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*** Personnel Information ***

Starred items indicate required fields whenever that section is completed.

Principal Investigator

The University of Notre Dame defines "Investigator" as an individual who conducts a research study. If the study is conducted by a team of individuals, the Investigator is the responsible leader of the team.

Name of Principal Investigator*	Degree (MD/PhD/BSN/etc.)		Title
Tebes, Jonathan	PhD		
Email*	Phone*	Fax	
jtebes@nd.edu	5746312398		
Research Department*	The University of Notre Dame Status Check ALL that apply*		Mailing Address
Economics	<input checked="" type="checkbox"/>	Faculty	Assistant Professor
		Staff	
		Postdoctoral Student	
		Graduate Student	
		Undergraduate Student	
		Other	

CITI training records are listed in the Training Details table below for accounts that have completed prerequisite courses and are affiliated with the University. If you do not have CITI training listed, please either manually enter your course information below, or go to the CITI Program website to confirm affiliation with the University.

The Research Compliance Office will verify the last date of completion below.

CITI Training Date	Type of CITI training completed.

Training Details

Course	CourseCompletionDate	CourseID	EmailID
Human Research	7/15/2022 2:39:15 PM	1	jtebes@g.harvard.edu

Faculty Advisor

Name of Faculty Advisor*	Degree (MD/PhD/BSN/etc.)		Title
Email*	Phone		Fax
Research Department	The University of Notre Dame Status Check ALL that apply*		Mailing Address
	<input checked="" type="checkbox"/>	Faculty	

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		Staff	
		Postdoctoral Student	
		Graduate Student	
		Undergraduate Student	
		Other	
ALL research personnel are required to complete Human Subject Research training from CITI within the last 2 years prior to engaging in any research-related activities. Go to CITI Program to complete.			
The Research Compliance Office will verify the last date of completion below.			
CITI Training Date		Type of CITI training completed.	

Administrative Contact

Name of Administrative Contact, Project Director, or Lab Coordinator	Degree (MD/PhD/BSN/etc.)	Title
Hogaboom, Maura		Research Associate
Email*	Phone	Fax
mhogaboo@nd.edu	8477643383	
Research Department	The University of Notre Dame Status Check ALL that apply*	Mailing Address
Economics	Faculty	
X	Staff	
	Postdoctoral Student	
	Graduate Student	
	Undergraduate Student	
	Other	

Is CITI training required?

Y

ALL research personnel are required to complete Human Subject Research training from CITI within the last 3 years prior to engaging in any research-related activities. Go to CITI Program to complete.

The Research Compliance Office will verify the last date of completion below.

CITI Training Date	Type of CITI training completed.

Training Details

Course	CourseCompletionDate	CourseID	EmailID
Human Research	5/24/2022 4:37:02 PM	1	mhogaboo@nd.edu

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*** Subject Checklist ***

Subject Checklist

Select All That Apply :

Economically/Educationally Disadvantaged
Elderly
Healthy Adults
Homeless
Illiterate
Institutionalized Patients/Residents
Individuals with impaired decision-making capacity
Military Personnel
 Minors (under 18)
Non-English Speakers
Persons incompetent to give consent (e.g., dementia, comatose, have legal guardians)
Pregnant women (Complete and attach the "Research Including Pregnant Women" Form that can be found in the resource library of our website: research.nd.edu)
Prisoners (Complete and attach the "Research for Including Prisoners" form that can be found in the resource library of our website: research.nd.edu)
Public Officials/Candidates for Public Office
Students (Elementary or secondary) (Upload a letter of agreement/permission from the schools.)
University Employees
University Students
Other (please specify):

*** Study Location ***

Study Location

Select All That Apply - NOTE: Check "Other" and input text: 1.) If your study location is not listed, or 2.) If you would like to list details of your already-checked location (e.g., specific school within a school district)

University of Notre Dame Campus
 Local community
State-wide and/or Other States
Other University/College
Medical/Healthcare Facility
School(s)/School District(s)
Other (Specify)

Has this protocol been submitted to any other IRB?

N

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Is this a multi-site project? (Different PIs at different institutions are conducting the same study or aspects of the same study.) N

Will The University of Notre Dame function as the coordinating center or lead institution? N

If Yes, upload a Multi-Site, Collaborative Research Form

If Yes and all institutions will review the research, upload IRB approval letters or letters of permission/support from the other sites (not under the jurisdiction of Notre Dame's IRB).

If yes and all institutions will be relying on a single IRB for review, upload a copy of the Reliance Agreement, signed by all institutions, to this application.

*** * * General Checklist * * ***

General Checklist

Select All That Apply :

Administration of Dietary Supplements, substances or Other Chemicals (May be FDA-regulated)

Cancer patients or cancer tissues (Tissues requires Bio-Safety Committee approval)

Class Project

Human blood, cells, tissues, or body fluids (Requires Bio-Safety Committee approval)

Internet Research (Please complete and attach the Internet Research form that can be found in the resource library of our website: research.nd.edu)

Interview/Focus Group

Investigative Device (FDA-regulated)

IRB Authorization Agreement (IIA), Memorandum of Understanding (MOU), etc. (Upload a copy of the IIA or MOU)

Program Evaluation

Protected Health Information (PHI) will be viewed, created, accessed, used, or disclosed.

HIPAA Authorization (Upload)

Waiver or Alteration of Authorization (Upload)

Activities Preparatory to Research (Upload)

Limited Data Set and Data Use Agreement

Use and Disclosure of Decedents PHI without Authorization

Questionnaire/Survey

Request to Rely on another IRB (Upload a copy of the Reliance Agreement)

Research at Foreign Sites

Subject Pool (SONA).

Tissues to be sent out of this institution as part of a research agreement (Requires a Material Transfer Agreement (MTA))

Tissues to be stored for future research projects

Thesis or dissertation project

Use of Health Monitoring Equipment.

X Other

Impact Evaluation

*** * * Funding * * ***

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NONE: This project does not have funding. (Please uncheck this selection to add a funding source)

Pending: This project is not currently funded, but a process for obtaining funds has been initiated. (Please add the anticipated funding source to the appropriate category below)

Funding

Add external and internal grant funding source(s) below: Federal Government, Other Gov. (i.e., State, local), Foundation or Other. Select "None" above if there is no external funding for the study.

Notre Dame

Name of Funding Source	Proposal Number
Wilson-Sheehan Lab for Economic Opportunities	

Funding for this study was secured by the Notre Dame Research Administration

* * * Application Type Checklist * * *

Application type checklist

Not Human Subjects Research

Exempt

Expedited/Full Board

* * * Expedited Paragraphs * * *

PLEASE READ: For Expedited Review, all aspects of the research must include activities that (1) present no more than minimal risk to human subjects, and (2) involve one or more of the specific categories listed below.

Select the following applicable categories to determine if your research project qualifies under Expedited Review. If none of the categories are applicable to your research project, a Full Committee Review will be required. For Expedited or Full Review, proceed to complete the following application. If none of the expedited criteria are appropriate for your project, please move to the next screen WITHOUT checking any of these criteria; your protocol will be reviewed by the full IRB. Note: The IRB will make the final determination if your protocol is eligible for expedited review.

Select one or more of the following paragraph(s):

1. Clinical studies of drugs and medical devices only when condition (a) and (b) are met.
 - a) Research on drugs for which an investigational new drug application (21 CFR Part 312) is not required. (Note: Research on marketed drugs that significantly increases the risks or decreases the acceptability of the risks associated with the use of the product is not eligible for expedited review.)
 - b) Research on medical devices for which
 - i) An investigational device exemption application (21 CFR Part 812) is not required; or
 - ii) The medical device is cleared/approved for marketing and the medical device is being used in accordance with its cleared/approved labeling.

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2. Collection of blood samples by finger stick, heel stick, ear stick, or venipuncture as follows:

- a) From healthy, non-pregnant adults who weigh at least 110 pounds. For these subjects, the amounts drawn may not exceed 550 ml in an 8-week period and collection may not occur more frequently than 2 times per week; or
- b) From other adults and children, considering the age, weight, and health of the subjects, the collection procedure, the amount of blood to be collected, and the frequency with which it will be collected. For these subjects, the amount drawn may not exceed the lesser of 50 ml or 3 ml per kg in an 8-week period and collection may not occur more frequently than 2 times per week.

3. Prospective collection of biological specimens for research purposes by non-invasive means.

Examples:

- a) Hair and nail clippings in a non-disfiguring manner;
- b) Deciduous teeth at time of exfoliation or if routine patient care indicates a need for extraction;
- c) Permanent teeth if routine patient care indicates a need for extraction;
- d) Excreta and external secretions (including sweat);
- e) Uncannulated saliva collected either in an unstimulated fashion or stimulated by chewing gumbase or wax or by applying a dilute citric solution to the tongue;
- f) Placenta removed at delivery;
- g) Amniotic fluid obtained at the time of rupture of the membrane prior to or during labor;
- h) Supra- and subgingival dental plaque and calculus, provided the collection procedure is not more invasive than routine prophylactic scaling of the teeth and the process is accomplished in accordance with accepted prophylactic techniques;
- i) Mucosal and skin cells collected by buccal scraping or swab, skin swab, or mouth washings;
- j) Sputum collected after saline mist nebulization.

4. Collection of data through non-invasive procedures (not involving general anesthesia or sedation) routinely employed in clinical practice, excluding procedures involving x-rays or microwaves. Where medical devices are employed, they must be cleared/approved for marketing. (Studies intended to evaluate the safety and effectiveness of the medical device are not generally eligible for expedited review, including studies of cleared medical devices for new indications.)

Examples:

- a) Physical sensors that are applied either to the surface of the body or at a distance and do not involve input of significant amounts of energy into the subject or an invasion of the subject's privacy;
- b) Weighing or testing sensory acuity;
- c) Magnetic resonance imaging;
- d) Electrocardiography, electroencephalography, thermography, detection of naturally occurring radioactivity, electroretinography, ultrasound, diagnostic infrared imaging, doppler blood flow, and echocardiography;
- e) Moderate exercise, muscular strength testing, body composition assessment, and flexibility testing where appropriate given the age, weight, and health of the individual.

5. Research involving materials (data, documents, records, or specimen) that have been collected, or will be collected solely for non-research purposes (such as medical treatment or diagnosis). (NOTE: Some research in this paragraph may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(4). This listing refers only to research that is not exempt.)

6. Collection of data from voice, video, digital, or image recordings made for research purposes.

7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. (NOTE:

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Some research in this category may be exempt from the HHS regulations for the protection of human subjects - 45 CFR 46.101(b)(2) and (b)(3). This listing refers only to research that is not exempt.)

*** Summary, Purpose, Procedures ***

Title (Please indicate if the protocol title is different from the proposal title)

Impact Evaluation of the Boys & Girls Club's Academic and Emotional Well-Being Enrichment Program

This submission is a renewal of already-approved research using the new protocol submission form

Proposed Start Date:*

07/12/2024

Proposed End Date:*

07/30/2028

1. Summary

a) Provide a brief summary of the scope of work of this project, using non-technical terms that would be understood by a non-scientific reader. This summary should be no more than 200 words.

Boys & Girls Clubs of the Northern Indiana Corridor (BGCNIC) is a community-based, non-profit organization that has been in the forefront of youth development for 50 years. Their mission is to inspire and enable all young people, especially those in most need, to realize their full potential as productive, caring, and responsible citizens. They provide opportunities and support to young people from challenging economic, social, and familial circumstances. Their academic and emotional well-being enrichment program builds upon the usual after-school club experience, combining STEM, literacy, and social-emotional learning components into a single learning program.

The Wilson Sheehan Lab for Economic Opportunities (LEO) and BGCNIC are partnering to conduct an impact evaluation that will generate evidence on the impact of the academic and emotional well-being enrichment program on academic outcomes including grades, standardized test scores, and school attendance as well as behavioral outcomes measured through incident reports and teacher-reported behavior.

2. Purpose

a) Describe the purpose for the proposed project as well as the hypotheses/research questions to be examined.

The purpose of this project is twofold: (1) to inform BGCNIC and the South Bend/Mishawaka community of the effectiveness of their academic and emotional well-being enrichment programming and (2) to contribute towards the general scientific knowledge of the effectiveness of after-school programming balancing focuses on academic and social-emotional learning (SEL) in order to inform future funding and policymaking in this area. Specifically, the research questions are focused on examining the effects of academic and emotional well-being enrichment programming on grades, standardized test scores, school attendance, and behavioral outcomes.

b) What do the investigators hope to learn from this project?

Prior studies show positive findings on the effectiveness of comprehensive youth programs, but the academic and emotional well-being enrichment program combining academic and SEL components has the potential to demonstrate meaningful impact as a novel contribution to our knowledge on tutoring and after-school program models. Our primary objective is to investigate the impact of BGCNIC's academic and emotional well-being enrichment model.

We will generate evidence on how participation in academic and emotional well-being enrichment impacts grades, standardized test scores, school attendance, and behavioral incidents. Through teacher-facing surveys, we hope to measure the impact of academic and emotional well-being enrichment on in-class behavior. The research team is going through the process of getting a teacher-facing survey approved, and the protocol will be amended with that questionnaire in the event that such outcome collection methods are approved by the districts and schools involved.

3. Procedures

a) Describe in chronological order of event(s) how the activities will be conducted, providing information about all procedures (e.g. interventions/interactions with subjects, data collection, photographing, audio and video recording), including follow up procedures.

The BGCNIC team iteratively designed the study throughout weekly calls with the research team. The following elements describe the

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procedures beginning with recruitment and study enrollment.

1. Beginning in mid-July, BGCNIC will open their online application portal where parents/guardians can fill out an application to enroll their child (member) in after-school programming (club). There will be three waves of applications. First, families of members who have been enrolled in club in prior years will be invited to apply. Then, families of members who either participated in a BGCNIC summer program or were on a waitlist in prior years will apply, followed by families of members who are entirely new to BGCNIC. This online application will contain a parental consent form, and the application form and consent form are attached to this protocol.

2. Standard club programming will begin in August with the academic school year. Standard club programming consists of snack, homework time, access to therapy services, access to Beable (an online literacy-development platform), and high-yield activities including leisure reading, writing activities and games like chess or Scrabble that develop young people's cognitive skills.

3. In early September, the research team will randomize study participants into three groups: control, SEL, and SEL-plus. The control group will continue with standard club programming. In addition to standard club programming, the SEL group will receive two 45-minute SEL-focused programming sessions. The SEL-plus group will receive standard club programming, two 45-minute SEL-focused programming sessions, and two 45-minute academic-focused programming sessions (one STEM and one literacy).

4. Through data sharing partnerships with the Indiana Department of Education (IDOE) and multiple school districts (South Bend Empowerment Zone (SBEZ), School City of Mishawaka (SCM), South Bend Community School Corporation (SBCSC), and South Bend charter schools), the research team will pull academic outcomes for study participants as well as other administrative data collected by the school systems. The research team will also administer the strengths and difficulties questionnaire (SDQ) to the teachers of study participants. The research team is going through the process of getting a teacher-facing survey approved, and the protocol will be amended with that questionnaire in the event that such outcome collection methods are approved by the districts and schools involved.

i) Be sure to identify what procedures are experimental and what are standard of care or established practice for the condition/situation.

The only experimental procedures added to the BGCNIC recruitment, enrollment, and program initiation practices include the addition of a consent form to application forms and randomization for participant selection into the academic and emotional well-being enrichment program groups. In terms of data collection, IDOE and the various school districts already track academic records for all club members.

b) Explain who will conduct the procedures and where and when they will take place. Indicate the frequency and duration of visits/sessions as well as the subject's total time commitment for the study. Include how the data will be collected (i.e. in person or online).

BGCNIC recruitment staff will conduct all enrollment procedures. Though the application is available online, recruitment staff is available via phone and email when parents/guardians have questions throughout the application process. Club programs, including academic and emotional well-being enrichment program, are carried out by youth development professionals (YDPs) who all have experience coordinating youth programming. All academic and emotional well-being enrichment program programming will occur in the club setting (usually school buildings) during after-school club programming. In addition to standard club programming, throughout each week of club, participants in the SEL treatment group will receive 90 minutes of SEL programming. The SEL-plus group will receive 90 minutes of SEL programming, 45 minutes of STEM programming, and 45 minutes of literacy programming. All data will be pulled from existing administrative school-system databases, and all data analysis will take place at University of Notre Dame.

i) Indicate that the instruments used are in the public domain or provide appropriate documentation of permission to use each scale.

All data relating to the primary outcomes of interest already will be collected by BGCNIC, IDOE, and the involved school districts. The research team will receive identifying data from all sources, and the data sharing agreements required to exchange this data are in process.

c) For school-based activities where class time is used, describe in detail the activities planned for non-subjects and explain where both subjects and nonsubjects will be located during the activities.

N/a

d) State if deception will be used. If so, provide a rationale and describe debriefing procedures. Submit a debriefing script in attachments section

N/a

e) Do any of the following apply.

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i. Will subjects be audio recorded? N

ii. Will subjects be videotaped? N

iii. Will subjects be photographed? N

If yes to i, ii or iii, explain the collection process and use in the context of this research of such media

f) Will the proposed research involve the use of existing data/specimens? If yes, please check all that apply: N

i. The research involves data from publicly available sources

ii. That data will be recorded by the investigator in such a manner that subjects cannot be identified.

iii. Any link to identifying information has been destroyed

* * * Background and additional procedures * * *

4. Background and additional procedures

a. Relevant Background: Discuss the present knowledge, appropriate literature and rationale for conducting the research. Include the rationale for the selected subject population.

This research seeks to add to the body of literature attempting to address the challenges to healthy academic and social-emotional development faced by many children from communities with limited economic resources.

The healthy development of social-emotional skills, including behavioral and emotional regulation, leadership, decision-making, self-esteem, and relationship-building, is important for children's present and future well-being and success. For instance, behavioral and emotional self-regulation allow youth to relate healthily to others in the present, promoting healthy social functioning in adulthood, and to explore their own interests and aspirations, thus developing motivations for future careers (Pulkkinen et al., 2002, Oliveira et al., 2015).

Numerous studies have demonstrated the positive results of social and emotional learning programs for youth, including for youth from under-resourced backgrounds. A review of such programs found that they improved students' academic performance by 11 to 17 percentile points relative to control groups (Payton et al., 2008). Another study showed that an after-school program applying empowerment theory for middle school students led to an increase in positive social outcomes coupled with a decrease in behavioral incidents (Zimmerman et al. 2018). An in-school intervention designed to support young children's social and emotional development was found to be effective at decreasing aggressive behaviors at the middle school level but ineffective at the elementary level (Crean and Johnson, 2013, Berry et. al, 2016). A study of the BGCNIC academic and emotional well-being program will contribute further evidence to discussions surrounding the potential of after-school SEL, and SEL plus academics, to address the educational and social-emotional challenges faced by youth from under-resourced communities.

Young childhood is a critical time in youth development, and structured interventions can play an important role in fostering the academic, social, emotional, and behavioral skills needed for successful development. The BGCNIC academic and emotional well-being programming intervention brings together a variety of approaches including aspects of tutoring, enrichment activities, and SEL programming, in a welcoming environment to support elementary-aged children. While existing research supports the effectiveness of individual therapies including social and emotional learning, cognitive behavioral therapy, and tutoring, more rigorous evidence is needed. In particular, more evidence is needed on multi-dimensional programs such as the BGCNIC comprehensive program, which is focused on developing important social-emotional regulation skills as well as improving youth academic, social, and behavioral outcomes. This program combines a focus on a distinct population, elementary-aged children, with a unique setting, after-school programming, to make it a necessary expansion of the literature on youth interventions.

Findings from this rigorous impact evaluation will contribute knowledge in support of developing effective, evidence-based academic, SEL, and after-school programs, particularly those serving youth from under-resourced communities.

1. Pulkkinen, L., Nygren, H., & Kokko, K. (2002). Successful development: Childhood antecedents of adaptive psychosocial functioning in adulthood. *Journal of Adult Development*, 9, 251–265. <https://doi.org/10.1023/A:1020234926608>
2. Oliveira, I. M., do Ceu Taveira, M., & Porfeli, E. J. (2015). Emotional aspects of childhood career development: importance and future agenda. *International Journal for Educational and Vocational Guidance*, 15, 163–174. <https://doi.org.proxy.library.nd.edu/10.1007/s10775-015-9303-9>
3. Payton, J., Weissberg, R. P., Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B., & Pachan, M. (2008). The positive impact of social and emotional learning for kindergartners to eighth-grade students: Findings from three scientific reviews. *Collaborative for Academic, Social, and Emotional Learning*. <https://files.eric.ed.gov/fulltext/ED505370.pdf>

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4. Zimmerman MA, Eisman AB, Reischl TM, et al. Youth Empowerment Solutions: Evaluation of an After-School Program to Engage Middle School Students in Community Change. *Health Education & Behavior*. 2018;45(1):20-31.
 5. Crean, H. F., & Johnson, D. B. (2013). Promoting Alternative Thinking Strategies (PATHS) and elementary school aged children's aggression: results from a cluster randomized trial. *American journal of community psychology*, 52(1-2), 56-72.
<https://doi.org/10.1007/s10464-013-9576-4>
 6. Berry, V., Axford, N., Blower, S, et al. The Effectiveness and Micro-costing Analysis of a Universal, School-Based, Social-Emotional Learning Programme in the UK: A Cluster-Randomised Controlled Trial. *School Mental Health* 8, 238–256 (2016).
<https://doi.org/10.1007/s12310-015-9160-1>

b. Describe the statistical methods of the research and plans for analysis of the data (i.e. planned statistics, justification of sample size, etc.).

We will estimate treatment effects by OLS using the following regression:

$$Y_i = \alpha + T_i \beta_0 + X_i \beta_1 + \epsilon_i$$

Y_i is the outcome of interest. T_i indicates random assignment of person i to the treatment group. The vector X_i includes a set of person-level characteristics collected at baseline, and ϵ_i is an error term. The coefficient on the treatment indicator β_0 estimates the difference in means between the treatment and comparison groups, or the intent-to-treat effect. That is, it estimates the causal effect of being offered to enroll in academic and emotional well-being enrichment program. We will also estimate the causal impact of the program on those who are treated – i.e. “treatment-on-treated” – by instrumenting for program participation with treatment assignment. In the event of an ample sample, we will seek to delineate the treatment effect for each treatment arm, SEL and SEL-plus, separately.

We plan to enroll students into the study for three years, with a total of about 2,100 study participants. We estimate that 700 students will be enrolled in each of the two treatment groups, and 700 students will be enrolled in the control group, standard club programming, over the course of three-year study. These numbers may vary depending on the take-up rate for academic and emotional well-being enrichment program participation, for example, if a higher rate of students originally assigned to the treatment groups turn down the program, more students will need to be randomized into treatment in subsequent years in order to fill the spots that become available in academic and emotional well-being enrichment programming.

c. Alternative Procedures. Describe any alternatives to participating in the research. (e.g., standard of care treatment, etc.). Any standard treatment that is being withheld must be disclosed. This information must be included in the consent form.

[Redacted]

d. Will subjects be followed after their active participation is complete?

If yes, explain why and describe how:

[Redacted]

e. Will subjects have access to the study treatment/procedure after completing the study?

If yes, explain why and describe how:

[Redacted]

(Explicit consent must be obtained for use of these methods for Expedited and Full Board studies.)

*** Subject Population (a-f) ***

5. Subject Population

a) How many subjects to you intend to enroll and/or how many subject records to you intend to access?

i. At this site

of subjects

2,100

of records

2,100

ii. At all sites

X N/A

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of subjects

of records

b) Inclusion and Exclusion Criteria (e.g., Participants must have 20/20 vision, Participants must be 30-45 years of age, etc.)

i. Identify inclusion criteria.

All BGCNIC after-school club applicants who are in kindergarten through 5th grade and will be attending club at one of the club sites participating in the study are eligible for the study.

ii. Identify exclusion criteria.

Any BGCNIC applicants who are in a grade beyond 5th grade or who apply to any club site that is not participating in the study are not eligible for the study.

c) What is the rationale for studying the requested group(s) of participants?

BGCNIC and the research team will use a lottery to assign those eligible for their program to the supplemental academic and emotional well-being enrichment programs. For this lottery to be fair, it is important to identify the right group of people to participate. BGCSJ designed an academic and emotional well-being enrichment program for younger club members, and this impact evaluation will help to identify if their services are an effective solution to support these youths to better academic and healthier social outcomes. In order to determine the effectiveness of academic and emotional well-being enrichment programming for at-risk children, the data must be from children who are a part of this group.

d) If women, minorities, or minors are intentionally excluded, a clear compelling rationale must be provided. Examples for X N/A not including minors: disease does not occur in children; drug or device would interfere with normal growth and development; etc.

e) State if any of the subjects are students, employees, or laboratory personnel. Please explain how subjects will be protected from coercion and undue influence N/A

Subjects will be students, in their role as after-school program attendees. Students will be protected from coercion and undue influence because the parents/guardians of all BGCNIC applicants will be invited to provide consent to research participation. Recruitment for BGCNIC programming will be nearly identical to their recruitment for programs in prior years, so such opportunities for participation in special in-club programs is standard. Participation or lack of participation in the study will not directly impact students' grades or their standing in the eyes of BGCNIC or their schools.

f) Please describe the expertise you have, or have access to, which prepares you to conduct research in this location and/or with this subject population, including specific qualifications (e.g., relevant coursework, background, experience, and training). Also, explain your knowledge of local community attitudes and cultural norms and cultural sensitivities necessary to carry out the research (e.g., differences with U.S. culture).

The investigators and study staff have significant experience designing and implementing randomized control trials studying the effects of anti-poverty interventions in the United States. This evaluation would be supported by the Wilson Sheehan Lab for Economic Opportunities. The research design is the result of multiple months of collaboration between BGCNIC staff, school administrators, and research team members.

*** Subject Population (g-k) ***

5. Subject Population (Input N/A if not applicable)

g) Will bilingual or multilingual subjects be recruited? Y

h) Will non-English speaking subjects be recruited? Y

If yes, state language(s) spoken (other than English):

Spanish (The consent form is in the process of translation through LEO's partnership with the Translation & Interpretation Network. Spanish language copies of this form, alongside accuracy of translation certificates, will be attached via an amendment to this

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protocol prior to study recruitment.)

i) Will subjects be less than 18 years of age? Y

1. Children as Subjects

a. What is the age range of the children in this research?

5-11

b. Where will the children participate?

Home

School

If at school, have you obtained the necessary permission from the school district?

Yes (Attach/upload documentation of permission)

No

If No, explain:

University lab/office

Other - Specify (and upload documentation of permission, if applicable):

All participants will be physically present in a school building or other community center for after-school programming, and the spaces are reserved for BGCNIC through their partnerships with the school districts.

c. Are any of the children wards (46.409) of the State or any other agency, institution, or entity? N

If yes, provide details:

2. Allowable Categories

Check the category below that best represents the degree of risk and benefit to which the children in this study will be exposed.

NOTE 1: More than one category may be indicated such as when a protocol involves both an experimental and a control group; in these cases, please specify which category you believe applies to which group.

Category 1 (45 CFR 46.404): (Research not involving greater than minimal risk.)

Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.

Provide rationale:

BGCNIC's activities and programming will be minimally impacted by the research study, so subjects will be at no greater risk than they would be participating in club before the research study was implemented. All subjects will be in club, and the only difference between the treatment groups and the control group is the content of approximately 45 minutes each day. The only potential risk to participants is the possibility of a breach of confidentiality as their data is shared with the research team. However, the researchers will follow data security procedures that make the risk of a breach of confidentiality very small. As a result, the study poses minimal risks to participants.

Category 2 (45 CFR 46.405): (Research involving greater than minimal risk but presenting the prospect of direct benefit to the individual subjects.)

More than minimal risk to children is presented by an intervention or procedure that holds out the prospect of direct benefit for the individual subject, or by a monitoring procedure that is likely to contribute to the subject's well-being.

Provide rationale for why/how:

(a) the risk is justified by the anticipated benefit to the subjects:

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(b) The relation of the anticipated benefit to the risk is at least as favorable to the subjects as that presented by available alternative approaches:

Category 3 (45 CFR 46.406): (Research involving greater than minimal risk and no prospect of direct benefit to individual subjects, but likely to yield generalizable knowledge about the subject's disorder or condition.)

More than minimal risk to children is presented by an intervention or procedure that does not hold out the prospect of direct benefit for the individual subject, or by a monitoring procedure which is not likely to contribute to the well-being of the subject.

Which intervention(s) or procedure(s) present more than minimal risk without offering the prospect of direct benefit to individual subjects:

Provide rationale for why/how:

(a) The risk of the intervention(s) or procedure(s) represents a minor increase over minimal risk:

(b) the intervention(s) or procedure(s) presents experiences to subjects that are reasonably commensurate with those inherent in their actual or expected medical, dental, psychological, social, or educational situations:

(c) The intervention(s) or procedure(s) is likely to yield generalizable knowledge about the subjects' disorder or condition which is of vital importance for the understanding or amelioration of the subjects' disorder or condition:

Category 4 (45 CFR 46.407): (Research not otherwise approvable which presents an opportunity to understand, prevent, or alleviate a serious problem affecting the health or welfare of children.)

The proposed research does not meet the criteria of the above categories but presents an opportunity to understand, prevent, or alleviate a serious problem affecting the health or welfare of children.

Provide justification for why this research should be approved:

3. Parental Permission (45 CFR 46.408)

a. What permission will be obtained from the parents?

In general permission from both parents is required for research involving children unless one parent is deceased, unknown, incompetent, or not reasonably available, or when only one parent has legal responsibility for the care and custody of the child. For Categories 1 and 2 however, the IRB may find that the permission of one parent is sufficient.

Permission will be obtained from both parents where possible.

Permission from only one parent is being requested

A waiver of parental permission is being requested (Complete and upload a Request for Waiver of Parental Permission <https://research.nd.edu/our-services/resource-library/>)

If the research is being conducted in a group setting (e.g., a classroom), explain what provisions have been made for children whose parents have not given permission for them to participate:

4. Assent from Children (45 CFR 46.408)

Adequate provisions must be made for soliciting the assent of children when in the judgment of the IRB the children are capable of providing assent and for soliciting the permission of their parents or guardians.

a. Please indicate whether the children you intend to include in the research are generally capable of providing assent taking into account the ages, maturity and psychological state of the children proposed to be involved. Please be specific:

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All are capable of providing assent.

None are capable of providing assent: Explain:

Some are capable of providing assent: Explain:

A portion of the study participants will be 5 and 6 years old, which is likely too young to provide assent, but another portion of study participants will be up to 11 years old. Despite the varied age range, the main contact between BGCNIC is solely during after-school club hours, and it is impracticable to have YDPs provide organizational direction and childcare while also going through an assent process for research purposes, when the experience of children at club will be minimally impacted by the study or the additional treatment group programming.

b. **If children are capable of providing assent, are you planning to obtain assent from the children?**

N

If Yes, describe the proposed process for obtaining assent, including who will be involved and the setting and circumstances under which it will be sought:

If No, one of the two options below must be true:

You are requesting a waiver of assent. Explain how the research meets the criteria for a waiver (i.e., the research is no more than minimal risk, the waiver will not adversely affect the rights and welfare of subjects, the research is not practicable without the waiver, and, when appropriate, subjects will be provided with pertinent information after participation):

The research meets two criteria for requesting a waiver of assent. First, the research poses no more than minimal risk. Specifically, BGCNIC's activities and programming will be minimally impacted by the research study, so subjects will be at no greater risk than they would be participating in club before the research study was implemented. All subjects will be in club, and the only difference between the treatment groups and the control groups is the content of approximately 45 minutes each day. The only potential risk to participants is the possibility of a breach of confidentiality as their data is shared with the research team. However, the researchers will follow data security procedures that make the risk of a breach of confidentiality very small. As a result, the study poses minimal risks to participants.

Second, the research is not practicable without the waiver. Often, BGCNIC does not come into contact with the child members prior to the start of club programming. At that point, YDPs coordinate all in-club programming, and due to their extremely capacity-limiting responsibilities of childcare and program implementation, they would not feasibly be able to go through an assent process with all club members.

The intervention(s) or procedure(s) involved in the research holds out a prospect of direct benefit that is important to the health or well-being of the children and is available only in the context of the research. Explain:

If assent will be obtained, describe if and how assent will be documented. Upload copies of proposed assent forms, if any.

N/a

j) **Describe any planned screening procedures. Attach your screening document(s) (e.g., health history questionnaire) in the Attachment Section (#16).**

Club members are only eligible for academic and emotional well-being enrichment programs if they are entering kindergarten, first, second, third, fourth, or fifth grade in the year they enroll in the study and if they apply to attend one of the participating club sites. These criteria will be confirmed using the parental application form that is attached to this protocol.

k) **Will you be conducting international/transnational research and enrolling participants at foreign sites?**

N

*** Recruitment Process, Subject Compensation and Costs ***

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6. Recruitment Process:

a) Describe the step-by-step procedures for identifying and recruiting potential research subjects or requesting pre-existing data or materials.

- List any specific agencies or institutions that will provide access to prospective subjects.
- Identify who will contact prospective subjects and how.

Beginning in mid-July, BGCNIC will open their online application portal where parents/guardians can fill out an application to enroll their child in after-school club programming. Though the application is available online, recruitment staff is available via phone and email when parents/guardians have questions throughout the application process. All recruitment staff will be CITI-trained, and this protocol will be amended with their certificates prior to the launch of recruitment. There will be three waves of applications. First, families of members who have been enrolled in club in prior years will be invited to apply. Then, families of members who either participated in a BGCNIC summer program or were on a waitlist in prior years will apply, followed by families of members who are entirely new to BGCNIC. This online application will contain a parental consent form, and only those club members whose parents/guardians provide consent will be enrolled in the study. The application form is attached to this protocol, and upon approval, the consent form, in its exact wording/format, will be added to that application prior to the launch of recruitment.

BGCNIC already recruits for their programs in this manner, and their partnerships with the involved school districts is clearly strong and defined. The only change to recruitment for the study will be the added parental consent form.

b) Planned Subject Identification Methods:

<input checked="" type="checkbox"/> N/A	Direct advertising
Chart/database review	Living conditions (e.g., nursing home residents)
Class participants	From PI's own practice/clinic
Circumstance (e.g., homelessness)	Referrals
Organization mailing lists	The University of Notre Dame Subject Pool
Other (please specify):	<input type="text"/>

c) Planned Recruitment Materials/Methods:

N/A	Flyers/posters
Phone Scripts	Letters to providers/schools/organizations
Television ads	Newspaper ads
Letters to prospective subjects	Radio ads
Oral Scripts	PowerPoint presentations
Internet ads/postings	Email
Face to face interactions	The University of Notre Dame Subject Pool
<input checked="" type="checkbox"/> Other (please specify):	<input type="text"/> BGCNIC standard website recruitment

(All advertising must be submitted for review in its final printed/recorded form)

Note: Attach copies of ALL recruitment materials in the attachment Section

7. Subject Compensation and Costs:

a) Will subjects receive compensation for participation?

Total amount (in dollars or equivalent)

N

b) Form of Compensation:

Cash	Raffles/lotteries
Check	Course/extra credit
Gift card/certificate	Reimbursement only

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Voucher

Other
(please specify)

c) Describe the remuneration plan (Include when subjects will be paid, whether payment will be prorated and whether a 1099 will be issued.)

d) For raffles include the number of prizes, nature and value of each prize.

e) If extra course credit is offered be sure to address the alternative means by which students can accrue extra course credit should they not wish to participate in the study.

f) Will subjects or their health care providers be required to pay for any study related procedures or products?

i. If yes, explain:

g) Who is responsible for costs incurred due to injury/harm?

* * * Risks * * *

8. Risks (Input N/A if not applicable)

US Department of Health & Human Services (HHS) Regulations define a subject at risk as follows: "...any individual who may be exposed to the possibility of injury, including physical, psychological, or social injury, as a consequence of participation as a subject in any research, development, or related activity which departs from the application of those accepted methods necessary to meet his needs, or which increases the ordinary risks of daily life, including the recognized risks inherent in a chosen occupation or field of service."

a) PI's evaluation of the overall level of Risk. (Please check one: minimal or minimal.)

Minimal (everyday living)

Minimal (greater than everyday living)

b) Describe all known risks or discomforts associated with study procedures whether physical, psychological or social (e.g., pain, stress, invasion of privacy, breach of confidentiality) noting probability and magnitude of potential harm. Specify the risk(s) associated with each research procedure or test.

The risk of releasing identifiable information is limited. Files transferred from BGCNIC, IDOE, and involved school districts to LEO will be transferred in a secured and encrypted format. Data will be stored on Notre Dame's secure servers. In reporting statistical results, only aggregate statistics like regression coefficients and sample/subsample means will be reported. Therefore, readers will not be able to identify individual respondents from published work.

c) Describe the procedures or safeguards in place to protect against or minimize potential risks (e.g., referral to psychological counseling resources).

Participants will have the option to opt out of the study at any time.

In reporting statistical results, only aggregate statistics like regression coefficients and sample/subsample means will be reported. Therefore, readers will not be able to identify individual respondents from published work.

Any data stored at the University of Notre Dame will be stored on our secure servers. Only members of the research team will have

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Any data stored at the University of Notre Dame will be stored on our secure servers. Only members of the research team will have access to the folders containing secure data through an access control list. Data is only accessible when logged into the University of Notre Dame network, either by accessing data from campus or logging in through a VPN. All members of the research team sign the Staff Confidentiality Agreement, agreeing to access data only for the purpose of the research project. Data cannot be accessed unless authorized users are logged in with their authenticated username/password combination through the two step login system.

d) **How will subjects be assessed for unanticipated problems?**

Subjects will be provided with the contact information for both the research team and the Notre Dame IRB, along with instructions to contact the Notre Dame IRB in the case of an unanticipated problem or a question or complaint about their rights as a research participant.

e) **Is there a plan to monitor study data for subject safety?**

Y

If yes, discuss who will monitor the study data and describe the monitoring plan:

If LEO determines that there is any greater risk to subjects or their data than we originally anticipated, we will notify the IRB within 24 hours.

*** Benefits ***

9. **Benefits**

a) **Discuss any potential benefits that would justify involvement of subjects in this study.**

i. **Direct benefits to subjects (if applicable)**

Academic and emotional well-being enrichment programming is an opportunity for youth to learn skills, gain confidence, and improve their educational and social outcomes. If a club member is randomly selected to participate in an academic and emotional well-being enrichment program, they will have access to these direct benefits of the program. There are not any direct benefits to students of participation in the study itself.

ii. **Indirect benefits to society**

This study will inform BGCNIC, Indiana school districts, and the greater academic community about the effectiveness of SEL and academic after-school programming for young children. If this study shows that academic and emotional well-being enrichment programs have a positive effect on the identified outcomes for participants, this study can be used as evidence to secure further funding or legislation to expand operations and benefit more youth.

b) **Explain how the potential benefits justify the potential risks involved in participation in this research.**

As explained above, the risks to young people who are the subjects of the research study are minimal. The experience of participants in club or additional enrichment programming will not change as a result of the research study. Additionally, the potential benefits to the students who receive academic and emotional well-being enrichment programming and the potential indirect benefits to society that could result from the results of this study are significant. As a result, the potential benefits of the study outweigh the potential risks.

*** Procedures to Maintain Confidentiality ***

10. **Procedures to Maintain Confidentiality**

Which of the following types of data will you work with:

Identifiable

Information is considered to be identifiable when it can be linked to specific individuals by the investigator(s) either directly or indirectly through coding systems, or when characteristics of the information obtained are such that by their nature a reasonably knowledgeable person or investigator could ascertain the identities of individuals. Therefore, even though a dataset may have been stripped of direct identifiers (names, addresses, student ID numbers, etc.), it may still be possible to identify an individual through a combination of other

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characteristics (e.g., age, gender, ethnicity, and place of employment).

Explain why you could not complete the research using de-identified data.

First, through information collected through the application process, the research team will determine the eligibility of applicants and randomize those eligible who provide consent. Then, the research team will need to use the identifiable information collected from study participants to link to administrative IDOE and school district records to evaluate outcomes for the study. These processes are not practicable in the absence of identifiable data.

Anonymous

Data are anonymous if no one, not even the researcher, can connect the data to the person who provided it—no identifying information is collected from the individual. Investigators must be aware, however, that even if no direct identifiers (name, address, student ID, etc.) are collected, identification of a participant may be possible from unique individual characteristics (indirect identifiers). For example, a participant who is a member of a certain ethnic group or who was studied because of distinctive personal accomplishments or medical history might be identifiable from even a large data pool.

De-identified

If the dataset has been stripped of all identifying information and there is no way that it could be linked back to the subjects from whom it was originally collected (through a key to a coding system or by any other means). Note: This also applies if the source of the data is identifiable but the data collected is not.

Coded

This refers to data that have been stripped of all direct subject identifiers, but in this case each record has its own study ID or code, which is linked to identifiable information such as name or medical record number. The linking file must be separate from the coded data set. This linking file may be held by someone on the study team (e.g. the PI) or it could be held by someone outside of the study team (e.g. researcher at another institution). A coded data set may include limited identifiers under HIPAA. Of note, the code itself may not contain identifiers such as subject initials or medical record number.

a) If information derived from the study will be provided to the subject's personal physician, a government agency, or any other person or group (other than the research team), describe to whom the information will be given and the nature of the information, if applicable. N/A

b) Explain how you will protect subjects' privacy.
Note: Privacy refers to persons and their interest in controlling the access of others to themselves. For example, based on their privacy interest people want to control:

- The time and place where they give information.
- The nature of the information they give.
- The nature of the experiences that are given to them.
- Who receives and can use the information.

For example, persons might not want to be seen entering a place that might stigmatize them, such as a pregnancy-counseling center that is clearly identified as such by signs on the front of the building. Please keep this definition in mind as you respond to this item.

The research study will not cause any changes to club members' experience in BGCNIC programming, so the study will not put their privacy at any increased risk. They will not be included in the study unless their parent/guardian consent to participation. Study participation will usually not require any additional contact with organization staff beyond what is standard. All data will be stored on Notre Dame's secure storage platforms.

c) Describe how you will maintain the confidentiality of subjects' information.
Note: Confidentiality pertains to the treatment of information that an individual has disclosed in a relationship of trust and with the expectation that it will not be divulged to others (without permission) in ways that are inconsistent with the understanding of the original disclosure. Please keep this definition in mind as you respond to this item.

The research team will receive identifiable information on all applicants who consent to be in the study. LEO will always receive information via encrypted file data transfer. Only the PIs and the Research Associate assigned to the project will have access to this information. All data will be kept on Notre Dame's secure storage platforms.

d) Who will have access to study records or specimens? (Please identify specific team members by name.)

The PIs on the project, Jonathan Tebes, and any LEO research staff designated by the PIs to work on the project, including Maura Hogaboom.

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e) If you plan to use existing data, records or specimens, what is the source of the data/records/specimens, and how will you access them?

NOTE: "Existing" means data or specimens collected (i.e., on the shelf) prior to the IRB application submission. It includes data or specimens collected for research and non-research activities.

Data will come from BGCNIC and IDOE/school district records, but data pertaining to research participants will only be collected after IRB submission as the study is prospective.

f) How will subjects be asked to provide their permission for release of identifiable data collected as a part of this proposed research (e.g., pictures, recordings, responses to research questions), now or in future? Explain and include appropriate statements in consent materials.

Each participant's parent/guardian will undergo an informed consent process as a part of the online application to club, and they will provide permission for release of identifiable data through the informed consent process. If they change their mind and would like to withdraw from the study, they will be given the researchers' contact information so that they can do so at any time.

g) If using existing data/biological specimens, will the researchers have access to a code linking the data to personally identifiable information?

n/a

h) If the data is coded, explain where the key to identifiers will be stored, how it will be protected, and who will have access to it.

n/a

i) Explain why, where, in what format, and for how long data/specimens will be retained.

Data will be stored on Notre Dame's secure storage platforms. We plan to retain data for at least three years after publication in order to verify any questions about the analysis.

* * * Consent Information * * *

11. Consent Information

11 a & b only apply to exempt applications

a) How will subjects be informed of procedures, intent of the study, and potential risks to them?

[Redacted]

b) How will subjects be informed they may withdraw at any time without penalty?

[Redacted]

Note: Attach, in the Attachments Section, written and/or verbal instructions the subject will receive.

Please provide consent process background information below.

Informed Consent

Title	Consent Type	Attached Date	Submitted Date
BGCNIC Parental Consent	Informed Consent	07/01/2024	

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*** Assent Background ***

12. Assent Background

(Complete if applicable)

Assent Document: A form or script of the information that will be conveyed to the child about the study. In general, researcher must obtain the affirmative agreement of children ages seven years and older for their participation. Assent forms should be written at a level understandable to the child. If the study includes a broad age range of children, more than one assent form may be needed (i.e., an assent form suitable for a 17 year old is not usually suitable for a 7 year old child).

Assent Waiver: No child assent will be sought at all. This means that the IRB is asked to waive the requirement for child assent. Among other circumstances, this option is appropriate when the capability of the child to understand the research is too limited or when the research holds out a prospect of direct benefits that is important to the health or well-being of the child.

All minors must provide an affirmative consent to participate by signing a simplified assent form, unless the Investigator(s) provides evidence to the IRB that the minor subjects are not capable of assenting because of age, maturity, psychological state, or other factors.

Provide assent process background information, in the space below, for each Assent Form, Alteration Form (i.e., Cover Letter or Verbal Script), and Waiver.

Assent Background

Title	Assent Information Type	Attached Date	Submitted Date
BGCNIC Assent Waiver	Waiver		06/14/2024

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*** HIPAA ***

13. Health Insurance Portability and Accountability Act (HIPAA)

If you are using PHI and this page is not active you must return to the General Checklist and check the box regarding the use of PHI in this research.

The HIPAA Privacy Rule establishes the right of an individual to authorize a covered entity, such as health plan, health care clearinghouse or health care provider, to use and disclose his/her Protected Health Information (PHI) for research purposes.

The Privacy Rule defines the elements of individual information that comprise PHI and establishes the conditions under which PHI may be used or disclosed by covered entities for research purposes. It also includes provisions to allow an individual's PHI to be disclosed or used in research without the person's authorization (i.e., IRB Waiver of HIPAA Requirement Authorization).

Is Your Research Covered by HIPAA's Privacy Rule? - Decision Tree

HIPAA Authorization Form

Waiver or Alteration of Authorization Form

Preparatory to Research Form

Limited Data Set/Data Use Agreement

Use and Disclosure of Decedents PHI without Authorization

Protected Health Information (PHI) is health information with one or more of the following identifiers. For more information see: http://privacyruleandresearch.nih.gov/clin_research.asp or consult HIPAA Privacy Rule for Research

Research which involves the use of de-identified data is exempt from HIPAA requirements. In order to be de-identified data. NONE of the subject identifiers listed below can be collected, used, reviewed, recoded, accessed or disclosed.

Please review the following list and indicate if any of the information will be collected from any medical records for the purpose of this research project.

1. Names
2. Social Security Numbers
3. Telephone Numbers
4. All geographic subdivisions smaller than a state, including street address, city, county, precinct, zip code, and their equivalent geocodes, except for the initial three digits of a zip code, if according to the current publicly available data from the Bureau of the Census:
 - i. The geographic unit formed by combining all zip codes with the same three initial digits contains more than 20,000 people; and
 - ii. The initial three digits of a zip code for all such geographic units containing 20,000 or fewer people is changed to 000.
5. All elements of dates (except year) for dates directly related to an individual, including birth date, admission date, discharge date, date of death; and all wages over 89 and all elements of dates (including year) indicative of such age, except that such ages and elements may be aggregated into a single category of age 90 or older.
6. Fax Numbers
7. Electronic Mail Addresses
8. Medical Record Numbers
 - You must attach a data collection sheet identifying the data points being collected from the MRN
9. Health Plan Beneficiary Numbers
10. Account Numbers
11. Certificate/License Numbers
12. Vehicle Identifiers and Serial Numbers, including License Plate Numbers
13. Device Identifiers and Serial Numbers
14. Web Universal Resource Locations (URLs)
15. Internet Protocol (IP) Address Numbers
16. Biometric Identifiers, including Finger and Voice Prints

Protocol Title: Impact Evaluation of the Boys & Girls Club's Academic and Emotional Well-Being Enrichment Program

Protocol Type: Protocol Submission Form

Date Submitted: 06/14/2024

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17. Full Face Photographic Images and any Comparable Images
 18. Any other unique identifying number, character, or code (note this does not mean the unique code assigned by the Investigator(s) to code the research data)

*** * * Drugs and Devices * * ***

14. Drugs and Devices

*** * * Potential Conflict of Interest * * ***

15. Potential Conflict of Interest

Conflict of Interest and the definitions related to the Conflict of Interest Policy and the following questions, please refer to the Help Screen.

Conflict of Interest: Please check Yes or No for each item below.

- a) N Does the research involve a drug, device, or biological invented by you, an immediate family member or other Research Personnel?
- b) N Is the research sponsored by an entity with which you, an immediate family member, or other Research Personnel have a paid consulting or advising relationship?
- c) N Will you, members of your immediate family, or other Research Personnel receive special compensation or increased compensation if the research generates a favorable outcome?
- d) N Will you, members of your immediate family, or other Research Personnel receive any money, gift or anything of monetary value above and beyond the actual costs of enrollment, conduct of the research, and reporting on the results, including, but not limited to, finders fees, referral fees, recruitment bonuses, and an enrollment bonus for reaching an accrual goal or similar types of payments?
- e) N Do you, members of your immediate family or other Research Personnel have any other interests or relationships (including volunteer services) that might constitute a conflict of interest or an appearance of conflict of interest in connection with the research project?
- f) N Will the payment you receive for services provided during the conduct of the research (e.g., investigator and Research Personnel time and tests) be inconsistent with fair market value for those services?

Significant Financial Interest: Please check Yes or No for each item below.

- g) N Will you, your immediate family members or other Research Personnel receive salaries, royalties and/or other payments for services (e.g., consulting fees, honoraria, research design, management position, independent contractor, service on advisory or review committees, board membership seminars, lectures or teaching engagements when totaled together exceeded \$5,000 during the previous 12 months or are expected to exceed \$5,000 over the next 12 months)? This excludes reasonable costs of conducting the research, as specified in the research agreement.
- h) N Do you, your immediate family members, or other Research Personnel hold any ownership interests including stocks, bonds, or stock options that exceed \$5,000 and/or that constitute more than a five percent (5%) ownership interest in the sponsoring organization? This does not include any interests held solely by reason of investment in a business by a mutual, pension or other institutional investment fund over which the investigator and/or his or her immediate family do not exercise day-to-day control of investment decisions.

N If either g or h are Yes, is there a management plan in place?

N/A If you have a management plan, is the COI being managed related to human subject research and/or this protocol?

Minimizing Risks and Disclosure to Subjects

- i) Have you disclosed any actual, potential or perceived conflicts of interest in the consent form? Research Personnel are required to disclose all such conflicts to all research participants in the research consent form.

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j) What steps, if any, have you taken or will you take to manage the conflict of interest and minimize the risks associated with any actual, potential or perceived conflicts of interest arising out of this research?

If you checked Yes to any statement (a-h, except f) above, please identify the research team member(s) below and provide details concerning the potential conflict of interest.

By submitting this form, you are attesting that you have read the The University of Notre Dame HRPP Policy on Conflict of Interest and agree to abide by its terms. You will update this disclosure form when new or changes in conflict of interest arise, and that you will comply with any conflict management plan required by the Institutional Review Board (IRB) to manage, reduce, or eliminate any actual or potential conflict of interest for the duration of the research.

*** Attachments ***

16. Attachments

Attach relevant documents here. These could include:

- Collaborating Investigator's IRB approval and approved documents
- Conflict of Interest information
- Debriefing Script; Grant/Sub-contract
- HIPAA Authorization Form from HIPAA-covered entity
- Interview/Focus Group Questions
- Investigator's Brochure
- Letters of Agreement/Cooperation from organizations who will help with recruitment
- Methodology section of associated Thesis or Dissertation project
- Questionnaires
- Radiation Control Office approval material
- Recruitment Material (e.g., flyers, email text, verbal scripts)
- Sponsor's Protocol; Surveys
- Other files associated with the protocol (you can upload most standard file formats: xls, pdf, jpg, tif, etc.)

Please be sure to attach all documents associated with your protocol. Failure to attach the files associated with the protocol may result in this protocol being returned to you for completion prior to being reviewed.

Students: Be sure to attach the Methods section of your thesis or dissertation proposal. If this protocol is associated with a grant proposal, please remember to attach your grant.

To update or revise any attachments, please delete the existing attachment and upload the revised document to replace it.

Document Type	Document Name	Attached Date	Submitted Date
Explanatory diagram (Sequence of events)	BGCSJC Enrollment Diagram	06/14/2024	06/14/2024
Questionnaires	BGCNIC_Application	06/14/2024	06/14/2024
Other, supplemental information	Strive_Playbook	07/01/2024	

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Other, supplemental information	SMART Moves Emotional Wellness, Grades K-2 _ BGCA Club Programs	07/01/2024	
Other, supplemental information	Session 2_ All the Feels _ BGCA Club Programs	07/01/2024	

* * * Obligations * * *

Obligations

The Principal Investigator of this study provides the following attestations:

- The eProtocol application submitted for this study is complete and accurate.
 The Principal Investigator has read and agrees to the above.
- The Principal Investigator has evaluated the protocol and determined that s/he has sufficient resources to conduct the study as submitted.
- The Principal Investigator will not begin the study until s/he has received notification of final determination of non-human subjects research.
 The Principal Investigator has read and agrees to the above.
- The Principal Investigator acknowledges his/her responsibility for the accuracy of all documents research personnel submit to the IRB on his/her behalf.
- The Principal Investigator will comply with all Research Compliance requests to report on the status of the study.
 The Principal Investigator has read and agrees to the above.
- Non-Human Subjects research:**
The Principal Investigator will not conduct research procedures outside of those described in the submission without prior review and approval.
- Exempt research:**
The Principal Investigator will seek and obtain prior approval from the IRB for any modifications which may affect the Exempt status of the study.
- Expedited/Full Board research:**
The Principal Investigator will seek and obtain prior approval from the IRB for modifications to the study, including changes in procedures, consent forms, etc.
 The Principal Investigator has read and agrees to the above.
- The Principal Investigator will promptly report any unexpected or otherwise significant adverse events or unanticipated problems or incidents that may occur in the course of this study.
- The Principal Investigator will notify the IRB when his/her research has been completed or terminated.
 The Principal Investigator has read and agrees to abide by the above obligations.

The certification below should only be completed if this study has a student listed as Principal Investigator. Only the faculty member listed on the Personnel Information tab can check this box. No notification is sent to the Faculty Advisor, since the status of the protocol does not change until the form is submitted. Please contact the Faculty Advisor listed, and ask them to login to eProtocol using their own credentials. They will find this study on the first page, from which they should select "Edit" and review the submission. Once they approve, they can click on the box below, save the submission, and either submit or notify the student that the form can be submitted.

The Faculty Advisor has reviewed the protocol, finds the information to be complete and accurate, and agrees to serve as the responsible advisor for this protocol.

Protocol Title: Impact Evaluation of the Boys & Girls Club's Academic and Emotional Well-Being Enrichment Program

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*** Event History ***

Event History

Date	Status	View Attachments	Letters
06/14/2024	NEW FORM CREATED		
06/14/2024	NEW FORM SUBMITTED	Y	
06/17/2024	NEW FORM PANEL ASSIGNED		
06/17/2024	NEW FORM REVIEWER(S) ASSIGNED		
07/01/2024	NEW FORM SUBMITTED (CYCLE 1)	Y	
07/02/2024	NEW FORM REVIEWER(S) ASSIGNED		Y
07/03/2024	NEW FORM APPROVED	Y	Y

Protocol Title: Impact Evaluation of the Boys & Girls Club's Academic and Emotional Well-Being Enrichment Program

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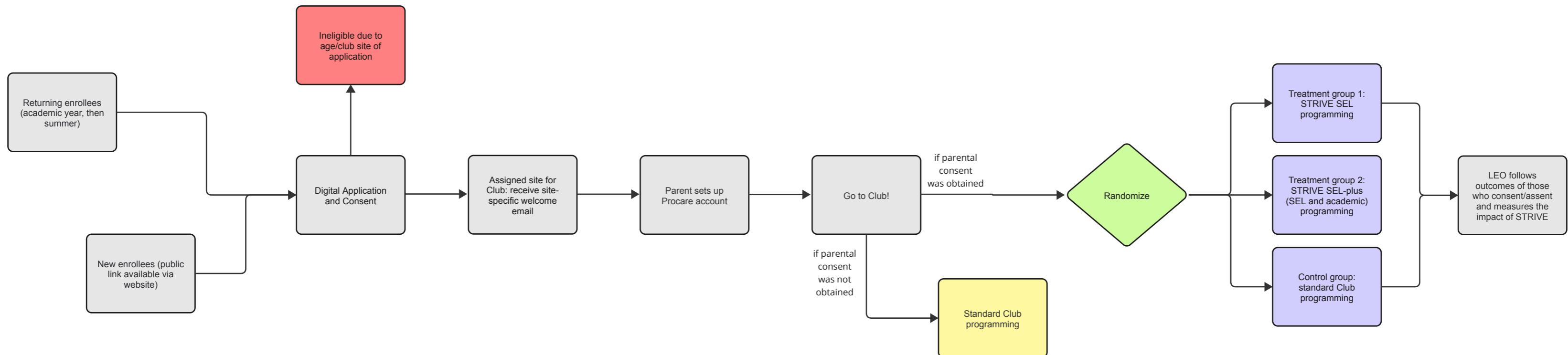
Important Note: This Print View may not reflect all comments and contingencies for approval. Please check the comments section of the online protocol. Questions that appear to not have been answered may not have been required for this submission. Please see the system application for more details.

Disclaimer: The generated PDF may not duplicate the original format completely. We do not warrant the accuracy of the changed format.

*** Attached Document ***

Document Name	Created Date
BGCSJC Enrollment Diagram.pdf	06/14/2024

Boys and Girls Club RCT Enrollment Diagram



Protocol Title: Impact Evaluation of the Boys & Girls Club's Academic and Emotional Well-Being Enrichment Program

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*** Attached Document ***

Document Name	Created Date
BGCNIC_Application.pdf	06/14/2024

Select Language ▼



BGC and Logansport Community School Corporation: 2024 Summer Learning Lab

Para español, haga clic en la flecha desplegable seleccionar idioma de Google en la esquina superior izquierda para elegir la opción en español.

This summer program is in conjunction with The Boys and Girls Clubs of St. Joseph County AND Logansport Community School Corporation. **Currently, enrollment is only open for students identified and selected by Logansport Community School Corporation.** All programming will take place at Landis Elementary.

All questions can be directed to register@bgcsjc.org

Note that the title 'Member' in any question refers to the child that you are signing up for the program.

Please choose the location your child will attend:

*Summer Site: ▼

For the following questions, please answer using the information for the child that you are currently registering.

Member Name/Address:

*Member First Name:

Member Middle:

*Member Last Name:

Member Suffix:

Member Nickname:

*Member Gender: ▼

*Member Race: ▼

*Member Ethnicity ▼

*Member DOB: ▼ ▼ ▼

*Member's Home Address:

*City:

*State: ▼

*Zip:

For the following questions, please answer using the information for the 2023/2024 school year in regard to the child that you are currently registering.

Member School Information:

*Grade: Current 2023/2024 School Year ▼

*School: Current 2023/2024 School ▼

*Fee Level: ▼

*Tshirt Size ▼

*What school will the member be attending in the 2024/2025 school year?

*Will this member be using morning bus transportation? ▼

If yes, what is morning pickup address?

*Will this member use afternoon bus transportation? ▼

if yes, what is the afternoon dropoff address?

Medical Information:

*Does this member receive Medicaid/Hoosier Healthwise? ▼

Does member have any allergies?

*Is there other health information that you would like to share? ▼

If yes to other health information, please explain:

*Is member currently on any medications? ▼

If member is currently taking medications, please explain:

General Release/Waiver for Boys & Girls Clubs of St. Joseph County to serve your child:

I, the parent/guardian of the minor child listed on this application, for ourselves, our heirs, executors and administrators, hereby release, waive, acquit and forever discharge Boys & Girls Clubs of America, their representatives, successors, insurers, assigns or any other person or entity associated with any of the above organizations such as staff, directors or volunteers from all liability, claims, demands, or causes of action for any and all loss, damage, injury or death and any claim of damages resulting from use of facilities owned or controlled by the above organizations, or participation in activities of said organizations either at or away from the Club.

I hereby waive any right I might have to make any demand or claim, or to commence any action or lawsuit against the Indemnities for any injury (including death) and/or any property damage or damage of any other kind that sustained or arising out of or in relation to participation in any event at the Boys & Girls Clubs of St. Joseph County, INCLUDING WITHOUT LIMITATION DAMAGES CAUSED BY NEGLIGENCE OR CLAIMS OF NEGLIGENCE AGAINST THE INDEMNITEES.

I further waive any right I might have to make any demand or claim, or to commence any action or lawsuit against any other person or corporation who might, in turn, make a demand or claim, or commence an action or a lawsuit against the Indemnities.

I give permission to the Boys and Girls Clubs of St. Joseph County to seek emergency medical or mental health treatment for my minor child if I cannot be reached. I will be responsible for any, and all costs of medical attention and treatment.

I give permission to Boys & Girls Clubs of St. Joseph County, Indiana Alliance of Boys and Girls Clubs, Indiana Department of Education, and my child's school to exchange information regarding the minor child listed on this application. The purpose of the exchange is to help the organizations do a better job of helping the student be successful in school and have increased opportunities within the community. This release is valid until it is revoked by contacting the Boys & Girls Clubs of St. Joseph County in writing. I give my consent for photographs and video in which my child may appear to be used in any way Boys & Girls Clubs of St. Joseph County may care to use them.

I understand that the Boys & Girls Clubs of St. Joseph County are not responsible for lost or stolen items. I understand that there is a \$1.00 late fee for every minute my child remains at the Club after it closes. Payments for late fees must be paid prior to the member returning to Club.

I understand that the Boys & Girls Clubs of St. Joseph County operate its Clubs with an open-door policy. If I do not want my child to leave the Club, I recognize that it is my responsibility to instruct my child.

I understand that the Boys & Girls Clubs of St. Joseph County reserves the right to suspend or terminate my child from Club activities if my child exhibits poor behavior.

I agree to discuss proper use of computers, software and internet usage and other technologies with my child. I accept all legal liabilities, which may result from my child's use of the Paramount school software and electronic access to the internet.

I certify that the information on this form is true and correct. I also understand that it is my responsibility to report all changes to my household composition or income in writing within ten (10) business days of such change. I understand that any misrepresentation of information or failure to disclose information requested on this form may disqualify me, and may be grounds for termination of the program. WARNING: It is unlawful to provide false information to the government when applying for federal public benefit programs per the Program Fraud Civil Remedies Act of 1986, 31 U.S.C. §§ 3801-3812.

I have read the completed Boys & Girls Clubs of St. Joseph understanding the rules of Boys & Girls Clubs and request that my child be admitted into membership. I have read this authorization before signing and I fully understand the contents, meaning, and impact of this release.

Member Permissions:

*By checking this box, I understand and agree to the Insurance Disclaimer and Permission Statement:

*This member has permission to be used in public relations materials:

*This member may participate in all Club Activities in or adjacent to the club building:

*Is this member allowed to walk home from Club?

*Is this member allowed to take field trips with Club?

*My electronic signature indicates my understanding and acceptance of the above waiver and releases.

*Is this member allowed to have their picture taken for internal use?

I certify that the information on this form is true and correct. I also understand that it is my responsibility to report all changes to my household composition or income in writing within ten (10) business days of such change. I understand that any misrepresentation of information or failure to disclose information requested on this form may disqualify me, and may be grounds for termination of the program. WARNING: It is unlawful to provide false information to the government when applying for federal public benefit programs per the Program Fraud Civil Remedies Act of 1986, 31 U.S.C. §§ 3801-3812.

For the following questions, please answer using the information for the household of the child that you are registering.

Member Household Information:

*Annual Income:

*Number in HouseHold:

Is there a Member of the Household that is disabled?

*Current Single Parent:

*Lives with Mom:

Lives with Step-Mom:

*Lives with Dad:

Lives with Step-Dad:

Lives with Grandparent:

Lives with Foster Parents:

Lives with Other:

Lives with Other Describe:

*Is a parent, foster parent or guardian actively serving in the Military? What branch?

*What is the primary language used in household?

Emotional Wellbeing

At the Boys and Girls Clubs of St. Joseph County, we care about the well-being of every child. Through our emotional well-being program, all members are provided with weekly social and emotional learning opportunities. In addition, the emotional well-being team offers targeted behavioral support and small group well-being programs/workshops. These wellness-based programs are designed to support members in areas of behavior, self-esteem, coping skills, stress management, peer relationships, anger management, separation/loss, and emotional regulation. Some programs are offered universally to all members while others are targeted to specific youth identified by club staff, parents, or through our universal social, emotional, and behavioral screening process. When possible, content within sessions is kept confidential except for threats to harm self or others or if the member reports/there is reason to suspect any form of abuse. When it is in the best interest of the child and/or necessary for support methods to be effective; information may be shared with teachers and/or club staff.

The universal screening program is free, voluntary, and confidential. Results of the screening will only be reviewed by trained members of the emotional well-being team. If your child's screener reveals social, emotional, or behavioral concerns, you will be informed either in person, writing, or over the telephone regarding the results and recommended next steps.

Through universal screening we can identify club members who may need additional emotional support, behavioral interventions, or referrals to external services. We are also able to update our current social and emotional programming to best fit the needs of the club members. The data collected will include screening results and personal information such as age, grade, gender, and race/ethnicity.

Screening questionnaires may be completed by the child, parent/caregiver, teachers, and/or club staff and will be completed up to 3 times a year. Your permission for your child to participate in this universal screening is required. If you choose to not have your child participate in the universal screening, it will in no way impact the services your child is already receiving at the Boys and Girls Clubs.

Deidentified data from the screenings may be used for quality/outcome presentations or publications but will in no way identify your individual child as a participant.

If therapeutic interventions are recommended or requested beyond the prevention-based programming described above, an additional informed consent will be obtained and additional information regarding services will be shared with the parent/guardian.

Emotional Wellbeing:

*This member has permission to participate in the universal screening:

For the following questions, please answer using the information for the contacts/authorized pick-ups of the child that you are registering.

Contact 1 will be the **PRIMARY** Contact for this member after this registration is processed. **The Primary Contact will be the first point of contact for our staff for any news, updates, and additional information.** After this registration is processed, the Primary Contact will be able to add more contacts/authorized pick-ups through the procure app.

Parents/Guardians/Contacts:

*Contact 1: Primary Contact: First Name:

*Contact 1: Primary Contact: Last Name:

*Contact 1 Relationship to Member:

*Contact 1 Parent/Guardian?:

*Contact 1 Emergency Contact?:

*Contact 1 Authorized to Pickup Member?:

*Contact 1 Phone1:

*Contact 1 Email:

*Contact 2 First Name:

*Contact 2 Last Name:

*Contact 2 Relationship to Member:

*Contact 2 Parent/Guardian?:

*Contact 2 Emergency Contact?:

*Contact 2 Authorized to Pickup Member?:

*Contact 2 Phone1:

Contact 2 Email:

The following questions are for data that The Boys and Girls Clubs of St. Joseph County needs for various grants/opportunities for members. These include Indiana Kids, 21st Century Scholars, and more.

What is a 21st Century Scholar?

Indiana's 21st Century Scholars program provides up to four years of undergraduate tuition to income-eligible students at participating colleges or universities in Indiana

What is Indiana Kids?

The Indiana Alliance of Boys & Girls Clubs has been operating the Indiana Kids program since January 2006. Through the years they have served a total of 77,769 children and youth. The overall goal of the program was to increase children's scores on the reading and math fluency sub-tests, as well as offer college and workforce readiness and skill development, leadership development, and more.

Member Additional Information:

Is there anything else that you would like to share about this member?

*Does this member receive Food Stamps? **Please Select Value**

*Has the student received tutoring through the Indiana Learns program? **Please Select Value**

*Is this member a 21st Century Scholar? **Please Select Value**

*Does this member struggle in Math? **Please Select Value**

*Does this member receive Provisional School/Community Eligibility? **Please Select Value**

*Top Reason to Enroll my kids: **Please Select Value**

*Do they have an IEP or 504 and receive special education services? **Please Select Value**

*Does this member receive TANF? **Please Select Value**

*Does this member struggle with Reading/Literacy? **Please Select Value**

Program Selection

This summer program is in conjunction between The Boys and Girls Clubs of St. Joseph County AND Logansport Community School Corporation. Currently, enrollment is only open for students identified and selected by LCSC.

Please select the Landis Summer program your child will be a part of for the summer below. If you register for a program you are not eligible for, we will delete your registration to make room for those who are eligible.

All questions can be directed to register@bgcsjc.org

Available Summer Programs:

WAITLIST: Landis Summer 2024:

Thank you for signing your child up to be a part of our Summer program!

Due to the high volume of registrations to process, please expect a confirmation email within a week of the completion of this registration form.

Please enter your email to receive confirmation of your processed registration.

Confirmation:

Email Address:

Please click Submit ONLY ONCE

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*** Attached Document ***

Document Name	Created Date
Strive_Playbook.pdf	07/01/2024



STRIVE OVERVIEW

The STRIVE program at Boys & Girls Club of St. Joseph County is a year-long learning program designed to use the innate passions of children to empower them to learn outside of the classroom. STRIVE was launched to combat learning loss from the pandemic for K-12 students in our after school Club programs.

Each month, Club sites focus on a theme to guide the Math and Literacy work covered on a weekly basis, all while working towards a monthly capstone project.

Incredible community partners, including Robinson Community Learning Center and Riverbend Community Math Center, assist the STRIVE program coordinators in designing the comprehensive learning programs.

Weekly Schedule

1 DAY A WEEK

Phonics Focus

Connect

Connect the lesson to students. Provide an overview of what will be taught. Review what was previously taught.

Read Aloud

Adults read a story to children relating to the theme. Students hear fluent reading and questions are asked during reading to engage students.

Comprehension

Questions based on the story. Assess how much the students understood.

Science of Reading Phonics

Phonics lesson/game rooted in the science of reading.

Wrap up

Wrap up what was taught. Ask students to share with a group or partner what they learned, what they liked about the lesson, and what they disliked.

1 DAY A WEEK

Project Focus

Connect

Connect the lesson to students. Provide an overview of what will be taught. Review what was previously taught.

Read Aloud

Adults read a story to children relating to the theme. Students hear fluent reading and questions are asked during reading to engage students.

Book Activity

Hands-on activity for students to create relating to read aloud and monthly themes.

Group Building

Game based on monthly themes. This gets students up and moving, encourages team building, and ties into read aloud.

Wrap up:

Wrap up what was taught. Ask students to share with a group or partner what they learned, what they liked about the lesson, and what they disliked.

1 DAY A WEEK

STEM Focus

Discuss

Questions to lead students through a discussion about the project they are about to do.

Activity Demonstration

Staff models how to do STEM activity.

Kids Do

Kids do the activity themselves or in partners.

Wrap Up

Wrap up what was taught. Ask students to share with a group or partner what they learned, what they liked about the lesson, and what they disliked.



WHAT IS BEABLE?

Beable is an online literacy platform designed to help students in 2nd - 12th grade improve their reading levels. According to beable.com "The Beable® Life-Ready Literacy® System is the revolutionary, multi-dimensional system that closes the gap and accelerates literacy and learning as never before, with proven 5X Lexile growth over expected growth."

Students will login to the program at least 2x a week for 30 minutes, and up to 5x a week if needed. Students will take a reading assessment, and then be placed into the program where they can create an avatar, and begin reading passages. The more passages students read, the more money they earn, and the more items they can purchase for their avatar. Beable also provides possible career paths for each student based on their RIASEC score. Students can explore different real world careers, and learn more about what they might like to do as they get older based on their own personal strengths.

For more information visit their website: [Home - Beable Education - beable.com](http://beable.com)

SAMPLE SCHEDULE

Monday	3:00-3:25	3:25-3:45	3:45-4:30	4:30-5:30	5:30-6:00	Requirements:
	Snack/ Homework	Bathroom/ Recess	Literacy- Skills	Gym	Free Time/ Clean up	45 minutes of Power Hour (Snack, homework, energy release) every day
Tuesday	3:00-3:25	3:25-3:45	3:45-4:30	4:30-5:30	5:30-6:00	45 minutes of Literacy Twice a week, once for skills (like phonics) and once
	Snack/ Homework	Bathroom/ Recess	STEM	Social Rec	Free Time/ Clean up	45 minutes of STEM with some math in each block, either incorporated in the activity or as a number talk beforehand
Wednesday	3:00-3:25	3:25-3:45	3:45-4:30	4:30-5:30	5:30-6:00	45 minutes of Emotional Well-being
	Snack/ Homework	Bathroom/ Recess	Literacy- Projects	Legos	Free Time/ Clean up	Clubs (music, student council, etc.) with staff choosing what clubs to offer and kids choosing which they will be in
Thursday	3:00-3:25	3:25-3:45	3:45-4:30	4:30-5:30	5:30-6:00	
	Snack/ Homework	Bathroom/ Recess	Emotional Well-being	Girl Scouts/ Tennis	Free Time/ Clean up	
Friday	3:00-3:25	3:25-3:45	3:45-4:30	4:30-5:30	5:30-6:00	
	Snack/ Homework	Bathroom/ Recess	Clubs (list options)	Clubs (list)	Free Time/ Clean up	

Literacy: Animals K-2

	Connect	Read	Comprehension /Book Activity	Phonics/Optional Group Activity	Wrap Up
Week 1					
Day 1	What is a habitat? What do you already know about animal habitats? Do you know any examples?	BOOK: Animal Habitats	1. Can you name a habitat that we learned about in the book? 2. What animals live there and why do they live there?	Alphabet Musical Game	Ask students to share with a partner one new habitat that they learned today?
Day 2	What do you remember about animal habitats?	BOOK: Animal Habitats	Animal habitat lists	Animal Act It Out	Ask students to share with a partner one new habitat that they learned today?
Week 2					
Day 1	Review: What is a habitat?	BOOK: Over and Under the Rainforest	1. Name 2-3 animals that we learned live in the rainforest. 2. Why do those animals live in the rainforest? 3. Would you like to live in the rainforest?	Animal Rhyming	Ask students to share with a partner one animal that lives in the rainforest.
Day 2	What do you remember	BOOK: Over and Under the Rainforest	Animal Habitat	Animal Charades	Ask students to

	about the Rainforest?	Under the Rainforest	Drawings		share with a partner one new animal and its habitat?
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Week 3

Day 1	Can you name 2-3 different habitats and some animals that live there? What does the habitat have that helps that animal survive?	BOOK: Over and Under the Canyon	1.Name 2-3 animals that we learned about that live in the desert. 2.Why do these animals live in the desert. 3.Would you like to live in the desert?	Animal Words	Ask students to share with a partner one animal and one habitat that go together.
Day 2	Ask the students to help name 2-3 different habitats, and a couple animals that live there.	BOOK: Over and Under the Canyon	Animal Projects	Classroom discussion	Ask students to share with a partner one animal and one habitat that go together.

Week 4

Day 1	Project week 1. How would an animal survive in a different habitat? Brainstorm/Fill out Project Template as a group.
Day 2	Project week 2. How would an animal survive in a different habitat? Execute project

Supply List for Animals Unit K-2

Mandatory:

- Rourke Educational Media: [Animal Habitats](#)
- Kate Messner: [Over and Under the Rainforest](#)
- Kate Messner: [Over and Under the Canyon](#)

Optional:

- Paper
- Pencils
- Markers/crayons
- Chart Paper
- Sticky Notes
- Whiteboard

Supplies will vary based on what final project you have chosen for your students

K-2nd: Literacy-Animals

Week 1 Day 1

Final Project Question: *How would an animal survive in a different habitat?*

Supplies Needed Today:

1. Animal Habitats Book
2. Paper or whiteboard to make list

CONNECT

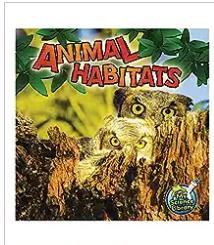
5 minutes

Staff says: Today we are learning about animals and their habitats.

Staff asks: What is a habitat? What do you already know about animal habitats?

Answer: A habitat is a place where an animal makes its home. A habitat meets all the environmental conditions an animal needs to survive.

READ - 10 Minutes



BOOK: Animal Habitats

Have kids following along as you read. Make sure to show them the pictures and are asking questions while reading.

2 Minute Movement Break (Example: Name an animal and have students act it out)

COMPREHENSION

15 minutes

Discussion Questions.

1. Can you name a habitat that we learned about in the book?
2. What animals are there and why do they live there?

PHONICS

10 minutes

Alphabet Musical Game:

1:

1. Staff write 1 letter of the alphabet on an index card or piece of paper.
2. Staff lay them all around the room on the floor.
3. Play music and have the students walk around the room. When the music stops, they must find a letter and stand on it.
4. They will say the name of the letter out loud to the group.
5. Continue to play for a few rounds.

Extension: Have the students tell you the sound the letter makes, or a word that starts with that letter, instead of just the name of the letter. For older kids, you can (or let the kids!) write sight words on a card .

WRAP UP

5 minutes

1. Ask students to share with a partner one new habitat that they learned today?
2. Clean up all materials and thank them for today!

Standard: 1.RC.1 Ask and answer questions about the main idea and key details to clarify and

confirm understanding of a text. 1.RC.6 Retell main ideas and key details of a text.

K-2nd: Literacy-Animals

Week 1 Day 2

Final Project Question: *How would an animal survive in a different habitat?*

Supplies Needed Today:

1. Animal Habitats Book
2. Paper or whiteboard to make list

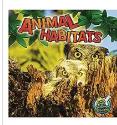
CONNECT

5 minutes

Staff says: Today we are continuing to learn about animals and their habitats.

Staff asks: Do you remember what a habitat is?

READ - 10 Minutes



BOOK: Animal Habitats

Have kids following along as you read. Make sure to show them the pictures and are asking questions while reading.

2 Minute Movement Break (Example: Name an animal and have students act it out)

BOOK ACTIVITY

15 minutes

ANIMALS AND THEIR HABITAT



5 Minute Phonics Review:

Animal Beginning Sounds:

Staff: Name an animal. Ask the students to tell you the first sound or last sound of that animal's name.

Example: Say "monkey" and students respond with the M sound.

Animal Habitat Lists

After reading, write down examples of different kinds of habitats and ask students to try and guess the kinds of animals that live there. Give them time to discuss with each other and the group leader.

Examples of habitats and the animals that live there:

- **Desert** - Reptiles, Spiders, Owls, Foxes, Vultures
- **Forest** - bears, leopards, jaguar, deer, beavers, birds
- **Grassland** - Cheetahs, Ferrets, Skunks, Groundhogs, Tortoises
- **Savanna** - Lions, Rabbits, Antelope, Rhinoceros, Cheetah, Hyenas, Giraffes, Bison, Tigers, Elephants
- **Marine** - Dolphins, whales, turtles, fish, crabs

OPTIONAL GROUP BUILDING

10 minutes

Animal Act It Out

Staff: Name different kinds of animals. Ask the students to act like the animal and make the animal noises.

Example: Say "Lion" and let the kids roar. Say "Snake" and let them crawl!

WRAP UP

5 minutes

1. Ask students to share with a partner one new habitat that they learned today?
2. Clean up all materials and thank them for today!

K-2nd: STEM-Animals

Week 1- Nature Walk

Kids go on a walk around Club and . “Today we’re going on a walk around Club to look for animals, and for evidence that animals passed through. You’ll be practicing looking, listening, identifying what you find, and recording it.”

Supplies Needed Today:

1. Animal Journal and pencil for each kid (colored pencils optional if “Draw what you saw” is indoors)
2. Nature book for each group
3. (Optional) Staff cellphone to identify what the kids spot

Set up:

Choose a day that isn’t rainy (you can swap this week with week 2 as a “uncheck day”) and if there is only one staff member with a group, walk the path ahead of time to make sure it’s free of hazards (with two staff, you can have someone walk at the front and someone at the back of the group).

Discuss (5min),	<ol style="list-style-type: none"> 1. What are some animals that live in Indiana? “Would you expect to see any of them around the school?” 2. Other than seeing them, what are some other ways of knowing animals are around? (seeing tracks, nests, or roosted-on plants, hearing birds)
Nature walk (10-20min) Outside	<ol style="list-style-type: none"> 1. Go over expectations before leaving the building: how close to stay, what to do if they notice something that is producing sounds 2. Go outside together to look for wildlife and identify what you can, with the nature guides or optionally a phone search. 3. The next step, “Draw what you saw” can happen outside as they discover wildlife if the weather is nice, or afterwards inside if it’s cold.
Draw what you saw (15min)	<ol style="list-style-type: none"> 1. Have the kids use their animal journals to draw what they saw. They can draw everything they saw on a rough map, or pick a couple of their favorites. Encourage them to include a mix of the animal itself (eg bird) and marks they left on their habitat (eg woodpecker holes in a tree)
Wrap Up (5min)	<ol style="list-style-type: none"> 1. Clean up all materials 2. Turn to your partner: what did you like, what didn’t you like, what did you learn? 3. Square out

K-2nd: STEM-Animals

Week 2- Water Bugs

Kids build wire insects that are able to use surface tension to stand on water. "Today we're learning about surface tension, and how some bugs have evolved to walk on top of ponds. You'll be practicing drawing a design, building it, testing it, and then drawing a better design based on the results."

Supplies Needed Today:

- Penny and pipette
- Thin Wire
- Animal Journal and pencil
- Plastic Dishes and Water
- Scissors

Set up:

Make a bad bug: Crumple 1 inch of wire into a ball (Or design something else; the point is to model making a design and testing it, without giving away to the kids what the 'best' design is)

Discuss (10min)	<ul style="list-style-type: none"> -Can a drop of water be cut in half? How small can a drop get? How big can it get before it falls apart? -Use a pipette to slowly add water to the top of a penny, making a water droplet held together by surface tension. -Can a bug drown? What are always a good way to keep from drowning? (Light enough to use surface tension, stay on top of the water, legs that repel water (like duck feet) instead of absorbing water (like fur))
Bad Bug example (10min)	<p>Walk through the design process with the kids using your bad bug:</p> <ol style="list-style-type: none"> 1.Design: Draw your bad bug on a whiteboard or paper. 2.Build: Reveal the bug you made. 3.Test: Carefully set the bug on the pool of water, saying you hope it stands on the water (it shouldn't). 4.Improve: Ask the kids to tell a partner how they might improve the design. The goal is to have a bug stand on top of the water.
Better Build (20min)	<ol style="list-style-type: none"> 1.Design: Kids draw a new bug design in their journal 2.Build: Kids build the design 3.Test: Carefully set the bug on the pool of water, seeing if it stands on the water. 4.Improve: If it doesn't stand, have the kids make a new design that will. If it stands, have the kids try to make a heavier design (using more wire) that is still successful.
Wrap Up (5min)	<ol style="list-style-type: none"> 1. Clean up all materials 2. Turn to your partner: what did you like, what didn't you like, what did you learn? 3. Share out

Supply List for Animals Unit 3-5

Mandatory:

- Welcome Home, Bear: [Welcome Home, Bear](#)
- Kate Messner: [Over and Under the Rainforest](#)
- Kate Messner: [Over and Under the Canyon](#)

Optional:

- Paper
- Pencils
- Markers/crayons
- Chart Paper
- Sticky Notes
- Whiteboard

Supplies will vary based on what final project you have chosen for your students

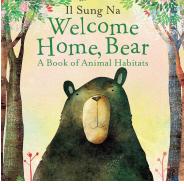
3rd- 5th: Literacy-Animals

Week 1 Day 1

Final Project Question: *How would an animal survive in a different habitat?*

Supplies Needed Today:

1. Welcome Home, Bear Book
2. Paper or whiteboard to make list

CONNECT 5 minutes	<p>Staff says: Today we are learning about animals and their habitats.</p> <p>Staff asks: What do you already know about animal habitats? What is it? Do you know any examples?</p> <p><i>Answer: A habitat is a place where an animal needs to live. A habitat meets all the environmental conditions an animal needs to survive.</i></p>
READ  10 minutes	<p>BOOK: Welcome Home, Bear</p> <p>Have kids following along as you read. Make sure to show them the pictures and ask questions as you read.</p>
COMPREHENSION 15 minutes	<p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. Why was the bear having a hard time finding a home? 2. What happened at the end of the story? 3. Why are animal habitats important?
PHONICS/WRITING 10 minutes	<p>Bear Habitat Writing:</p> <ol style="list-style-type: none"> 1. Have the students write about what the bear did and did not need in his habitat. 2. They can write words, sentences, and draw pictures. 3. They can complete this in their Animals Journal.
WRAP UP 5 minutes	<ol style="list-style-type: none"> 1. Ask students to share with a partner 1 thing they liked about the lesson today, 1 thing they disliked, and 1 thing that surprised them from the story. 2. Clean up all materials and thank them for today!

Standard: 4.RC.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. 3.RC.3 Describe characters in a story (e.g., their traits, motivations, or feelings), and explain how their actions contribute to the plot.

3rd- 5th: Literacy-Animals

Week 1 Day 2

Final Project Question: *How would an animal survive in a different habitat?*

Supplies Needed Today:

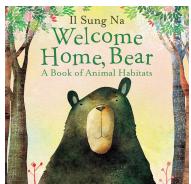
1. Welcome Home, Bear Book
2. Paper or whiteboard to make list

CONNECT
5 minutes

Staff says: Today we are continuing to learn about animals and their habitats.

Staff asks: What did we learn about animals and their habitats last time we read? Why is an animal's habitat important?

READ



10 minutes

BOOK: Welcome Home, Bear

Have kids following along as you read. Make sure to show them the pictures and ask questions as you read.

BOOK ACTIVITY
15 minutes

ANIMALS AND THEIR HABITAT



Animal Habitat Lists

After reading, write down examples of different kinds of habitats and list the kinds of animals that live there. Give them time to discuss with each other.

1. **Staff Model:** Write the categories of habitats on a board or piece of paper. Choose one animal, and write it under the correct category.
2. **Interactive:** Ask the students to name different animals. Work together to list them under the correct habitat category. You can write the names or have students draw a picture of the animal.

Example of Habitats and the animals that live there:

- **Desert** - Reptiles, Spiders, Owls, Foxes, Vultures
- **Forest** - bears, leopards, jaguar, deer, beavers, birds
- **Grassland** - Cheetahs, Ferrets, Skunks, Groundhogs, Tortoises
- **Savanna** - Lions, Rabbits, Antelope, Rhinoceros, Cheetah, Hyenas, Giraffes, Bison, Tigers, Elephants
- **Ocean** - Dolphins, whales, turtles, fish, crabs

GROUP BUILDING
10 minutes

Animal Charades: Have one student act out an animal and allow the other students to guess.

WRAP UP
5 minutes

1. Ask students to share with a partner 1 thing they liked about the lesson today, 1 thing they disliked, and 1 new habitat they learned about.
2. Clean up all materials and thank them for today!

Standard: 4.RC.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

Animals: STEM 3rd-5th

	Set Up	Access Past Knowledge	Activity	Wrap Up
Week 1 (Oct. 3)				
Nature Walk	<ul style="list-style-type: none"> -Animal Journal and pencil for each kid -Nature book for each group -(Optional) Staff cellphone to identify what the kids spot <p>Set up: Check for weather and hazards</p>	<ol style="list-style-type: none"> 1. What are some animals that live in Indiana? Would you expect to see any of them around the school? 2. What are some ways of knowing animals are around? (seeing tracks, nests, or nibbled-on plants, hearing birds) 	<ol style="list-style-type: none"> 1. Go over expectations 2. Go outside together and look to identify 4. Have the kids use their animal journals to draw what they saw. They can draw everything they saw onto a rough map, or pick a couple of their favorites. Encourage them to include a mix of the animal itself (eg bird) and the marks they left in their habitat (eg woodpecker holes in a tree) 	<p>Clean up all materials.</p> <p>Share with a partner 1 thing they liked about the lesson today, 1 thing they disliked, and something they learned</p>
Week 2 (Oct. 10)				
Water Strider	<ul style="list-style-type: none"> -Penny and pipette -Plastic Dishes, Water -Thin Wire -Scissors -Pipe Cleaners -Digital Scale, Ruler -Animal Journal, pencil <p>Set up: Make a bad bug (to fail and improve on)</p>	<p>-How big can a water drop be before it falls apart? (Use a pipette and a penny to test)</p> <p>-Can a bug drown? What are some ways a bug can keep from drowning?</p>	<p>Start goes first, then kids each do their own:</p> <ol style="list-style-type: none"> 1.Design: Kids draw a new bug design in their journal 2.Build: Kids build the design 3.Test: Weigh the bug on the scale, and record the weight next to the design. Then carefully set the bug on the pool of water, seeing if it stands on the water. 4.Improve: If it doesn't stand, have the kids make a new design that will. If it does stand, have the kids try to make a heavier design that is still successful. 	<p>Clean up all materials.</p> <p>Share with a partner 1 thing they liked about the lesson today, 1 thing they disliked, and something they learned</p>

3rd-5th: STEM-Animals

Week 1- Nature Walk

Kids go on a walk around Club and . “Today we’re going on a walk around Club to look for animals, and for evidence that animals passed through. You’ll be practicing looking, listening, identifying what you find, and recording it.”

Supplies Needed Today:

1. Animal Journal and pencil for each kid (colored pencils optional if “Draw what you saw” is indoors)
2. Nature book for each group
3. (Optional) Staff cellphone to identify what the kids spot

Set up:

Choose a day that isn’t rainy (you can swap this week with week 2 as a “uncheck day”) and if there is only one staff member with a group, walk the path ahead of time to make sure it’s free of hazards (with two staff, you can have someone walk at the front and someone at the back of the group).

Discuss (5min),	<ol style="list-style-type: none"> 1. What are some animals that live in Indiana? “Would you expect to see any of them around the school?” 2. Other than seeing them, what are some other ways of knowing animals are around? (seeing tracks, nests, or bird-on plants, hearing birds)
Nature walk (10-20min) Outside	<ol style="list-style-type: none"> 1. Go over expectations before leaving the building (how close to stay, what to do if they notice something that is producing sounds) 2. Go outside together to look for wildlife and identify what you can, with the nature guides or optionally a phone search. 3. The next step, “Draw what you saw” can happen outside as they discover wildlife if the weather is nice, or afterwards inside if it’s cold.
Draw what you saw (15min)	<ol style="list-style-type: none"> 1. Have the kids use their animal journals to draw what they saw. They can draw everything they saw on a rough map, or pick a couple of their favorites. Encourage them to include a mix of the animal itself (eg bird) and marks they left on their habitat (eg woodpecker holes in a tree)
Wrap Up (5min)	<ol style="list-style-type: none"> 1. Clean up all materials 2. Turn to your partner: what did you like, what didn’t you like, what did you learn? 3. Square out

3rd-5th: STEM-Animals

Week 2- Water Bugs

Kids build wire insects that are able to use surface tension to stand on water. "Today we're learning about surface tension, and how some bugs have evolved to walk on top of ponds. You'll be practicing drawing a design, building it, testing it, and then drawing a better design based on the results."

Supplies Needed Today:

-Penny and pipette	-Plastic Dishes and Water
-Thin Wire	-Scissors
-Pipe Cleaners	-Digital Scale
-Animal Journal and pencil	-Rulers

Set up:

Make a bad bug: Cut ¼ of a pipe cleaner, bend it into a "W", and tie a bit of the wire around the middle like a bow. (Or design something else; the point is to start making a design and testing it, without giving away to the kids what the best design is.)

Discuss (10min)	<ul style="list-style-type: none"> -Can a drop of water be cut in half? How small can a drop of water get? How big can it get before it falls apart? -Use a pipette to slowly add water to the top of a penny, making a water droplet held together by surface tension. -Can a bug drown? What are some ways a bug can keep from drowning? (Light enough to use surface tension to stay on top of the water, legs that repel water (like duck feathers), instead of absorbing water (like fur))
Bad Bug example (10min)	<p>Walk through the design process with the kids using your bad bug:</p> <ol style="list-style-type: none"> 1.Design: Draw your bad bug on a whiteboard or paper. 2.Build: Reveal the bug you made. 3.Test: Weigh the bug on the scale. Then carefully set the bug on the pool of water, saying you hope it stands on the water (it shouldn't). 4.Improve: Ask the kids to tell a partner how they might improve the design. Tell the kids the goal is to have as heavy of a bug as possible that still stands on top of the water.
Better Bug Build (20min)	<ol style="list-style-type: none"> 1.Design: kids draw a new bug design in their journal 2.Build: kids build the design 3.Test: Weigh the bug on the scale, and record the weight next to the design. Then carefully set the bug on the pool of water, seeing if it stands on the water. 4.Improve: If it doesn't stand, have the kids make a new design that will. If it does stand, have the kids try to make a heavier design that is still successful.
Wrap Up (5min)	<ol style="list-style-type: none"> 1. Clean up all materials 2. Turn to your partner: what did you like, what didn't you like, what did you learn? 3. Share out

Protocol Title: Impact Evaluation of the Boys & Girls Club's Academic and Emotional Well-Being Enrichment Program

Protocol Type: Protocol Submission Form

Date Submitted: 06/14/2024

Important Note: This Print View may not reflect all comments and contingencies for approval. Please check the comments section of the online protocol. Questions that appear to not have been answered may not have been required for this submission. Please see the system application for more details.

* * * Attached Document * * *

Document Name	Created Date
SMART Moves_ Emotional Wellness, Grades K-2 _ BGCA Club Programs.pdf	07/01/2024

SMART Moves
Emotional Wellness
Grades K-2**SMART Moves: Emotional Wellness, Grades K-2**[!\[\]\(c4aaed3b5c356fb84b11eeae3fb16d4c_img.jpg\) Contact Us](#)**4.6**[17 reviews](#)

Part of the SMART Moves suite of programs, Emotional Wellness helps young people develop foundational social-emotional skills. Progressing through 10 sequential sessions in three age groups, participants build a personal toolbox for self-management and coping.

Overview of SMART Moves: Emotional Wellness

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 focuses on three priority outcome areas: Academic Success, Healthy Lifestyles, and Good Character and Citizenship.

SMART Moves: Emotional Wellness is a targeted program in BGCA's Health and Wellness core program area that supports Healthy Lifestyles. It builds the foundational social-emotional and health skills that will enable youth to make healthy decisions. People with better social-emotional skills report participating in fewer risk behaviors, including substance use and smoking.ⁱⁱⁱ To address this, successful prevention programs should focus on building the social-emotional skills that serve as protective factors in youth and support them in avoiding risk behavior. Programs should focus specifically on self-control, emotional awareness, communication and problem-solving.ⁱⁱⁱ

Many health programs only identify and address risk and protective factors that are most associated with a young person's ability to avoid risky behavior. This version of SMART Moves uses a health-promotion approach, which is focused on also building attitudes and skills that support healthy decision-making in young people. This new approach incorporates youth voice and choice in their ability to make healthy decisions.

SMART Moves is a suite of health promotion programs, focused on building the key attitudes and skills necessary for youth to make decisions about their health. Although health education is typically considered a school-based topic, health education requirements, content and quality vary amongst school districts. Some of the biggest gaps in content are related to risk behaviors such as substance use, tobacco use and sexual health.^{iv} This means Boys & Girls Clubs and Youth Centers can play an important role in providing the knowledge and skills related to these specific health topics and help youth practice healthy decision-making. SMART Moves bridges this gap by providing asset-based health promotion content aligned with the most important social-emotional skills necessary for healthy decision-making. This is reflected in the name of the program: SMART is an acronym for Skills Mastery and Resilience Training.

SMART Moves: Emotional Wellness is one in a suite of programs that can be used to help youth develop healthy decision-making attitudes and skills. Each program resource reflects contemporary youth development best practices in a flexible format that allows Clubs to customize learning to the needs and interests of their youth and communities. SMART Moves: Emotional Wellness should be implemented before SMART Moves: Core, which should be implemented before any of the SMART Moves Modules. These program resources are described below.

Protocol Title: Impact Evaluation of the Boys & Girls Club's Academic and Emotional Well-Being Enrichment Program

Protocol Type: Protocol Submission Form

Date Submitted: 06/14/2024

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*** Attached Document ***

Document Name	Created Date
Session 2_All the Feels _ BGCA Club Programs.pdf	07/01/2024

SMART Moves / SMART Moves: Emotional Wellness, Grades 3-5

Session 2: All the Feels



Session objective

Youth will be able to name and recognize the emotions of themselves and others.

Skills

- Empathy
- Identifying Emotions
- Self-Awareness



61 minutes



Grades 3-5



5 - 25

Supplies Needed

- 1 large bag of multi-colored candy, enough to provide each youth with at least 2 pieces of candy OR a mixed assortment of colored stickers, pencils or any small toy in multiple colors (e.g., whistles, yo-yo's)
- Flipchart paper

Links to Resources

- None

Handouts

- [Session 2 Facilitator Resource - All The Feels Scenarios.pdf](#)
- [Session 2 Facilitator Resource - Facilitator Resource- Imaginary Family.pdf](#)
- [Session 2 Handout - Feeling Faces Cards.pdf](#)



Key Terms

Identifying emotions: Recognizing how you and others feel in various situations.

Strong emotion: Any emotion that you feel intensely; the emotion washes over you and you feel as if it takes over your ability to think clearly and make decisions.

Preparation

- **Read** the instructions for both the Main Activity and the Alternative Activity prior to the session to determine which would be best suited for the group.
- **Print** and **cut out** the appropriate number of sets of the Feeling Faces Cards. (Tip: Glue the images to card stock or construction paper.)
- **Put** the following legend for the Community Builder on a piece of paper:
 - Red = Happy
 - Purple = Angry
 - Yellow = Worried
 - Blue = Sad
 - Green = Calm
- **List** each of the following eight emotions on flipchart paper around the room:
 - Mad
 - Sad
 - Happy
 - Worried
 - Calm
 - Excited
 - Scared
 - Confused
- **Consider** having prizes available for the Main Activity.

Adaptation for Inclusion: Choosing a non-food alternative to use in the Community Builder supports a focus on healthy eating and is inclusive for youth who have food allergies.

Adaptation for Inclusion: To increase cultural sensitivity and mirror the population at your Club, create Feeling Faces Cards (under Handout tab) with photos of people at your Club. Prior to the day of the activity, take a photo of staff and/or youth in the Club making the following feeling faces: mad, sad, happy, excited, worried, confused, scared, disgusted, frustrated and calm. Print two copies of each photo in color and cut them out to use during the Main Activity.

Warm Welcome

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

⌚ 2 minutes

Community Builder

Candy Check-In

⌚ 10 minutes

- **Ask** each youth how many pieces of candy they would like. If you have a limited quantity, **ask** each youth how many pieces they would like up to a certain number.
 - For example, say, "You can have up to five pieces of candy. How many pieces would you like?"
- **Distribute** candy to youth.
- **Instruct** youth to sit in a circle.
- **Say**, "Emotions are like colors. There are many different kinds. For today, each color of candy will represent a different emotion."
- **Write** the following on a whiteboard or flipchart paper for youth to see, and **read** it aloud:
 - Red = Happy
 - Purple = Angry
 - Yellow = Worried
 - Blue = Sad
 - Green = Calm
- **Ask** each youth to choose two candy pieces, share their name, and recall a time they experienced the emotion based on the candy color they selected.
- **Allow** youth to share their experiences by going around the circle.
 - **Summarize** by saying, "Talking about your day and your feelings is a way to help your brain slow down and better understand them. This is important and helpful to do, especially when you have had a hard day or are feeling *strong emotions*."

Group Agreements Review

Group agreements review

⌚ 2 minutes

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

Practice Recognizing Emotions

⌚ 35 minutes

Introducing Youth to the Activity

- **Say**, "Today we are going to learn about our emotions."
- **Review** the list below. It is not an exhaustive list of emotions that youth may be familiar with, but the specific emotions will be referred to consistently throughout the program.
- **Ask** youth to raise their hand and share examples of emotions. Some emotions may be: mad, sad, happy, excited, worried, scared, calm or frustrated.
- **Refer** youth to the emotion signs hung around the room.
- **Say**, "There are lots of different emotions that we all feel every day. All emotions are normal and healthy. No emotions are 'wrong' or 'bad.' It's OK to feel mad or sad, and it's OK to feel happy or excited."
- **Ask**, "Can anyone share an example of when they felt one of the emotions on our list? What did it feel like?"
- If youth seem unfamiliar with any of the emotions, **provide** examples to help define them:
 - Mad: I feel mad when things don't go my way. Sometimes I yell, stomp my feet and clench my fists. My face gets hot, my chest gets tight, and my heart starts beating faster. When I am mad, I have a hard time thinking clearly and making positive decisions.
 - Sad: I feel sad when someone makes fun of me. Sometimes I cry, shake and want to hide. I feel slow, heavy and like I have no energy. When I am sad, I have a hard time thinking about anything else.
 - Happy: I feel happy when I get to hang out with my best friend! I smile, laugh and want to move my body. My body feels warm, light and full of positive energy. I feel like I can do anything when I am happy!
 - Worried: I feel worried when I forget my homework. My stomach feels queasy, my chest feels tight and my heart beats fast. Sometimes I feel like I want to cry or run and hide. When I am worried, I have a hard time thinking clearly and making positive decisions.
 - Excited: I feel excited when my team wins our big game! I smile, jump up and down, throw my hands in the air, clap, cheer and hug my friends. My body feels full of energy. I feel like I could win 100 more games!
 - Calm: I feel calm when I am reading a book on my couch. My heart beats slow, my muscles are relaxed and I breath slowly. My mind and body feel peaceful. I like to be still. It feels easy for my mind to make decisions when I am calm.
 - Scared: I feel scared when I hear a noise in the night. My eyes get big, my heart beats fast, and my legs and arms feel shaky. My body feels on edge, like I want to run and hide. When I am scared, I have a hard time thinking about anything at all!
 - Frustrated: I feel frustrated when I try to tell someone how I feel and they don't listen to me. My chest gets tight, my neck and head start to hurt, and my heart beats faster. Sometimes I feel like I want to scream or cry! I have a hard time thinking about anything else when I am frustrated.
- **Allow** youth to respond and **thank** them for sharing.
- **Say**, "Today we are going to learn how to identify emotions."

- **Ask**, "What does this mean?"
- **Allow** youth to respond and **thank** them for sharing.
- **Explain** that *identifying emotions* means you know what emotions look like when someone is feeling them, and you know how you are feeling when you are having an emotion.
- **Ask**, "Why do you think this is important to learn how to do?"
- **Allow** youth to respond and **thank** them for sharing.
- **Say**, "It's important to understand how you feel so that you understand why you do the things you do. It's important to understand how others feel so that you understand why they do the things that they do. For example, if you decide to push your classmate for calling you a name, you can identify that you pushed him because the emotion you were feeling was anger."
- **Say**, "Another reason identifying our emotions is important is because when we understand how we feel, we can figure out how to help ourselves and others feel better. For example, when you know you are feeling angry, instead of pushing your classmate, you might choose to take a walk to cool off."
- **Allow** youth to ask questions for clarification.

Step-by-Step Directions

1

Step 1: Emotion Heads Up Game

- **Ask** youth to sit in a circle with you.
- **Explain** that you are going to play a game and you will demonstrate how to play by going first.
- **Place** the Feeling Faces Cards face down and select one card. Without looking at it, hold it up to your forehead, so that youth can see it, but you cannot.
- **Ask** youth to act out and describe the emotion shown on the card without saying the emotion.
- **Guess** what emotion youth are showing you and **share** why you think that. (For example: I think that the emotion is sad, because you are pretending to cry and hug each other.)
- **Ask**, "Does everyone understand the rules? Does anyone have any questions?"
- **Divide** youth into two teams and **allow** them to play the game on their own.
- **Instruct** the groups that each youth should take a turn guessing. Points can be awarded for correct guesses, if desired.
- **Allow** youth to play for five to seven minutes.
- **Consider** providing prizes for the most points.

2

Step 2: All the Feels Game

- **Instruct** youth to sit in a circle on the floor.
- **Direct** youth to the list of emotion words hanging around the room.
- **Explain** the game to youth.

- Read one scenario at a time from the All the Feels Scenario handout.
- Ask youth to listen to the scenario and think about how they might feel in that situation.
- Ask youth to move to the emotion sign around the room that best describes the emotion they might be feeling.
- Ask youth to think about how someone else may feel a different feeling in the same situation.
 - Ask youth to choose and move to a different sign that reflects how someone else might be feeling in the same situation.
- **Ask**, "Why do you think some people might feel (insert emotion) in this situation, while other people might feel (insert emotion)?"
- **Allow** youth to respond and **thank** them for their participation.
 - **Summarize** by saying, "We all experience and display emotions differently, and we may each feel different things during the same situation. When we feel strong emotions, it may impact our ability to make decisions."

Alternative Main Activity

Imaginary Family Story

⌚ 25 minutes

Introducing Youth to the Activity

See instructions for introducing youth to the activity in the Main Activity.

Step-by-Step Directions

1

Step 1: Grouper – Groups of Six

- **Instruct** youth to form groups of six.
- **Say**, "You have just formed your very own rock band! From the six people in your group, identify one person to represent each of the following members of your band:
 - Guitarist
 - Singer
 - Drummer
 - Bassist
 - Keyboard player
 - Tambourine player"

- **Instruct** youth to raise their hands once they have determined all the members of the band in their group.
- **Say**, "Now I need all the members of the band to link up with other youth in the room who have the same role as them. For example, all the guitarists should form a group, all the singers should form a group, etc."
- **Instruct** youth to remain in these new groups for the activity.

Activity Variation: For more ways to group youth, check out these *Groupers* in the [**Staff Practices Page**](#).

2

Step 2: Instructions

- **Assign** each group one of the following characters:
 - Grandma
 - Riley
 - Jayden
 - Aiden
 - Angel
 - You
- **Give** each group a set of Feeling Faces Cards.
- **Say**, "I am going to read you a story about a family. Each group was assigned one character in the story. It is the job of your group to listen to find out how your character is feeling. Every time I say something about your character, have someone in your group hold up the Feeling Faces Card they think the character is feeling."
- **Ask**, "Does everyone understand? Does anyone have any questions?"

3

Step 3: Read and Reflect

- **Read** the story to the group slowly to allow for maximum comprehension.
- **Ask** the group if they would like to hear it again before completing the reflection questions.
- **Ask** the group the following questions about their character:
 - How do you think (insert character) felt in the beginning, middle and end of the story?
 - How did you know they felt this way?
 - If this story happened to you, would you have felt the same feelings?

4

Step 4: Switch Characters

- **Assign** the groups different characters in the story to listen for.
- **Repeat** Step 2.
- **Encourage** youth to reflect by asking if they felt everyone agreed about how certain characters felt during the story.
- **Summarize** by saying, "We all experience and display emotions differently, and we may each feel different things during the same situation. When we feel strong emotions, it may impact our ability to make decisions."

Reflection

Reflection

 5 minutes

Ask youth:

- **What?** "What did it feel like to talk about your emotions today?"
- **So What?** "Why do you think it is important to know what emotions look like? Why do you think it is important to know how you feel?"
- **Now What?** "How can you practice identifying emotions at home? At school? With friends?"

Recognition

- **Say**, "At the end of each of our sessions together, we will recognize and celebrate each other by offering a quick PET, which stands for 'positive affirmation, encouragement or thankfulness.' PETs are quick ways we can acknowledge each person for something they brought to our session!" (This recognition ritual is fully described in Session 1 of the program.)

 5 minutes

- **Ask** a volunteer to offer someone in the circle one of the three kinds of PETs.
- **Ask** the person who received the PET to offer a PET to another youth, and then be seated to indicate they have received the PET.
- After each youth has had a chance to receive a PET, **thank** the group as a whole.

Closing and Transition

Closing and Transition

⌚ 2 minutes

- **Ask** youth to return materials and clean up the program space.
- Recommended: **Play** quiet, calming, instrumental music or nature sounds during this time.
- **Check in** with any youth who seem like they might be feeling dysregulated (mad, sad, scared or worried). To ensure their emotional safety, **provide** them with an empathetic listening ear and a quiet space to self-regulate.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

I ran this session

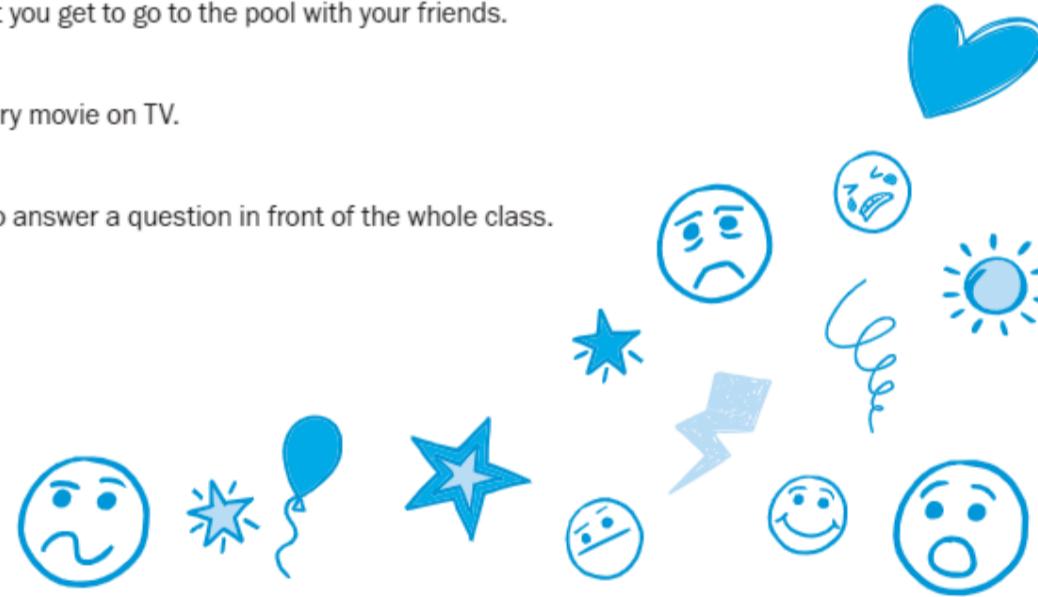
Session 2 Facilitator Resource - All The Feels Scenarios.pdf

SMART MOVES: EMOTIONAL WELLNESS

Session Two Facilitator Resource

All the Feels Scenarios

1. It's your birthday and your classmate planned a party on the same day as yours.
2. It's the first day at a new school.
3. Your brother or sister took something out of your room without asking.
4. It's late at night and you heard a creepy noise in the hallway outside your room.
5. Your teacher told you that you did a great job on a project!
6. You left your phone on the ground and someone accidentally stepped on it.
7. Your mom just told you that you are going to go to a water park.
8. Your best friend told you they don't want to be friends anymore.
9. You are asked to get off the computer before your time is up.
10. You find out that you get to go to the pool with your friends.
11. You watch a scary movie on TV.
12. You are asked to answer a question in front of the whole class.



Session 2 Facilitator Resource - Facilitator Resource- Imaginary Family.pdf

BOYS & GIRLS CLUBS OF AMERICA

Session Two Facilitator Resource – Alternative Activity

Imaginary Family

It's Friday evening and you're at dinner after a long week. Grandma has made hamburgers. Everyone at the table is a little worried because Grandma is not always a very good cook. You are sitting at the end of the table swirling food around on your plate.

Riley keeps looking down at his feet. It turns out that Riley's phone is on the floor under the table and he is texting with his toes! Riley knows that phones are not allowed at the dinner table.

Aiden and Angel keep laughing while trying to tell a story about something that happened at school. It might be a good story – apparently, they think it is very funny.

Jayden rolls her eyes as Aiden and Angel keep failing to tell their story. Why don't they realize its only funny to them? Just let everyone eat in peace.

You aren't paying attention to what you are doing and accidentally fling a forkful of food onto the floor. Grandma gives you a stern look – if you make a mess, it's your responsibility to clean it up. You get up from the table to get a roll of paper towels and bend over to start cleaning up the blob of food when something catches your eye! It's Riley's phone! On the floor!

You crawl under the table. What could Riley be texting about? Let's get a little closer and see if we can read it.

Meanwhile, Aiden and Angel are STILL working through their story. Aiden smacks a hand on the table, sending Angel's plate of food through the air.

Jayden sighs. Why can't her family be at least a little normal?

Aiden and Angel drop to the floor to join you in cleaning up the mess. There, they see you trying to read Riley's text messages. The three of you begin to argue about the best way to mess with Riley – everyone knows there are no phones at the dinner table.

Suddenly, Riley begins to kick his feet. Boy do they stink! The three of you start coughing under the table because of the awful smell!

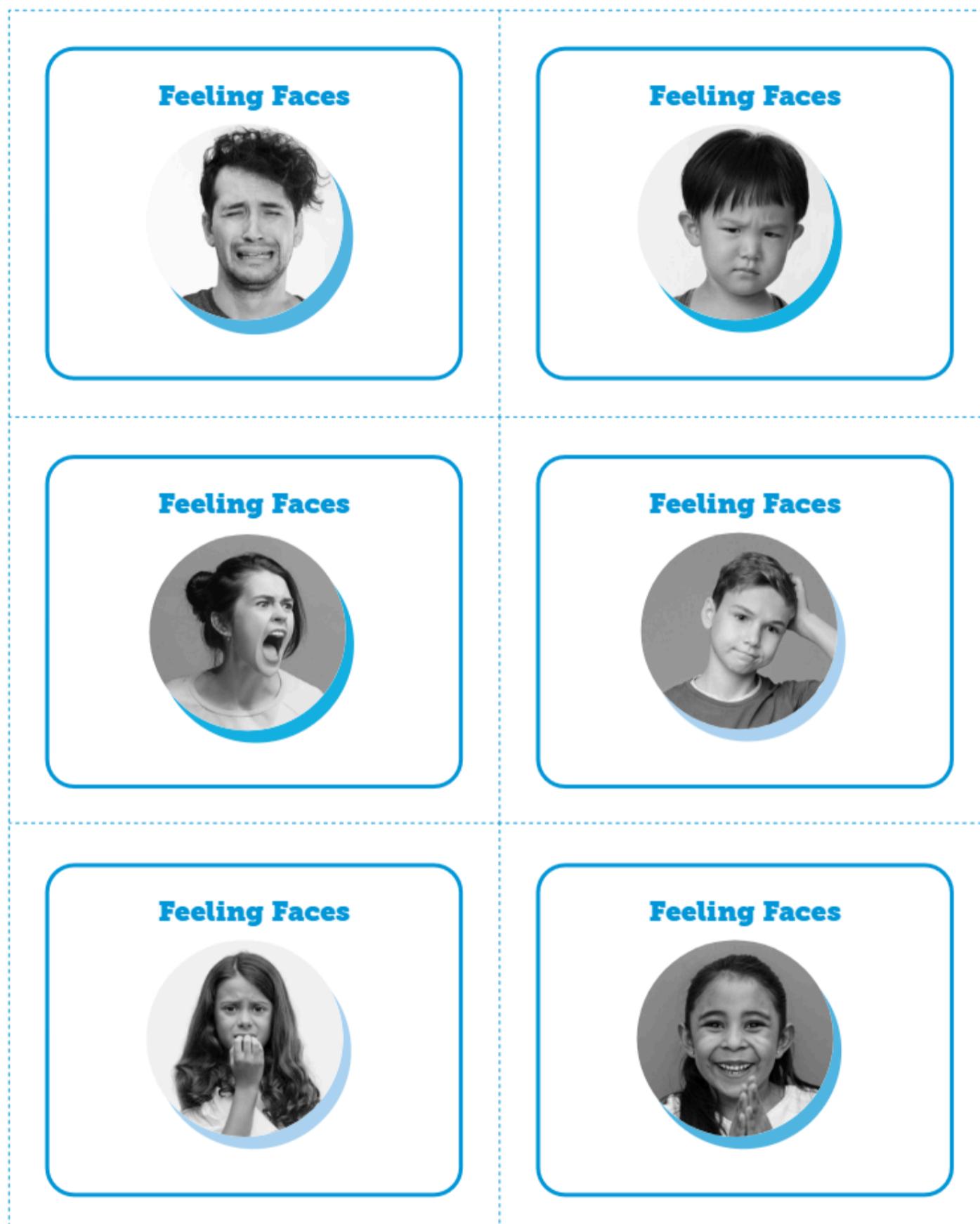
Grandma, Riley and Jayden push their chairs back and look under the table. What do they see? The rest of the family is coughing and holding their noses!

Grandma quickly grabs the phone and places it on the tallest shelf in the house. She says, "And this is why we don't have phones at the dinner table!"

Session 2 Handout - Feeling Faces Cards.pdf

BOYS & GIRLS CLUBS OF AMERICA

Session Two Handout: Feeling Faces Cards



SMART MOVES: EMOTIONAL WELLNESS

Session Two Handout: Feeling Faces Cards

