

Running Head: THE BOYS AND GIRLS CLUB

The Boys and Girl Club

Anita Wilson, Cindy Hinchman, Conor Deering, Mackenzie Noel, Richard Kumpi, Kimberly

Sanchez

Lakeview College of Nursing

Introduction

The Boys and Girls Club is a national, nonprofit organization that provides programs and services to promote and enhance boys' and girls' development by installing a sense of competence, usefulness, belonging, and influence. The facility has multiple locations worldwide. Today, 4,300 clubs serve nearly four million young people. The site of this particular club was on Griffin Street in Danville, Illinois. The Boys and Girls Club asks volunteers to help make a meaningful change amongst the young. Volunteers help with homework tutoring, participate in games, help with art projects, greet members' parents, answer the telephones, create creative programs using Microsoft Word, Excel, and other available tools, and assist with the annual fundraising campaign. Choosing the Boys and Girls Club was a fantastic experience because all the volunteers helped build healthy relationships with young people who eagerly need adult guidance to impact their lives positively. It was a remarkable experience because the Boys and Girls Club has a profound impact on the community. Knowing the organization's impact on the community allows individuals to help others selflessly.

Mackenzie:

SEL-Focused After-School Programs: Social and Emotional Learning

The article goes over the implementation of social and emotional learning (SLE). SLE seems to be a lacking area for standard after-school programs and community ran programs centered around youth in the community. Allowing SLE implementation will allow for more emotional connections and even deescalate community problems (Biggs et al., 2019). By teaching ways of solving problems without violence. That can, in turn, help with more youth

becoming influential citizens that can better provide and grow the community, improving upon what they learned with the help of SLE.

Identifying opportunities to promote physical activity in a diverse low-income population:

A mixed-method study at a Boys & Girls Club site

Obesity is a big problem within the United States. Exercise in youth programs can help with the primary prevention of obesity in diverse low-income communities. Implementing an exercise or workout program for groups such as the boys and girls club can be a difference in the effect of obesity on the communities (Hurd & Deutsch, 2017). Sedentary lifestyles can cause a rise in higher body weight. If we get youth programs to implement a scheduled exercise time, this can instill in these children's lives that exercise is essential and a regular part of a healthy lifestyle.

Conor:

Promoting Afterschool Quality and Positive Youth Development: Cluster Randomized Trial of the Pax Good Behavior Game

Afterschool programs deter crime while keeping kids focused on productive activities (Smith et al., 2017). Parents may work long hours due to the alternative being poverty, or the child may be involved in a dysfunctional household. Around 70% of all juvenile crime occurs between 3-6 pm, which is a critical time that afterschool programs target. The Pax Good Behavior Game program focuses on innovating afterschool programs to implement cooperation, rewards for activities, and praise to the participants. The afterschool program is a primary location to facilitate a supportive structure. The Pax GBG program has resulted in less harshness

while increasing structure, support, and engagement; this results in a program conducive to youth development.

The intersectional effect of poverty, home ownership, and racial/ethnic composition on mean childhood blood lead levels in Milwaukee County neighborhoods

Lead exposure is an ongoing problem in children that can deteriorate health outcomes causing developmental delays and brain damage in children (Lynch & Meier, 2020). Blood levels of 5 µg/dL persist primarily in children whose families have low homeownership, high poverty rates, and are non-white. Federal regulation prohibits lead from being used in consumer products; however, it persists in old potable water piping, paint dust, and dirt. The CDC considers a lead level of 5 µg/dL elevated; however, no lead level is safe in children. Older urban areas in the U.S. disproportionately hold much of the burden of lead exposure due to aging infrastructure and housing. Localities should target lead prevention efforts in those neighborhoods that need it most.

Kimberly:

Trends in health behavior and weight outcomes following enhanced afterschool programming participation

The Boys and Girls Club of America aims to promote wellness and instill healthy lifestyle habits to eliminate health disparities in at-risk populations. Obesity is a modifiable and preventable risk factor that often leads to more significant health problems; research shows the efficacy of early intervention through afterschool programs (Rieder et al., 2021). The study followed an afterschool program for one year to assess the effectiveness of health education provided to impoverished youth. The program focused on teaching children about nutrition and

making healthy dietary choices. Another objective targeted physical activity and educating children on the minimum requirements. The program's efficacy was measured using the children's body mass indexes (BMI). Overall the data showed improvements in BMIs in association with those with higher attendance.

Understanding the impact of an after-school music program with engaged underserved youth

Afterschool programs such as the Boys and Girls Club offer various services and activities to enrich the lives of children from disadvantaged backgrounds. Music programs give children an outlet to express themselves and foster their creativity. Healthcare extends beyond physical health- it also seeks to improve one's overall health, which encompasses mental health. A study aimed to seek the benefits of offering afterschool music programs to underserved youths (Sheltzer & Consoli, 2019). The research showed that music programs build children's confidence and self-esteem (Sheltzer & Consoli, 2019). These opportunities are often inaccessible to impoverished youth due to their socioeconomic barriers.

Richard:

Promoting physical activities and healthy eating intervention at a boys & girls club

Wieland et al. (2020) emphasize that children and adolescents from vulnerable class social such as minority groups and low-income populations are challenged to engage in a healthy diet and physical activities to maintain a healthy weight because of the social and environmental disparities. In this article, the authors presented an experimental work to elaborate and implement a diversity of physical activities and promote healthy eating interventions at Boys and Girls Club; a non-profit organization that provides afterschool programs for young kids (Wieland

Running Head: THE BOYS AND GIRLS CLUB

et al., 2020). The article stated a statistically significant improvement in participants' self-efficacy and enthusiasm for physical activities, healthy eating, and screen time (Wieland et al., 2020). At the Boys and Girls Club that we attended for clinical, young kids of different ages participated in various planned activities such as coloring, study sessions, basketball, and many other physical activities. They have personal time for entertainment with their tablets and time for meals.

Involvement of other good Samaritans to support the mission of Boys & Girls Clubs.

The Boys and Girls Clubs play an essential role in impacting and promoting the improvement of life of young children from families with unfulfilled needs through physical activities and healthy eating; the organization focuses on improving behaviors and increasing personal goals and expectations of the young children. The organization benefits from donors and volunteers who supply goods, money, and services. On December 13th, 2020, the Boys and Girls Club of Rochester was on the Mayo Clinic's agenda to receive a special delivery, the funds used to accomplish the organization's mission (Mayo Clinic, 2020). The act of charity and philanthropy of Mayo Clinic to the young children from the vulnerable background is incredible and lines up with the mission of the boys and girls club.

Cindy:

Workforce support for urban after-school programs: Turning obstacles into opportunities

All children need a safe place after school with caring, responsible adults and engaging activities that connect them to their school, family, and community. One method to provide this is an after-school program, inviting youth to participate after the traditional school day. After-school programs are beneficial to the child, especially in urban communities. The programs are

designed and put in place to help with support socially, emotionally, cognitively, and academically (Frazier et al., 2019; Hurd & Deutsch, 2017). This practice-based research analyzed how limitations in resources can interfere with strategies utilized for youth health promotion. Highlighting the common challenges allows readers to see the obstacles in place for after-school programs. Reframing obstacles as opportunities to learn and engage during after-school programs allow for workforce support and inspired sustainability of partnerships and practice (Frazier et al., 2019). By focusing on working with the youth along with after-school programs, it helps eliminate barriers to learning.

Benefits of an out-of-school time program on social-emotional learning among disadvantaged adolescent youth: A retrospective analysis

This retrospective analysis assesses the benefits out-of-school time programs have on social-emotional learning in disadvantaged youth. Out-of-school-time programs are educational programs that provide disadvantaged urban youth with safe, structured, and supportive learning environments to enhance academic achievement and personal growth through social-emotional learning frameworks. Research has proven that a child's social and emotional skills are a significant part of success in their schooling, career, and daily life. According to Helms et al. (2021), out-of-school time programs positively increase self-perception, social behaviors, attitude about school, school grades, and the amount of academic achievement one may endure while also decreasing the risk of risky behavior, depression, and delinquency. The study revealed that social-emotional learning from an out-of-school-time program did indeed benefit students' skills and wellbeing long-term by positively increasing their levels of self-management, self-awareness, and future perspective (Helms et al., 2021). Thus, all school-age children should have

Running Head: THE BOYS AND GIRLS CLUB

the opportunity to attend an out-of-school-time program to help improve their academic and personal accomplishments, which can aid their success for years to come.

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