, there are a lot of different strategies for managing your feelings – the thing is, some work and some don't. Helpful and Unhelpful Strategies for Managing Emotions

• Please see the Helpful/Unhelpful Chart Below

### HELPFUL UNHELPFUL

• I want you to brainstorm all of the unhelpful things you do when you are upset – the kinds of things you look back on and think “I wish I didn't do that,” or “That didn't help or made things worse.” For example, yelling at your best friend when she couldn't come to your house or waiting until the last minute to do your homework because you were feeling stressed.

• Other Examples:

• blaming oneself or others, negative self-talk, complaining, yelling or screaming, ignoring a problem, physical aggression.

- Now ask brainstorm and list all of the helpful things you do to manage your feelings when you are upset – the things that work.
- These are the strategies you look back on and say “I like the way I handled myself.”
- For example, calming down before you talk with your friend when you are upset, or saying something encouraging to yourself when you have to do difficult homework.
- Other Examples:
  - taking deep breaths, getting help from a friend or adult, taking some time alone, exercising, doing something constructive and enjoyable.
- Unhelpful strategies are easy, automatic, and require no practice, but are usually not good for you.
- Helpful strategies require work, practice, and are not easy to implement, but they are usually good for you.
- The more you use helpful strategies the more likely they will become your “go-to” strategies when you need them.