



Summer Enrichment Camp: At-a-Glance

- We served 323 children from Newark during our Summer Enrichment Camp.
- This summer, we implemented a Boys & Girls Club of America curriculum called “Brain Gain,” which consists of six theme-based projects with the goal of mitigating summer learning loss.
- When not participating in Brain Gain activities, the children and tweens transitioned into fun activities like swimming, arts and crafts, STEM, billiards, foosball, and basketball. [Click here](#) to see STEM activities in action. (Hint: Club Members are building robots!)
- Each day, 50 members attended an all-day field trip to places like the Newark Museum, North Liberty Airport, and Lake Hopatcong. [Click here](#) to see pictures from [Lake Hopatcong](#).

- **A Story About Ke’Naiyah, Grade 8**

- Ke’Naiyah, a vivacious young member, is passionate about many things. She thinks of herself as an activist, a history aficionado and a future marine-biologist.



“Reflecting on the past will help you make better decisions in the future.”

- Over the summer, Ke’Naiyah’s class made up their own countries as part of their summer enrichment program, Brain Gain, which focused on combating summer learning loss. Her country, which she named “Shadow Beach,” had Nigerian roots just like Ke’Naiyah and is populated by people who can speak multiple different languages. Ke’Naiyah spent a

lot of time reflecting on cultural differences and why people discriminate based on them.

- Sharing some of her reflections, Ke’Naiyah explained, “I think people discriminate because they are intimidated by a culture that is different from their own.” She went on to say that she spent a lot of time learning about historical events this summer. As Ke’Naiyah gets ready to start school in the fall, she is excited to share all that she learned and thought about over the summer with her friends!
- Ke’Naiyah’s story is just one example how the Boys & Girls Club of Newark creates a safe space for our members to explore ideas about their community in constructive and thought-provoking ways.

More About Brain Gain



Project-based learning modules were divided into three bands with each one aligning to an age group consisting of three hours of learning activities per day. Here's what the Club Members did in those modules:

1. Children from Kindergarten to grade 2 learned about mammals, dinosaurs, and reptiles. They created projects around these themes with the goal of building cognitive skills. The children LOVED learning about the different species of dinosaurs and how they are different from one another.
2. Grades 3 to 4 worked on projects around healthy self-esteem, self-identity, and healthy habits. (Psst... here are some [pictures](#) from a healthy eating workshop.) They also created bio-poems and videos with the end-goal of becoming more collaborative through interactive learning activities.
3. Grades 5 to 8 explored social topics such as ethics, cultural differences, societal expectations, and they created an anti-bullying campaign. To see the bullying campaign in action, [click here!](#)

Key Takeaways and Analysis in Context

Boys & Girls Club of Newark aimed to ensure that the children enrolled in our summer camp had an enriching experience that combatted summer learning loss. As a result, we evaluated the Summer Brain Gain curriculum to see how effective we were at achieving a demonstrable impact. For example, 117 children were asked to take pre and post-tests so the staff could better understand whether Brain Gain positively impacted their reading activities, the ability to work in a group-setting, and resilience when facing challenges. Here are the results from the tests as self-reported by the children this summer:*

Interest in reading and learning:

- The percentage of children enrolled in our summer program that read 7 days a week increased by 63% since the beginning of summer, and the percentage of children who read only 1-2 days of the week decreased by 36%.
- There was a 20% increase in children who reported taking time to read on a regular basis.
- There was a 38% decline in the children who reported not being interested in learning new words, and a 13% increase in children who reported an interest in learning new words.

Ability to work in a group setting:

* Some test results were discarded because the child did not answer both corresponding pre and post-test questions.



- Children reported feeling 26% more comfortable with speaking in front of a group.
- They were 7% more comfortable with helping their peers to learn.
- There was an 11% increase in the number of children who reported being more willing to do what the group needed them to do.

On becoming more resilient:

- On average, there was a 21% decrease in children who reported feeling frustrated when they did not get their way.
- Approximately 29% of children were more likely to figure out how to improve their work on their own.
- On average, children were 16% less likely to give up on something that seemed too hard.