WEEKLY VIRTUAL CLUB SESSIONS SCHEDULE

UPDATED: MARCH 27, 2020

BEST PRACTICES IN VIRTUAL FACILITATION

- **Keep the session fun.**
  - Use media that are specifically designed to complement the learning experience and help meet the goals of your session.
  - Keep activities simple.

- **Support all youth to actively participate in activities.**
  - Consider how you will utilize sound during your activity, and if microphones will be live or muted.
  - Use chat windows and polls to encourage contributions.

- **Think about your presentation style.**
  - Hands-on activities should include simple instructions and require few supplies.
  - Share your screen for demonstrations, or video streaming.
  - Do not work on confidential documents, emails or unrelated work while screen sharing. Turn off email notifications and instant messages.
  - Use a moderator or co-instructor if a group is large, the topic is complex or if you are new to distance-based facilitation.
  - Practice using your web camera before your session starts. Use it briefly to introduce yourself and to create a sense of connection.
  - Look directly into the camera so you appear engaged with youth.

5 COMPONENTS OF A HIGH-QUALITY VIRTUAL SESSION

1. **Group Agreement**
   There activities build trust and supportive relationships among youth and staff through play, fun. and active engagement

2. **Community Builder**
   This practice creates physical and emotional safety providing developmentally appropriate structure with clear limits to behavior

3. **Main Activity**
   Hands-on interactive activities in which youth work to explore new concepts or practice a new skill.

4. **Reflection**
   This practice helps youth connect what they've learned and identify how they can apply it in other areas of their lives.

5. **Closing & Check Out**
   Ending a session with warmth and clarity is important to ensure clear expectations as youth move on to their next activity.

WEEKLY VIRTUAL CLUB SESSIONS SCHEDULE AGES 10+

UPDATED MARCH 27, 2020

	MONDAY Sports & Recreation	TUESDAY Health & Wellness	WEDNESDAY Leadership & Service	THURSDAY Education	FRIDAY Education
ACTIVITY OF THE DAY	**Like a Club Kid Part 1** Collaborate using creativity to come up with a dance challenge for their whole Club!	**You're Super Awesome** Learn about self-esteem and why it is so important.	**Energy Trivia** Learn why it's important to save energy and how you can start saving energy now!	**Making and Tinkering** Use the engineering design process to solve a challenge.	**Habitats** Learn about different habitats and create a fun digital poster about your favorite one!
MY FUTURE ACTIVITY OF THE DAY	**Super Swaps** How can you make healthier choices when you get fast food or take out? Find out in this activity!	**Being ME!** Find out more about being true to yourself!	**Stand Up, Speak Out** Learn about the power of talking about issues that are important to you.	**Wind Powered Vehicle** Build a car powered by renewable energy in a creative new way.	**Nature Photography** Use a camera or cell phone to take picture of animals and plants.

CHECK OUT MYFUTURE.NET FOR MORE ACTIVITIES

BOYS & GIRLS CLUBS OF AMERICA

VIRTUAL GROUP AGREEMENT

When we are at the Club, we want to feel like we belong. It's no different when we are here together online. Here are some ways we will help everyone feel welcome

1 Check Your Tech!

- Do you know where the mute button is? Be sure to use it when there is family noise on your end.
- Are you in the best location possible away from distractions like televisions or other people's music?
- Is there background noise interrupting the entire group?
- Ask for help if you need it, but don't let the tech wreck the meeting.

2 Be Kind Online!

Always use kind words and be patient with each other. We will remember these things:

- Respond to comments.
- Ask questions to follow up.
- Remember that it is hard to know the tone of what someone has said or typed when you are not in the same place, so choose your words carefully. We are all learning!
- Be patient with each other!
- Be patient with the adults! We're learning too!

3 Listen Actively!

- It's easy to get distracted when you aren't in the same place. Show respect as you would if you were in the same room.
- Limit your digital engagement to the one device you are using for this activity.
- Do your best to be present! This is a new experience for everyone!

4 Speak Up!

- It is hard to know when it is your turn to speak. If you have been talking a lot, pause to allow others to jump in the conversation.
- If you haven't shared yet, look for an opportunity to let others know you are there and interested in what's going on.

WEEKLY VIRTUAL CLUB SESSIONS AGES 10+

#LIKEACLUBKID DANCE CHALLENGE PART 1 (PG.1)

Group Size: 10-15

Supplies Needed: Music and #LikeAClubKid YouTube Video

1 WARM WELCOME & GROUP AGREEMENT (5 MINUTES)

Greet youth by name and engage in meaningful conversations.
Reference the Group Agreements to remind youth of their commitment to one another.
Ask, "How can we continue to honor these Group Agreements today?"

2 COMMUNITY BUILDER: PERSON IN THE MIRROR (10 MINUTES)

Ask for a volunteer. The youth selected will be your co-leader for the activity
Explain that youth are going to silently mirror the co-leader. The co-leader will begin moving their body and the other youth should mimic their movements as if they were standing in front of a mirror.
Select a new co-leader after the first volunteer has gone for approximately two minutes.
Repeat the activity for another two minutes with the new co-leader.
Continue the activity one more time for a total of 3 rounds of co-leaders

3 MAIN ACTIVITY SEE PAGE 2 (30 MINUTES)

4 REFLECTION (5 MINUTES)

What? - How comfortable were you coming up with the dance moves? How did hearing encouragement from your friends help with some of the potential discomfort?
So What? - Are there other times you must work on part of a project at school or in the Club and you're not sure what it will look like in the end?
Now What? - What are some strategies for being comfortable with the unknown? How can you help others you're working with be comfortable with the unknown too?

5 CLOSING & CHECK OUT (5 MINUTES)

Ask youth to shout out other members for what they did well during the session.
Provide youth with clear instructions for the next time you will meet and how they can continue the fun independently with the daily MyFuture activity.

WEEKLY VIRTUAL CLUB SESSIONS AGES 10+

#LIKEACLUBKID DANCE CHALLENGE PART 1 (PG.2)
Group Size: 10-15
Supplies Needed: Music and #LikeAClubKid YouTube Video

3 MAIN ACTIVITY (30 MINUTES)

Introducing Youth to the Activity

Say, "Today we are going to work on creating a dance challenge. Can anyone give me an example of a popular dance challenge they've seen on social media recently?"
Say, "We will use the technique of eight-counts that we learned in the previous lesson to create a dance challenge for our whole Club. The catch is that there are specific moves that have to be incorporated into our dance challenge."

Step-by-step Directions

Step 1 - The original #LikeAClubKid Challenge
Show youth the original #LikeAClubKid challenge on YouTube.
Ask youth to speak or type options for a song they want to use for the dance challenge.
Remember the song has to be clean and free of curse words. Instrumentals work well.

Step 2 - Learning new moves
Demonstrate the four moves that have to be incorporated into the challenge and have youth repeat the moves. You can also find examples in the #LikeAClubKid YouTube Video. Timestamps of each move are shown as (0:00)

- *Crossover*: traveling sideways, alternating crossing the trailing foot in front of and behind the lead foot. (0:14)
- *Slide*: similar to galloping, but in a side stance. (0:22)
- *Hop*: a springing action that involves taking off from one foot and landing on that same foot. (0:46)
- *Jump and Land*: jumping is the transfer of weight from one or both feet to both feet. A jump can be divided into three parts: take-off, flight, and landing. (0:09)

Step 3 - Make it my own
Count youth off by 4. State the name of each youth moving from left to right on your screen as you assign their number.
Repeat starting back at 1 until every youth has a number.
Say, "Ones will incorporate the crossover, twos will incorporate the slide, threes will incorporate the hop and fours will incorporate the jump. Each of you will create one eight-count dance move incorporating your assigned move."
Ask for a volunteer to show the group what an eight-count dance move looks like.
Encourage youth to incorporate popular or old school dance moves if they are having trouble being original.

Step 4 - Practice makes perfect
Ask youth to take turns presenting their final eight-count for the rest of the youth.
Encourage youth to recognize each other after each demonstration.
Ask youth to keep practicing their eight-count. In another session, they will be teaching the rest of the group. Dances will be put together to form one big dance.

WEEKLY VIRTUAL CLUB SESSIONS AGES 10+

YOU'RE SUPER AWESOME! (PG.1)
Group Size: 10-15
Supplies Needed: Blank paper, pencil/crayons/markers

1 WARM WELCOME & GROUP AGREEMENTS (5 MINUTES)

Greet youth by name and engage in meaningful conversations.
Reference the Group Agreements to remind youth of their commitment to each other.
Ask, "How can we continue to honor these Group Agreements today?"

2 COMMUNITY BUILDER: ROSE, BUD, THORN (10 MINUTES)

Ask youth to think of their "rose, bud, and thorn" of the day -

- The best thing that happened to them during the day (rose)
- Something they're looking forward to (bud)
- The worst thing that happened to them today (thorn)

Give everyone a chance to think, then go around the circle and have everyone share with the group.
Allow youth to explain and elaborate on their day and feelings, or pass.

3 MAIN ACTIVITY SEE PAGE 2 (30 MINUTES)

4 REFLECTION (5 MINUTES)

What? - What did it feel like to talk about your strengths today?
So What? - Why is having high self-esteem important?
Now What? - How can you practice building up your self-esteem every day?

5 CLOSING & CHECK OUT (5 MINUTES)

Ask youth to shout out other members for sharing their real-life superpower.

Provide youth with clear instructions for the next time you will meet and how they can continue the fun independently with the daily MyFuture activity.

YOU'RE SUPER AWESOME! (PG.2)
Group Size: 10-15
Supplies Needed: Blank paper, pencil/crayons/markers

3 MAIN ACTIVITY (30 MINUTES)

Introducing Youth to the Activity

Say, "Today we are going to talk about self-esteem and why it is important."

Step-by-step Directions

Step 1: What is Self-Esteem?

Ask youth to share what they know about self-esteem.
Say, "Self-esteem is being proud of who you are, valuing yourself and feeling good about your unique qualities and the things you do. Self-esteem isn't based on what other people think of you - it comes from inside you!"
Ask youth to share why they think self-esteem is important.
Say, "Self-esteem is important because it affects your confidence, and your relationships with others. If you feel good about who you are, you can have stronger, healthier relationships with friends and family."
Ask youth to share their ideas on how to build self-esteem.
Say, "Self-esteem starts with you. Build your self-esteem by taking time every day to think about what you like about yourself. You can give yourself a positive pep talk when you wake up in the morning. Treat yourself the way you would treat a friend - with respect, understanding and love."

Step 2: What's Your Superpower

Say, "Superheroes are confident in everything they do. If you could have any superpower, what would it be?" Examples: flight, strength, read minds, invisibility, breathe under water, stop time, speed, talk to animals, teleportation, healing powers
Explain that you are going to play a game where they must use their superpowers to help get them out of tricky situations.
Read each of the scenarios aloud, pausing to allow youth to respond between each one.
Ask each youth to act out how they would get out of the tricky situation using their superpowers.

Step 3: Your Real Superpowers

Say, "Having high self-esteem is like a superpower. It makes you feel good about yourself, and helps you become confident, helping you accomplish anything you set your mind to!"
Instruct youth to make a list of their "real life superpowers"- things they can do well. Examples: fast reader, speaks two languages, good at telling jokes, good listener
Ask youth to draw themselves as superheroes with their real-life superpowers and share.
Explain that they will put their real-life superpowers to the test to solve tricky situations.
Read each of the scenarios out loud, pausing to allow youth to respond between each one.
Ask each youth to act out how they would get out of the tricky situation using their superpowers.

YOU'RE SUPER AWESOME! (PG.3)
Group Size: 10-15
Supplies Needed: Blank paper, pencil/crayons/markers

3 SCENARIOS

Facilitator Note: Please use culturally relevant scenarios if the samples below are not relevant to your community. However, do use the same scenarios for both Step 2 and Step 3.

Scenario 1: You are hiking in a park with your best friend when you realize you are lost. It is the end of the day and it is getting dark, and your phone battery is dead. How can you use your superpower to get back to the park entrance?

Scenario 2: You invite a bunch of your friends over for a sleepover. At lunch on the big day, you and your friends are talking about how much fun you're going to have, when you notice that the new kid, who has been hanging with your group, is looking sad. That's when you realize you totally forgot to invite them to the sleepover. How can you use your superpower to fix this situation?

Scenario 3: At the mall, you and your friends run into a little kid who is lost. He is really upset, and he can't seem to tell you where his parents are. How can you use your superpower to help him find his parents?

WEEKLY VIRTUAL CLUB SESSIONS AGES 10+

ENERGY TRIVIA (PG.1)
Group Size: 10-15
Supplies Needed: None

1 WARM WELCOME & GROUP AGREEMENTS (5 MINUTES)

Greet youth by name and engage in meaningful conversations.
Reference the Group Agreements to remind youth of their commitment to each other.
Ask, "How can we continue to honor these Group Agreements today?"

2 COMMUNITY BUILDER: POWER UP! (10 MINUTES)

Ask youth to choose an item that needs electricity to work (like: phones, TVs, lights, etc.)
Choose one youth to be "energy," and explain that their role is to "power up" each person by giving them a virtual high five.
Explain that, when someone is "powered up," they should act like the item they chose. For example, if they are a phone, they can make ringing noises. The "energy" youth should begin first, and then choose a person to give a virtual high five by doing the action and calling out their name.
Continue until everyone has had an opportunity to participate.
Say, "This activity helps us understand the many items we use every day that require energy."
Play multiple rounds with different members acting as "energy."

3 MAIN ACTIVITY SEE PAGE 2 (30 MINUTES)

4 REFLECTION (5 MINUTES)

What? - What did you notice about the quiz? Did anything surprise you?
So What? - Why is it important to use only the amount of energy you need?
Now What? - What is one thing you want to do in the next week to use less energy?

5 CLOSING & CHECK OUT (5 MINUTES)

Ask youth to shout out to anyone who helped them learn about using less energy.

Provide youth with clear instructions for the next time you will meet and how they can continue the fun independently with the daily MyFuture activity.

ENERGY TRIVIA (PG.2)
Group Size: 10-15
Supplies Needed: None

3 MAIN ACTIVITY (30 MINUTES)

Introducing Youth to the Activity

Say, "Today, we're going to explore energy, especially how to save energy."
Say, "Why is saving energy important?"
Say, "We all need energy to live, and some people in the world don't have enough energy."
Say, "Today, we'll look at ways everyone can reduce the amount of energy they use."

Step-by-step Directions

Step 1:
Ask, "What do you think energy is and where we can see it in our daily lives?"
Share examples such as lights, electronic devices like TVs, radios, computers, or anything that plugs into an outlet.
Say, "Electricity is helpful, but it's important to use only what we need. Reducing the energy we use is good for the planet, because it leads to less pollution of air and water."
Explain, "We all can do simple things at school or home to use less electricity.
Say, "Some appliances, like refrigerators, need to be plugged in all the time, but others, like laptops or phone chargers, don't always need to be plugged in."

Step 2:
Say, "I will read aloud trivia questions related to saving energy, along with possible responses."
Ask participants to use their hands as a buzzer.
Say, "Your buzzer sound could be a hand clap or a snap."
Allow everyone a moment to create their sound.
Say, "After I read the trivia question, make your buzzer noise to provide your answer."
Say, "If the person answers correctly, they earn a point."
Say, "The person with the most points is the winner."
Remember to unmute all youth during this time so you can hear their buzzer sounds. If you need help listening for who buzzes first, ask if a youth would like to volunteer for that role.
Use attached trivia questions to guide your trivia session.
Point out that taking care of the environment is an important part of being a leader.
Say, "When we do our part to save energy, we set a good example."

WEEKLY VIRTUAL CLUB SESSIONS AGES 10+

ENERGY TRIVIA (PG.3)
Group Size: 10-15
Supplies Needed: None

3 ENERGY TRIVIA QUESTIONS & RESPONSES

1 What is the most energy-efficient way to dry your clothes?

A. Use a clothes dryer
B. Use a hair dryer
C. **Dry them on a clothesline**
D. Put them in the microwave

2 What is the most energy-efficient way to wash dishes?

A. **Wash them in the dishwasher**
B. Soak them in the tub
C. Put them in the oven for an hour
D. Wash them by hand

3 Which of these does not waste energy when plugged in?

A. A phone charger that is not being used
B. **A refrigerator**
C. A laptop computer that is turned off
D. A DVD player that is not being used

4 What is the most energy-efficient way to get fresh fruits and veggies?

A. **Grow them in a family garden**
B. Buy them at a roadside stand
C. Get them at the supermarket
D. Trade with your neighbors

5 Which of these forms of transportation uses the least amount of energy?

A. Cars
B. Buses
C. **Bicycles**
D. Trains

6 What is the most energy-efficient way to keep cool in the summer?

A. Stand in front of an open refrigerator
B. Crank up the air conditioner
C. Open windows with air conditioner on
D. **Use fans to circulate cool air**

7 If you are the last person to leave a room, be sure to:

A. Check for dirty dishes
B. **Turn off the lights**
C. Leave the lights on for the next person
D. Make sure no one's hiding

8 What is the most energy-efficient way to wash your clothes?

A. Wash them in the hottest water possible
B. **Wash them in cold water**
C. Rinse them two times
D. Let them soak overnigh

9 What is the most energy-efficient way to use electronics?

A. Avoid turning them on and off
B. **Turn on only when you are using them**
C. Keep them all on standby mode
D. Plug them all into one outlet

10 What is the most energy-efficient way to heat food?

A. Use the oven with the door open
B. Use the oven but keep the door closed
C. **Use the microwave oven**
D. Turn the oven on for a minute, then off

WEEKLY VIRTUAL CLUB SESSIONS AGES 10+

MAKING & TINKERING (PG.1)
Group Size: 10-15
Supplies Needed: Tinker Tools
(See Main Activity for details)

1 WARM WELCOME & GROUP AGREEMENTS (5 MINUTES)

Greet youth by name and engage in meaningful conversations.
Reference the Group Agreements to remind youth of their commitment to each other.
Ask, "How can we continue to honor these Group Agreements today?"

2 COMMUNITY BUILDER: LET'S ROLL! (10 MINUTES)

Say, "Can you think of things in your house that are round and would roll? For example, a water bottle would roll. Another is a coin or a lemon. Take out a piece of paper and brainstorm—even ask your family for help if you want! You have two minutes. Go!"
Call out names and unmute youth microphones one at a time and ask them to name an item on their list that hasn't been mentioned yet.
Continue until all youth have listed all of there unique items.
Say,"This is the kind of creative thinking you need when you want to participate in Making and Tinkering—which we will do later today!"

3 MAIN ACTIVITY SEE PAGE 2 (30 MINUTES)

4 REFLECTION (5 MINUTES)

What? - How do you feel when the car doesn't work right the first time?
So What? - How will you change and improve your car as you move to the next prototype
Now What? - What might you add to the car to give it power to move on its own?

5 CLOSING & CHECK OUT (5 MINUTES)

Ask youth to give themselves a pat of the back for thinking creatively and trying their best.
Model a pat on the back.
Provide youth with clear instructions for the next time you will meet and how they can continue the fun independently with the daily MyFuture activity.

WEEKLY VIRTUAL CLUB SESSIONS AGES 10+

MAKING & TINKERING (PG.2)
GROUP SIZE: 10-15
SUPPLIES NEEDED: TINKER TOOLS
(See Main Activity for details)

3 MAIN ACTIVITY (30 MINUTES)

Facilitator Note

Tinkering Tools are a collection of tools and items you and your members can easily find around the home to explore, create, and build. These items might include paper towel rolls, bottle caps, straws, toothpicks, scissors, glue, pencils, markers, and paper

Introducing Youth to the Activity

Say,"Today we are going to play around with using stuff from around your house to make something new. That's what Making and Tinkering is. First, you will need a few tinkering tools: tape, scissors, glue, scrap paper, and markers will help. So see if you can gather those things really fast. If you don't have all those things it's ok! Let's use what we have."
Show youth some of the supplies you have collected to use today.
Say, "Our goal today is to use things you have at your house to build a car that rolls."

Step-by-step Directions

Step 1: Design Your Toy Car

Say,"You will need a body for your car. For this first version, let's use a toilet paper roll. If you don't have one of those, you can use a water bottle also."
Say, "Now, take a minute to think about how to make this roll, that is how a car moves.
Ask, "What do you have at your house that might work to be wheels?
Say, "Think about vehicles you have seen. Do they all have 4 wheels? How are the wheels usually attached so that they will roll? Take your ideas and sketch out a plan for making a vehicle that can roll across a table. You have about 3 minutes."

Step 2:Build Your First Prototype

Say,"A prototype is your first try. The idea is that your first try won't be perfect so start with something basic and then improve it later on. Using your tools, try to build a car that rolls across the table. We'll work about 5 minutes to see what you can build."
Play some music quietly while youth work. Try this Making & Tinkering Playlist

Step 3: Share Your Results

Ask, "Take a look at your wheels. Do they roll or slide? What might need to change? Share some comments in the chat about your prototype."
Read a few of the comments and offer advice as youth problem-solve.
Ask, "Would anyone like to volunteer to show us their car rolling on the floor or table?
Allow youth who volunteer to share by unmuting their microphones
Share some helpful tips with youth after they have shared their prototypes. For example: be sure to make an axel using a straw when attaching your wheels so that they turn freely.
Encourage youth to continue improving their car as time allows. This is called iteration.

WEEKLY VIRTUAL CLUB SESSIONS AGES 10+

HABITATS (PG.1)
Group Size: 10-15
Supplies Needed: Paper and Pencil

1 WARM WELCOME &GROUP AGREEMENTS (5 MINUTES)

Greet youth by name and engage in meaningful conversations.
Reference the Group Agreements to remind youth of their commitment to each other.
Ask, "How can we continue to honor these Group Agreements today?"

2 COMMUNITY BUILDER: NAME THAT ANIMAL (10 MINUTES)

Ask youth to think of their favorite animal.
Invite youth to take turns describing their favorite animal for all to guess.
Offer an example to start.
- "I'm thinking of an animal that has 4 legs and is striped black and white.
  - (Answer: Zebra)"

Repeat until all youth have had the opportunity to share.

3 MAIN ACTIVITY SEE PAGE 2 (30 MINUTES)

4 REFLECTION (5 MINUTES)

What? - What are the 8 different habitats?
So What? - Why is each habitat important in our world?
Now What? - What can you do to protect the living things that call these habitats home?

5 CLOSING & CHECK OUT (5 MINUTES)

Ask youth to shout out other members for their posters.

Provide youth with clear instructions for the next time you will meet and how they can continue the fun independently with the daily MyFuture activity.

HABITATS (PG.2)
Group Size: 10-15
Supplies Needed: Paper and Pencil

3 MAIN ACTIVITY (30 MINUTES)

Introducing Youth to the Activity

Say, "Today we are going to explore habitats. A habitat is the place where a living thing (plant or animal) lives. A habitat provides everything a living thing needs to survive like food, water, shelter, and space."

Step-by-step Directions

Step 1: Habitats 101
Say, "Living things need food and water. A plant makes food through a process called photosynthesis in which it uses sun to convert air and water into nutrients. Animals eat plants or other animals."
Ask, "Why do you think shelter is important?" (Answer: It protects living things from predators and weather; it provides a space for eating and sleeping; it provides a space for raising a family.)
Say, "A living thing also needs enough space to grow and thrive."

Step 2: Habitat Research
Show youth the Habitat page of National Geographic's website.
Ask, "What are the 8 different habitats?" (Answer: Grassland, Polar, Desert, Mountain, Temperate Forest, Freshwater, Ocean, Rainforest)
Ask youth to vote for whichever habitat they are most interested in learning about.
Click on the habitat that received the most votes to learn more!
Try to answer the following research questions about your chosen habitat by browsing the habitat's page together:

- What does the habitat look like?
- Where is the habitat found?
- What plants are found in the habitat?
- What animals are found in the habitat?
- What other interesting facts can you learn about the habitat?

Step 3: Design a Poster for your Habitat
Say, "Now we're going to make a poster of our habitat and share what we learned."
Tell youth to get a piece of paper and pencil and give them 2-3 minutes to sketch a design for their poster.
Remind them that their poster should feature the habitat and include at least one fact about what they learned.
Allow youth to work on their poster.
Invite volunteers to share their work. They can show their sketch, describe their poster, or share which fact they included.