CHAPTER 6

Youth Development

YOUTH DEVELOPMENT

This Chapter covers the following Core Competencies:

5: Supports a program environment that is learner-centered

7: Promotes a sense of physical and emotional safety

8: Supports positive relationships between staff and program participants

9: Supports positive relationships between participants

10: Conducts activities that expand the participants' knowledge and understanding of their own immediate community and the larger global community

11: Promotes the meaningful engagement and leadership of the participants

13: Incorporates academic content and skill development that contributes to participants' school success and helps address the achievement gap

14: Ability to implement project-based learning

Overview

Research has proven that an afterschool environment that adopts a youth development approach can provide the experiences and skills that youth need to develop into healthy adults.

What Does This Mean?

A successful afterschool environment is one that doesn't just provide services. It provides opportunities for students to take risks, to rise to the occasion, to push themselves, to surprise themselves, and to be proud of themselves. These opportunities will ensure that young people get the most out of their afterschool hours.

Youth Development refers to the process through which all young people seek ways to meet their basic physical and social needs, and build the knowledge and skills necessary to succeed in adolescence and young adulthood.

How Does Youth Development Look in Your Afterschool Program?

A program infused with youth development is one in which students...

…lead portions of a site visit…

...serve as peer tutors or junior staff…

…read announcements out loud…

…lead activities for their peers…
…get involved in their community…

…join youth leadership groups…

…and feel a sense of ownership of the program.

Service learning projects can also help youth build the knowledge and skills to succeed in adolescence and adulthood. Examples of service learning projects include volunteering in a community garden, or reading to younger children. Both the youth and the community benefit through these projects.

The following section will help you infuse a youth development approach in your afterschool program.

QSA SECTION 6

In our program we promote a learner-centered environment

In our Program we...	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
Promote a learner-centered program environment	❑ Youth look bored or disengaged in programs ❑ Activities are lecture driven ❑ Youth have little opportunities for input ❑ Activities are limited to worksheets, coloring pages, or simple physical games that do not require much creativity	❑ Youth demonstrate that they are curious and making connections through the questions they ask. ❑ Activities are age-appropriate. Staff recognize when an activity is inappropriate and make necessary adjustments ❑ Activities allow participants to explore their personal interests and learn about their everyday world ❑ Youth demonstrate that they are challenged and engaged through body language – eye contact, participation, etc. ❑ Activities are creative and use interesting materials	❑ Activities challenge youth to take risks, and encourage youth to accept mistakes as opportunities for new learning ❑ Youth engage in on-going reflection, assessing their own growth ❑ Youth provide input into future projects ❑ Activities are "hands-on" and project-based ❑ Activities offer opportunities for youth to make new connections that are surprising or exciting.

QSA SECTION 6

In our program we promote physical and emotional safety

In our Program we…	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
❑ Promote physical and emotional safety	❑ Major fights or incidents of hate-speech occur several times a week and are not dealt with immediately ❑ Youth use put-downs as jokes ❑ Some staff are more lenient with program rules and behavior expectations than others	❑ Staff set firm boundaries and limits when unsafe or unacceptable behavior occurs ❑ Staff enforce program rules fairly and consistently ❑ Staff model conflict resolution techniques, and practice solving problems with youth ❑ Staff model positive, supportive language with youth ❑ Staff use creative behavior management strategies to deal with challenging behavior	❑ Staff and youth work together to generate and uphold group agreements with youth rights and responsibilities in program space ❑ Youth remind each other to follow the group agreements ❑ Youth use conflict resolution processes with minimal guidance from staff ❑ Program rituals are a daily component, led by staff and youth (check in/out, discussion circles)

QSA SECTION 6

In our program we support positive relationships between staff and youth

In our Program we...	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
❑ Support positive relationships between staff and youth	❑ Staff have minimal knowledge of youth beyond their participation in the after-school program ❑ Youth do not come to staff when they have a problem ❑ Staff talk down to youth, or lecture them when something goes wrong	❑ Staff demonstrate knowledge of what is going on in participants' lives, neighborhoods and schools. ❑ Staff give full attention to participants when they are speaking. ❑ When an individual participant is having a problem, staff pay attention and try to assist. ❑ Staff communicate high expectations for youth and push/ encourage youth to take healthy risks ❑ Staff articulate and maintains appropriate boundaries (such as roles, responsibilities, relationships and confidentiality) with youth	❑ Staff use their relationships with youth to connect them to other adults (school teachers, counselors, professionals, etc.) ❑ Adults work with isolated youth who don't quite fit in with other youth to build strong relationships and help them to connect with the larger group ❑ Staff use direct feedback and communication to give youth insight about themselves ❑ Staff "coach" youth to solve their own problems, and design actions to reach their highest potential ❑ A special case-management time exists for staff to exchange strategies to support struggling youth

QSA SECTION 6

In our program we support relationships between participants

In our Program we…	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
❑ Support relationships between participants	❑ Youth have awkward interactions with each other ❑ Some youth are isolated and are left out of activities ❑ Youth do not know each others' names ❑ Youth spend most of their times in cliques	❑ Staff teach conflict resolution and negotiation strategies and create opportunities to practice these skills ❑ Regular team-building activities are used to facilitate youth relationships ❑ Cooperative learning as well as competitive learning techniques are used	❑ Clear systems are in place to disrupt cliques ❑ Isolated youth are supported to work with peers in small groups ❑ Youth are able to connect with one another even if they are very different from each other (in dress, background, ability, etc.)

QSA SECTION 6

In our program we facilitate rich learning experiences

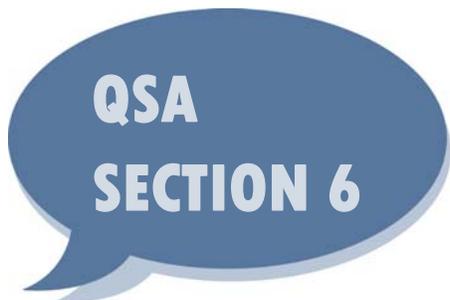| In our Program we...	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
❑ Facilitate rich learning experiences	❑ Staff are overly directive or bossy with youth ❑ Staff give answers with little discussion, and assume youth agree with them ❑ Staff dismiss youth input or feedback ❑ Staff do not use a lesson plan and make up the activity as they go	❑ Staff seek participation from all youth and don't allow anyone to dominate or be left out ❑ Staff seek youth buy-in and input ❑ Staff ask open-ended questions and encourage youth to take risks, buy-in, and offer input ❑ Staff are organized with materials and lesson plans	❑ Staff seek balanced participation from youth by using full group, small group, and individual reflection ❑ Staff encourage participation by asking provocative questions ❑ Staff are clear in their instructions and directions to youth ❑ Staff create and invite leadership opportunities for youth ❑ Staff use a consistent lesson plan template and capture post-lesson reflections to modify plans for the next time (or to share with other staff)

QSA SECTION 6

In our program we design and deliver project-based learning and sequenced intentional learning activities

| In our Program we…	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
❑ Design and deliver project-based learning and sequenced intentional learning activities	❑ Activities are offered randomly ❑ Youth are exposed to a variety of activities but do not build deep level skills in any one area	❑ There is evidence that the activities connect to each other in some way ❑ Activities promote mastery in a skill area ❑ Core skills are practiced and developed over time ❑ Activities promote critical thinking and self-reflections	❑ Activities are part of a scope and sequence, part of a unit ❑ A culminating event marks the end of a unit of study, and showcases youth talent and learning ❑ Youth engage in on-going reflection and can articulate what they have learned ❑ Youth make connections between the activity and their personal experiences

QSA SECTION 6

In our program we promote the meaningful engagement and leadership of participants

In our Program we...	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
❑ Promote the meaningful engagement and leadership of participants	❑ Youth spend most of their time in unstructured activities (i.e. hoops in the gym, reading, using the computers). ❑ The supervising adult is mostly hands-off, but steps in if someone gets hurt/needs help. ❑ Outspoken youth take up more space, while shy youth are often left behind ❑ Youth do not have choices in what activities to participate in	❑ Youth have some intentional free-time but also work with adults to build their skills. (shoot hoops in the gym, but also do basketball drills.) ❑ Youth choose from a calendar of various activities ❑ Youth are supported to run check-in and check-out circles, and to coordinate special events, like a service project or a field trip. ❑ Adults ask youth for their input (informally or through surveys) on program activities. Some of their ideas are incorporated into program activities	❑ Youth facilitate and design workshops for their peers ❑ Youth are encouraged to build their skills towards mastery in a particular area, with the coaching and mentoring of a skilled adult ❑ Youth are involved in the hiring and evaluating of staff, program design, and planning activities ❑ A formal advisory board made up of adults and youth work together to make programmatic decisions

QSA SECTION 6

In our program we conduct activities that expand participants' knowledge of the community

| In our Program we…	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
❑ Conduct activities that expand participants' knowledge of the community	❑ The program has no opportunities for community involvement ❑ Youth have no opportunities to reflect on the problems or strengths in their communities	❑ Adults plan and coordinate a service project for youth to do ❑ Projects are chosen intentionally and connect to program goals ❑ Youth participate by donating items, or taking part in simple activities (i.e. slicing fruit for a soup kitchen) ❑ Community members are invited to share their knowledge and talents with program participants	❑ Youth plan a community involvement project based on a needs assessment of the community. ❑ Youth lead the planning and coordination of the project. ❑ Youth evaluate projects afterwards, and make suggestions for improvement ❑ Youth serve as organizers, policy-makers, and activists. ❑ Youth have a political analysis of the needs of the community and can articulate why issues like poverty or homelessness exist. ❑ Youth interact with community leaders ❑ Youth have opportunities to reflect on how the activities impact them personally

TIPS
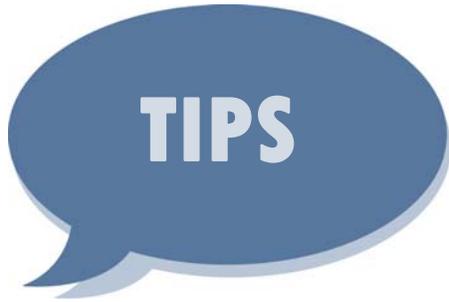
Create a youth-centered environment.

❑ Train staff in youth development principles and practices. Incorporate these skills in planning program activities, creating the afterschool program structure, and developing the program's vision. Some examples include providing your staff with a curriculum sheet or lesson plan that focuses on youth development.

❑ Smile, address participants by name, say hi and bye, ask them why they were absent, and check-in with them about how their weekend was.

❑ Involve youth in the creation of agreements, consequences, and rewards. Ask youth to sign these agreements to document their buy-in.

❑ Recognize participants who are following agreements; e.g., by stating, "I really appreciate the way Suzy Q is sitting and doing her homework quietly."

❑ Gather input through youth surveys or focus groups. For example, make time at the end of each session to ask participants what they liked, disliked, and would change about the class.

Increase youth involvement in your program.

❑ Create opportunities for participants to share their ideas with adults. For example, youth can help plan events and activities.

❑ Create opportunities for youth to lead their peers. For example, invite youth to make daily program announcements, teach classes, or join youth leadership groups. A "6 to 6" program in San Diego County has a student- of-the-day that is in charge of making daily program announcements. They rotate daily, allowing all youth to participate.

❑ Incorporate icebreakers, community circles, and youth forums to give youth a fun and safe place to share information about themselves and learn about their peers.

❑ Showcase youth accomplishments, completed projects, and program successes through program events, newsletters, or bulletin boards. A program in Los Angeles plans an annual event where parents, community members, school administrators, and youth are invited to see participant performances and showcases.
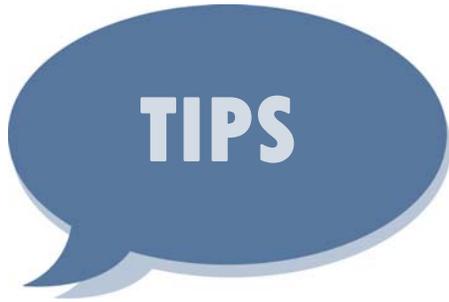
TIPS *...continued*

Give youth ownership over their program.

❑ Regularly recognize participant and program successes (daily shout-outs, youth awards, peer appreciation board, and participant incentive systems). One afterschool program in San Francisco places its youth leadership council in charge of monthly youth and staff recognition. They designed nomination forms for all youth in the program to fill out.

❑ Send older youth to help with tutoring or mentoring in the younger participants' homework room.

❑ Help the youth leadership group lead participant discussions of hot topics, from bullying to dealing with friends' issues.

❑ Invite youth to sit in on job interviews, and to sit on committees that deal with budgets and program structures.

Incorporate youth development and academics into your enrichment activities.

❑ Weave in skill building opportunities into enrichment classes. Parents will be more likely to support enrichment classes that look like fun and build skills all at once. Math lessons during cooking, social skill-building during dance, and literacy during drama are a few examples.

❑ Brainstorm with your staff ways that they can incorporate literacy into activities.

Provide a variety of enrichment opportunities.

❑ Get creative. Ask youth what types of enrichment they'd like and find ways to provide them. Use program space creatively to include quiet reading areas or to divide large spaces for multiple uses.

❑ Hire multi-talented program staff to lead enrichment activities (e.g. chess, art, hip hop dance, origami, etc.). Consider during the hiring process what additional talents/skills an applicant can contribute to your enrichment program.

❑ Hire contractors or community groups to provide activities that participants are interested in but that require specialized skills like Break Dancing or Ecology. Make sure that they have behavior/classroom management skills and ask them to provide you with lesson plans that outline activities they will be leading (see Tool: Enrichment Lesson Plan).

❑ Rotate activities in regular cycles (e.g. 6 or 9 week sessions) to introduce youth to multiple experiences.

❑ Allow youth to choose which activities they will participate in each day or during each cycle.

❑ Work towards a goal such as a project or performance.

TIPS
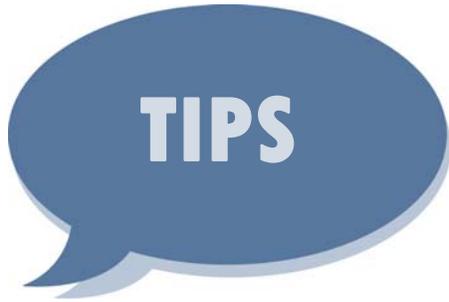
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Provide a variety of enrichment opportunities (continued)...

❑ Provide opportunities for youth to give input on activities through surveys, focus groups, and evaluations.

❑ Give leadership roles to youth such as time- keeper or note-taker, and allow them to give input into project ideas (let them choose the dance song or have them bring in a family recipe to cook).

❑ Plan regular program showcases for youth to highlight program activities to their peers, families, and school staff. Involve parents through potlucks, invite partners and organization or school staff, and if you run a school-based program, piggyback on existing school day events.

Engage youth as leaders.

❑ Encourage youth to create or lead activities. Allow a space for them to start their own club, lead icebreakers during existing clubs, give feedback to their instructors, and take other leadership roles.

❑ Start a youth advisory board to help steer program leadership and direction.

❑ Create a junior staff program.

❑ Have high expectations for youth projects and performances. Help them become experts in tough skills—from building a bike to running a school store.

❑ Let them show-off by enrolling them in citywide art exhibitions, presenting their service learning project at City Hall, or performing for community events.

❑ Fundraise for materials, resources, and additional program activities. Apply for mini- grants for youth-led activities.

HOW TO

Intentionally Integrate Meaningful Youth Participation

This "How To" Guide will help you provide more opportunities for meaningful youth participation in your program. Your goal is to provide opportunities that will empower young people to be self-directed, make responsible choices, learn leadership skills, assume leadership roles, and participate in decision-making.

1. Set aside staff time to thoroughly plan for fostering meaningful youth participation. What will their involvement look like? What are your team's goals to foster more youth input in classes, leadership, and program structure? How will you evaluate your results?

2. Identify the specific resources it will take to introduce new program strategies. Look at other programs or organizations for ideas.

3. Assess the need for staff development and plan for training. Adult staff need to be trained on active listening, group facilitation, consensus techniques, project planning, and conflict resolution.

4. Ask youth about their interests and ideas. Examples are when youth help with agreements or when youth decide what monthly classes should be offered.

5. Plan for different styles of leadership to emerge. Think of leadership as a broad spectrum of activities. On the traditional spectrum, there are team captains and youth in councils. On a broader spectrum, leadership occurs when a youth stays after an activity to help clean, when a youth intervenes with peer disagreements, and when a group of youth helps plan a party.

6. Identify leadership potential in young people of different ages, styles, and personalities. Think of the natural leadership ability of the class clown, the leaders of group opinion and fashion, the shy one, the "trouble maker," or the one who is always voicing his or her opinion.

7. Identify all the skills young people will need

in order to take on leadership roles. Younger children prefer to learn a specific skill that helps the program such as sweeping or ball monitors

8. Plan to train youth in these skills. Train young people in the process of brainstorming, group decision-making, public speaking, and team-building.

9. Schedule time for recognition and reflection. Use youth volunteers to help with recognition and reflection.

10. Create ways for young people to participate in program evaluation. Do youth surveys or focus groups to help with

What Should I Have in My Toolbox?

evaluation.

- ❑ Asset Building and Youth Development Three Philosophies (see Tools).
- ❑ 40 Developmental Assets list (see Tools).
- ❑ An area to display youth projects and artwork.
- ❑ Storage areas for supplies and materials that are youth accessible.
- ❑ Group agreements, expectations, and consequences that were written with youth input.

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I have a tight budget, what is this going to cost me?

- ❑ "Tribes, A New Way of Learning and Being Together": $32.95.

TOOL

Asset Building and Youth Development: Three Philosophies

Below are three philosophies that are often referred to by school sites, public agencies, and community-based organizations.

1. SFUSD believes:

❑ Young people have the ability to develop and transform as they move toward adulthood.

❑ All young people need positive resources:

❑ Caring, respectful relationships.

❑ High, clear, and fair expectations.

❑ Meaningful opportunities to participate and contribute.

❑ All young people need positive and contributing adult figures in their lives.

2. The Search Institute's 40 Developmental Assets™ are personal skill building blocks that focus on positive experiences that young people receive from the people and institutions in their lives. The development of both external and internal assets is vital to the resiliency that an individual demonstrates both as an adolescent and as an adult, and afterschool programs offer an ideal environment to build upon these assets. (See Tools: Search Institute's 40 Develop- mental Assets©.)

3. The Community Network for Youth Development (CNYD) defines youth development as the process through which all young people seek ways to meet their basic physical and social needs and to build knowledge and skills necessary to succeed in adolescence and young adulthood. The following are the five supports and opportunities of youth development as defined by CNYD (www.cnyd.org).

❑ Safety: The experience of physical and emotional safety that young people need in order to learn important life skills they will need in adulthood.

❑ Relationship Building: The development of caring, supportive relationships between adults and young people, and among young people and their peers.

❑ Meaningful Youth Participation: Activities through which young people participate in decision making, develop and practice leadership skills, and experience a sense of belonging.

❑ Community Involvement: Activities that increase young people's knowledge of the community beyond the program and allow them to give back to the com- munity, and experience a sense of connection to it.

❑ Skill Building/Learning Experiences: Experiences that allow young people to expand their understanding and knowledge of themselves and their environment and master new concepts and skills.

TOOL

40 Developmental Assets™
for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development – known as Developmental Assets® – that help young people grow up healthy, caring, and responsible.

EXTERNAL ASSETS	**Support**	1. Family support – Family life provides high levels of love and support.
		2. Positive family communication – Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
		3. Other adult relationships – Young person receives support from three or more nonparent adults.
		4. Caring neighborhood – Young person experiences caring neighbors.
		5. Caring school climate – School provides a caring, encouraging environment.
		6. Parent involvement in schooling – Parent(s) are actively involved in helping young person succeed in school.
	Empowerment	7. Community values youth – Young person perceives that adults in the community value youth.
		8. Youth as resources – Young people are given useful roles in the community.
		9. Service to others – Young person serves in the community one hour or more per week.
		10. Safety – Young person feels safe at home, school and in the neighborhood.
	Boundaries & Expectations	11. Family boundaries – Family has clear rules and consequences and monitors the young person's whereabouts.
		12. School boundaries – School provides clear rules and consequences.
		13. Neighborhood boundaries – Neighbors take responsibility for monitoring young people's behavior.
		14. Adult role models – Parent(s) and other adults model positive, responsible behavior.
		15. Positive peer influence – Young person's best friends model responsible behavior.
		16. High expectations – Both parent(s) and teachers encourage the young person to do well.
	Constructive Use of Time	17. Creative activities – Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
		18. Youth programs – Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
		19. Religious community – Young person spends one or more hours per week in activities in a religious institution.
		20. Time at home – Young person is out with friends "with nothing special to do" two or fewer nights per week.

TOOL

40 Developmental Assets™
for Adolescents (ages 12-18)
...continued

INTERNAL ASSETS	**Commitment to Learning**	21. Achievement motivation – Young person is motivated to do well in school.
		22. School engagement – Young person is actively engaged in learning.
		23. Homework – Young person reports doing at least one hour of homework every school day.
		24. Bonding to school – Young person cares about her or his school.
		25. Reading for pleasure – Young person reads for pleasure three or more hours per week.
	Positive Values	26. Caring – Young person places high value on helping other people.
		27. Equality and social justice – Young person places high value on promoting equality and reducing hunger and poverty.
		28. Integrity – Young person acts on convictions and stands up for her or his beliefs.
		29. Honesty – Young person "tells the truth even when it is not easy."
		30. Responsibility – Young person accepts and takes personal responsibility.
		31. Restraint – Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	Social Competencies	32. Planning and decision making – Young person knows how to plan ahead and make choices.
		33. Interpersonal competence – Young person has empathy, sensitivity, and friendship skills.
		34. Cultural competence – Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
		35. Resistance skills – Young person can resist negative peer pressure and dangerous situations.
		36. Peaceful conflict resolution – Young person seeks to resolve conflict nonviolently.
	Positive Identity	37. Personal power – Young person feels he or she has control over "things that happen to me."
		38. Self-esteem – Young person reports having high self-esteem.
		39. Sense of purpose – Young person reports that "my life has a purpose."
		40. Positive view of personal future – Young person is optimistic about her or his personal future.

HOW TO

Form Respectful, Caring, Genuine Relationships with Young People

When you form meaningful relationships with young people, you take the initiative. You interact with young people you don't usually interact with, and not just in the usual places. Think of young people not as participants but as people, so that wherever you see them –in the grocery store, on the street, at the movies – you have an opportunity to show them that they matter.

1. Use the young person's name or nickname.

2. Know something about the young person.

- What does the young person like to do?
- What does the young person avoid doing?
- What are the young person's strengths?
- What does the young person need?
- What's going on in the young person's life?

3. Listen to the young person and respond accordingly.

- Support (e.g., "I know you can do this, and I know you'll do the best you can too.")
- Challenge (e.g., "That's going to take some hard work from you.")
- Acknowledgment (e.g., "I hear what you're saying; that's got to be tough.")
- Attention (e.g., "Okay, tell me again how you did it.")
- Analysis (e.g., "And how will that accomplish what you want to do?")

4. Do something for or with the young person outside your routine.

- Attend an athletic event that the young person is participating in.
- Help the young person with a project.
- Learn something together with the young person.
- Eat lunch with the young person.
- E-mail the young person.

5. Maintain contact.

- Follow up with the young person.
- Remember the young person on birthdays and holidays.

What Should I Have in My Toolbox?

- ❑ 50 Ways to Show Kids You Care (see Tools).
- ❑ Community Network for Youth Development www.cnyd.org/framework/index.php

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I have a tight budget, what is this going to cost me?

- ❑ Cards to send special notes to students: free.
- ❑ Food/snacks to share occasional meals with students: low-cost.

50 Ways to Show Kids You Care

By Jolene L. Roehlkepartain

Everyone in a community can make a difference in the lives of children and youth. Even if you don't think you can tackle tough problems such as violence, alcohol and other drug use, or school problems, you can make a difference by being a caring, responsible friend for young people. Need some ideas for what you can do? Here are 50 of them:

1. Notice them
2. Smile a lot.
3. Acknowledge them.
4. Learn their names.
5. Seek them out.
6. Remember their birthdays.
7. Ask them about themselves.
8. Make eye contact when you talk.
9. Listen to them.
10. Play with them.
11. Read aloud together.
12. Giggle together.
13. Be nice.
14. Say yes a lot.
15. Tell them their feelings are okay.
16. Set boundaries that keep them safe.
17. Be honest.
18. Be yourself.
19. Listen to their stories.
20. Hug them.
21. Forget your worries and concentrate on them.
22. Notice when they're acting differently.
23. Present options when they seek your counsel.
24. Play outside together.
25. Surprise them.
26. Stay with them when they're afraid.
27. Apologize when you've done something wrong.
28. Suggest better behaviors when they act out.
29. Feed them when they're hungry.
30. Delight in their discoveries.
31. Share their excitement.
32. Send them a letter or postcard.
33. Follow them when they lead.
34. Notice when they're absent.
35. Be consistent.
36. Notice when they grow.
37. Give them space when they need it.
38. Contribute to their collections.
39. Discuss their dreams and nightmares.
40. Laugh at their jokes.
41. Be relaxed.
42. Kneel, squat, or sit so you're at their eye level.
43. Answer their questions.
44. Learn what they have to teach.
45. Use your ears more than your mouth.
46. Make yourself available.
47. Attend concerts, games, and events.
48. Find a common interest.
49. Include them in conversations.
50. Trust them

Adapted from 150 Ways to Show Kids You Care, Search Institute, Minneapolis, MN_800-888-7828. www.search-institute.org

Show kids you care

San Francisco Expanded Learning Collaborative Resource Guide

HOW TO

Give Youth Opportunities for Choice

Giving youth voice in the set-up of program schedules, sign-ups for activities, and choices of electives can be a highly successful way to achieve youth buy-in. This method can be used for youth of all ages, from elementary to middle to high school students.

1. When should I start? Opportunities for youth choice need to start in the program from the first day. The greater variety of youth choice means the greater the buy-in from the youth. If youth choice hasn't been a big focus in the program yet... then start right away!

2. Where can youth choice fit into my program? There are many way to incorporate youth choice into the day-to-day program, both by the site coordinator/program manager and program staff.

- The site coordinator or program manager can ask youth about the program schedule and the types of enrichment to be offered in the program.

- Program staff can fit youth choice into deciding what to teach as well as behavior management.

3. What do everyday youth choice questions sound like? Sample survey questions for youth choice may include:

- "What activities do you enjoy most in the afterschool program?"

- "Do you feel like you have enough time for homework in the afterschool program?"

- "What changes do you think should be made in the program schedule?"

In addition, all staff have the opportunity to create choice in their lesson plans and programming. Creating two different lesson plans and letting the youth choose one for the day is one good option.

- "Would you rather play 'Math Around the World' or the 'Math Quiz Game'?"

- "Would you rather do your homework now during homework time or during recess?"

- "What are you favorite P.E. games? If we play 'Grab the Apple' and 'All-Run Kickball' you can have 10 minutes of kickback at the end of our class."

What Should I Have in My Toolbox?

- ❑ Easy-to-update youth interest sheets (see Tools).
- ❑ Staff trainings with ideas for quick and easy techniques for youth choice in individual classes.
- ❑ Questions about the program to survey students individually or through small focus groups.

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I have a tight budget, what is this going to cost me?

- ❑ Individual surveys for youth: $0 to $0.10 per copy.
- ❑ Polling youth in classes and through focus groups: free
- ❑ Prizes for youth to fill out extensive program surveys: $0.05 to $1.50 per participant.
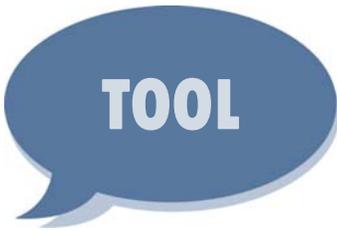
Sample Classes and Clubs Sign-Up Sheet

Hey Participants! This is your chance to sign-up for classes and clubs. We will try to give you at least one class you are interested in, plus the clubs that you are most interested in. Not everyone will get their top choice, but we will try.

NAME:	GRADE:
Classes: Check the box next to the class you would love to go to. Check as many classes that interest you, be aware some classes may take place during homework time, others during community time.	
○ Ceramics (grades 2/3)	○ Ceramics (grades 4/5)
○ Arts and Crafts	○ Dance
○ Public Speaking (grades 2/3)	○ Public Speaking (grades 4/5)
○ Nutrition (grades 2/3)	○ Nutrition (grades 4/5)
○ Bookmaking Workshop	○ Ropemaking Workshop
○ Mural Making	○ Sports Class (grades 3/4/5)

Clubs #1: (These choices are for the first round of clubs starting Friday February 4th and lasting for three Fridays total)

Order the clubs from 1-5, with "1" as your first choice:

_____ Craft Stick Club – Marianne

_____ German Club #2 – Michael

_____ Mobile Club – Martha

_____ Building Club – Desiree

_____ The zine Club – Charlyne and Naomi (lasts for 6 Fridays)

Monitor Sign-Up: Check the box next to the Monitor spot you would like to fill	
○ Pencil Sharpener Monitor (4th and 5th Grades only)	○ Hall Monitor (3rd, 4th and 5th Grades)
○ Ball Monitor (2nd, 3rd, 4th and 5th Grades)	○ Snack Monitor (4th and 5th Grades only)

HOW TO

Create a Youth Advisory Board

Having a youth advisory board is a great way to increase the youth leadership opportunities in your program. It's also a big undertaking and one that can be anticlimactic if you don't put some real thought into it first. Here are some things to think about:

1. Be clear on what role you'd like your youth leaders to take on.
Youth advisory boards can be great for planning program wide contests, coming up with youth friendly incentive programs, advertising upcoming events, helping with set-up and decoration of special events.

2. Decide how you want to select your members.
One way to choose your youth advisory group is to use an application process in which interested participants fill out a questionnaire, go through an interview process and are selected onto the board. A second method is to have each club select 1 or 2 representatives to sit on the board.

3. Decide how many youth you want on your board.
On our board we had about 30 representatives and found that about 2/3 of them showed up to each meeting... which was a little too much to really get a lot of planning done, but was great for getting signs made about upcoming events, contests, etc. and for getting the word out to their clubs. (The week after each meeting the representatives from each club would share out any updates from the meeting to the club that they represented.) If you want to have a large youth advisory group to make sure you have a good cross-section of your participant population, you might think of electing a leadership team of about 3 to 5 youth to plan more details.

4. How often should your youth advisory board meet?
It's important that you determine what your expectations are from your youth advisory board and determine how often they will need to meet
in order to meet these expectations. It's also important to balance this with the time commitment that you can put into meeting with them. Once or twice per month

is a good time frame.

5. How will you reward the youth on your board?
Rewarding your board members can be as simple as providing lunch at the meetings or giving door prizes to the youth that participate. You might also see if you have it in your budget to provide a stipend to the youth that attend meetings and contribute to the group.

What Should I Have in My Toolbox?

❑ A youth advisory board application *(see Tools)*.

❑ A list of items you would like to address with your youth advisory board.

❑ An agenda. Before each meeting of an advisory board, it is very important to identify what you wish to accomplish.

$

I have a tight budget, what is this going to cost me?

A Youth Advisory Board can be as costly or as inexpensive as you want it to be.... Here are some costs which can (but don't have to be) incurred:

❑ Youth stipends: $25 to $100 each depending on the participant's age.

❑ Gift cards can be given as "thank you"s: $5 to $20.

❑ Snacks or lunch for meetings: $20 to $50.

TOOL

Sample Youth Advisory Board Application

NAME:
PARENT/GUARDIAN NAME:
HOMEROOM TEACHER:
PHONE NUMBER:

WHY DO YOU WANT TO BE ON THE YOUTH ADVISORY BOARD?

PLEASE HAVE TWO ADULTS ACT AS REFERENCES FOR YOU:

Reference Name:
Contact Number:
Reference Name:
Contact Number:

HOW TO

Create a Junior Staff Program

This "How To" Guide will help you design a "junior staff" program that gives older participants more responsibility and a sense of ownership.

1. Identify a staff member that will help you with this program.
This person should be an experienced line staff. This person's responsibilities will include helping with check-ins with participating youth, helping with participant selection, and monitoring supervision.

2. Meet with this staff partner to decide what your Junior Staff's responsibilities will include.
For example, if your target youth are those who are behavioral problems, make them Junior Staff one day a week during homework time. They will love the idea of missing homework one day to work and you will keep them busy and engaged. Other ideas: Will they help by collecting attendance? Will they help with snack? Will they help with roaming and security? Will they help to teach activities?

3. Create a youth application process.
Your participants need to feel like this is a real job. They should understand that not everyone is selected and that those picked have a huge responsibility. If time allows, have your applicants go through an interview, in addition to a written application.

4. Announce the names of the Junior Staff to the whole program.
Making a general announcement to everyone in the program is a great way for your Junior Staff to feel proud and gain more ownership of your program. This is also a great way for everyone to recognize who your Junior Staff will be.

5. Lead them through their responsibilities.
Supervise your Junior Staff consistently. Provide name tags for the Junior Staff. Find teachable moments for new skills about responsibility and leadership. Most importantly, have fun with them.

6. Have regular check-in meetings with your Junior Staff.
This is a great way to find out how they are doing, and suggest what they need to improve on. This will also help you supervise them bet - ter. Make sure you go over consequences and rewards during these meetings.

What Should I Have in My Toolbox?

- ❑ Name Tags for your Junior Staff so everyone knows who they are.
- ❑ A weekly schedule of who is working, time, and what their responsibility is.
- ❑ Walkie-Talkies for communication.
- ❑ Junior Staff phone numbers, address, class schedule, parent's name and any other information you might need.

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I have a tight budget, what is this going to cost me?

- ❑ Avery Neck Style Name Badges:
- ❑ 50 @ Office Depot for $27.99
- ❑ Copies for applications. Find a way to get them for free; if not, go to Kinko's.
- ❑ Rewards for Junior Staff: Go to 99 cents store, write letters to businesses for gifts, or have a potluck party. Set up a budget and stick to it for rewards.
- ❑ Make thank you cards; FREE.

HOW TO

Prepare Youth Tour Guides for Site Visits

Establishing youth tour guides for an afterschool program site visit is a great way for youth to build leadership and communication skills, while sharing with adult visitors the experience that youth are having in the program. Follow these simple steps to prepare youth for a successful tour guide experience.

1. Select a small group of youth (2-4 students) who feel comfortable talking with adults and who have experienced different aspects of the program.

2. Prepare young people for their role on the site visit: *(see Tools)*

- Inform young people of who will be visiting and why

- Define the roles youth will be playing in the site visit

- Practice talking about the program before the site visit

- Through role plays, teach youth appropriate ways to interact with adults

3. Prepare adults for youth participating on a site visit:

- Inform the adult visitors before they arrive that youth will be participating in the site visit and specifically, which part of the visit youth will be leading

- Inform adults of how you would like them to interact with the youth leaders

- If youth are elementary age, bend down to address them

- Ask program related questions directly to youth

4. Suggestions for the day of the visit:

- Have name tags available for site visit participants & tour guides

- Have youth greet and welcome the visitors

- During the tour, have youth introduce visitors to participants and staff

- Site coordinators or Program Managers can tour the program with the youth or allow the adult visitor to tour the program alone with the youth if appropriate

- During the site visit, allow a scheduled time for visitors and the site coordinator or program manager to meet without the youth

What Should I Have in My Toolbox?

- ❑ Youth Tour Guide Preparation Training (see Tools).

- ❑ Agenda or timeline for the site visit.

- ❑ Talking points for the youth.

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I have a tight budget, what is this going to cost me?

- ❑ Nametags for youth and visitors: low-cost.

- ❑ Snacks for the youth tour guides' training: low-cost.

- ❑ Certificates, thank-you notes, or gifts for the youth tour guides: free or low-cost.

Youth Tour Guide Preparation Training
Adult Facilitator's Script

WELCOME AND INTRODUCTION OF YOUTH TOUR GUIDES *(15 MINUTES)*

- Highlight that youth were chosen because they have participated in a variety of afterschool program activities and because of their leadership skills.

- Have youth introduce themselves, say their grade, and answer a check-in question like:

   "Which afterschool activities have you participated in?"

   "What are some of your favorite things about the afterschool program?"

   "What 2 things would you like a visitor to know about the program, participants, school, & community?"

OVERVIEW OF SITE VISIT *(5 MINUTES)*

- Inform young people of what a site visit is, who will be visiting, and why the visitors are coming

- Share site visit date and what time youth should arrive

BRAINSTORM YOUTH TOUR GUIDE ROLES FOR A SITE VISIT *(8 MINUTES)*

- Allow youth to brainstorm responsibilities by asking;

   "What are some roles for youth tour guides?" Some answers may include:

   - Showing the program to visitors
   - Introducing visitors to participants and staff
   - Talking about their experience in the program
   - Answering and asking questions about the different components of the program

ROLE PLAYS *(20 MINUTES)*

1. Have two youth demonstrate how to introduce people to each other

   - "I'd like you to meet…"

2. Have two youth demonstrate how to shake hands

   - Eye contact, firm grip, smile

   - Have all youth practice with each other

3. Have two youth role play asking questions to adults and brainstorm other "small talk" topics

   "What is it like where you work?"

   "What are your favorite types of programs?"

4. Have two youth demonstrate POOR public speaking skills

   - Not making eye contact, speaking softly, saying a lot of "ummmms"

5. Highlight STRONG public speaking skills

   - Making eye contact; speaking in a loud, clear voice without "ummms"

TOOL

Youth Tour Guide Preparation Training
Adult Facilitator's Script
...continued

PROFESSIONAL? OR NOT PROFESSIONAL? GAME *(5 MINUTES)*

- Ask youth if they think the following statements are Professional or Not Professional

  - "Youth Tour Guide says hi to adults and introduces herself "   <u>Professional</u> or Not Professional

  - "Youth Tour Guide leaves the group to talk to one of his friends."   Professional or <u>Not Professional</u>

  - "Youth Tour Guide introduces the visitors to his program leader and friends "   <u>Professional</u> or Not Professional

  - "Youth Tour Guide tells the visitors about the winter showcase"   <u>Professional</u> or Not Professional

  - "Youth Tour Guide uses swear words when talking to adults"   Professional or <u>Not Professional</u>

ANSWER QUESTIONS AND GIVE PEP TALK *(5 MINUTES)*

- Youth know their afterschool program better than anybody!

- There are no right or wrong answers!

- Adults that are visiting are going to enjoy learn

HOW TO

Create an Enrichment Club Survey

Include youth voice in selecting enrichment clubs. Here are some steps to creating a survey that will help you.

When to do an Enrichment Club Survey: The best time to give participants a survey is before you solidify what will be offered. You may want to survey youth at the end of a school year so that you know who to hire and how to spend money before the year begins. If this is not possible, the very beginning of the year could also work. You may choose to survey once or twice a year.

1. Brainstorm a list of ideas: Before writing the survey, ask the youth in your program what types of Enrichment Clubs they wish they could have. You can do this informally during snack or formally during a focus group. Also find out what's popular at other programs. Finally ask your staff and school day teachers if applicable. Then add these new ideas to the list of Clubs you already offer.

2. Organize the list of possibilities: Narrow down the list by removing any ideas that are too dangerous, too expensive, too far from your program, or are unrealistic for other reasons. With what's left, organize the ideas into groups like "Art," "Sports," "Science," "Youth Leadership," etc. Take out clubs that are redundant so that the number of choices is reasonable. A good list will have 10 to 30 choices depending on the age of the youth (younger = fewer).

3. Start to create the survey: List all 10 to 30 items, and ask youth to place a check mark next to the ones they would most likely sign up for. Depending on how many you list as options, you may want them to pick their top 3, 5, or 8 clubs. Don't forget to leave a space to allow youth to add suggestions for activities you didn't list – just in case you forgot something important.

4. Ask for some background info as well: Have the first few questions on the survey ask for gen- der, grade, race/ethnicity, and other attributes. If it's important for you to know what clubs certain populations want, be sure to ask for background information that will identify them as a part of that group. You also may want to give the survey to youth already enrolled in the program and those not enrolled. Be sure to ask their enrollment status so you can see if there are differences.

5. Give the survey to a select population: You can survey your whole program, your whole agency/school, a random sample of your program, or a random sample of your agency/school. However you do it, be sure that it is representative of your community.

6. Evaluate the data: Sort out the completed surveys according to background information and make totals for each demographic. For example, you should know what's most popular with boys, 3rd graders, youth who aren't in the program, etc. Based on what's popular with certain populations, decide what you are able to offer. Hire staff or volunteers who can teach those clubs, and when it's time, allow youth to pick which club they want to be in.

What Should I Have in My Toolbox?

❑ A list of all the enrichment clubs that have been offered at your program in the past.

❑ Information from other afterschool program managers about their favorite activities.

❑ A sample survey to use as a template (see Tools).

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I have a tight budget, what is this going to cost me?

❑ Reproduction costs for the surveys.

❑ Staff time to write, distribute, and tabulate the surveys.

TOOL

Examples of Successful Enrichment Activities

Art	Community Service	Computers
• Cartoon Making • Ceramics • Crafts/cultural Arts • Fine Arts (Drawing, Painting) • Mural Making	• Neighborhood Awareness • Service Learning Projects • Volunteer Campaigns • Conservation	• Computer Skills • Research Projects • Web Design • Robotics • Video Game Making • Digital Movie Making
Cultural Appreciation/ Diversity Clubs	Dance	Drama
• Arts/crafts • Cooking Classes • Music • Traditions • Origami • Family History Projects	• Afro-brazilian • Break Dancing • Capoiera • Hip Hop • Ballet Folklorico	• Improv Workshops • Play Production • Set Design • Comedy Club
Journalism	Movie Making/Video	Music
• Newsletter/paper/zine • Interviewing Skills • Computer Layout	• Film Appreciation • Video Making • Video Editing • Documentary Film Making	• Band • DJ Workshops • Music Appreciation • Traditional Chinese Music • Karaoke
Science	Youth Leadership	Other
• Experiments • Ecology • Marine Biology	• Event/field Trip Planning • Leadership Council • Youth Mentors/tutors • Youth-led Evaluation • Career Development • Conflict Mediation	• Chess • Cooking • Toy Inventions • Yoga • Language Clubs • Transition Programs (5th – 6th Or 8th – 9th Grade)

TOOL

Sample Afterschool Program Participant Survey

Grade you are about to finish: o 6th o 7th

Gender: o Female o Male

Are you enrolled in the afterschool program this year?: o Yes o No

Check your top 8 Clubs you might be interested in… (even if you don't join the afterschool program, please answer)

Recreation and Sports
- o Outdoor Recreation (Sports)
- o Martial Arts
- o Capoeira
- o Girls' Sports
- o Bike Club
- o Outdoor Leadership
- o Soccer
- o Basketball
- o Volleyball

Creative Stuff
- o Arts and Crafts
- o Comic Making
- o Architecture (designing rooms, decorating)
- o Anime / Cartoon Drawing
- o Drawing and Painting
- o Fashion Design
- o Sewing and Crochet (Off-the-Hook)

Reading and Writing
- o Creative Writing / Poetry
- o Book Club
- o Newspaper/Tabloid Writing
- o zine Making
- o ELP Yearbook Making
- o Journalism and Interviewing

Healthy (And Tasty) Stuff
- o Cooking and Nutrition (Chef)
- o Gardening

Science Technology and Outdoor
- o Jr. Ecologists (Crissy Field)
- o Computer Club o Wacky Science o Internet

World Studies and Languages
- o Current Events/Let's Talk About Life
- o Languages and Cultures
- o Cantonese
- o Spanish

Performance Arts
- o Play/Musical
- o Debate
- o Movie Making
- o Chinese Lion-Dancing
- o Dance (write what type: _____)
- o Talent Show
- o Music Video

Other Clubs
- o Board Games/Chess (Hop-On Board)
- o Girls Club/Girlosophy
- o Boys Club
- o "Chill-Out" Room (Student Lounge)
- o Comedy Club
- o Crime Scene Investigators
- o "Mystery Club"
- o Spirit Club
- o Cheerleading

Music
- o Jr. Ecologists (Crissy Field)
- o Computer Club o Wacky Science o Internet

Leadership Clubs
- o Current Events/Let's Talk About Life
- o Languages and Cultures
- o Cantonese
- o Spanish

Academic
- o Play/Musical
- o Debate
- o Movie Making
- o Chinese Lion-Dancing
- o Dance (write what type: _____)
- o Talent Show
- o Music Video

Other
(please write suggestions):

HOW TO Implement Project-Based Learning Activities

1. Using youth feedback, identify a topic or theme around which to create a project (e.g. Sports, Robots, National Parks, etc.).

2. Identify the overall purpose of the project. What do you want the youth to know? To become able to do?

3. Brainstorm activities that will support the theme and that engage a variety of content areas (e.g. reading, math, science, history, art).

4. Select the activities that will best support the activity's purpose.

5. Determine how many days the project will run and plan out each day's topic and activity to support the project.

6. Identify potential speakers or guests that can enhance the project (e.g. parents, volunteers, community groups).

7. Implement the project.

8. Showcase the project via a performance, publication, or event.

9. Evaluate the project's success. Get feedback from the youth –What worked? What didn't work?

10. Document successes and challenges on the project lesson plans so the project can be adjusted the next time around.

11. Start a new project!

What Should I Have in My Toolbox?

- ❑ Project-Based Learning Overview (see Tools).
- ❑ Project-Based Learning Web (see Tools).
- ❑ Books, resources, examples, and state academic standards to enhance planning and implementation.

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I have a tight budget, what is this going to cost me?

- ❑ Materials and supplies to implement projects.
- ❑ Stipends for community partners or volunteers who take an intensive role.

TOOL

Project-Based Learning Overview

What is Project-Based Learning anyway?
• A teaching and learning strategy that engages participants in complex activities.

• A process that requires several steps and some duration—up to a semester.

• A cooperative group learning experience.

• Projects that focus on the development of a product or performance, and generally call upon youth to organize their activities, conduct research, solve problems, and synthesize information. These projects teach and require the development of skills from many disciplines.

• A teaching approach that supports the many tasks facing teachers today such as meeting state standards, incorporating authentic assessment, infusing higher-order thinking skills, guiding youth in life choices, and providing experiences that tap into an individual young person's interests and abilities.

What does Project-Based Learning look like afterschool?
• Youth working together in small groups.

• Groups focused on achieving a common goal, usually the creation of a product or presentation.

• Youth working to solve real-world problems and creating presentations to share what they have learned.

• Youth leading a problem-solving process through planning, research, evaluation, and design.

What are the three phases of Project-Based Learning?
• An open discussion of the project topic, including participants' knowledge of and first hand experience of the topic.

• Fieldwork, discussions with experts, and various aspects of gathering information, reading, writing, drawing, and computing.

• The presentation of the project to an audience.

10 Reasons to Use PBL in Your Program:
1. Youth become naturally motivated because they feel that the project is meaningful.

2. The project actively engages all youth.

3. Youth feel ownership of project.

4. Youth enjoy learning as they are given the opportunity to "construct" their own knowledge as they develop their project.

5. The project develops teamwork.

6. The project improves higher order thinking skills.

7. Youth focus on an end project (goal oriented).

8. Youth enjoy learning.

9. Youth learn through failure as well as success.

10. Project-based learning has been shown to raise student achievement.

Sample Project-Based Learning Topics
Following a menu approach, activities can include:

— **Family History Projects** that assist youth to write about their family histories, incorporating journals, oral interviews, video, and computers.

— **Culture Clubs** and other multi-ethnic activities that expand youth horizons about diverse backgrounds, languages, foods, and cultures.

— **Kids in the Kitchen cooking course**, which integrates cooking, nutrition education, and health literacy.

— **Career development programs**, from School-to-Career Partnership, local college career development programs, and local businesses, which integrate job skills training with exposure to career options.

— **Sports Focus** such as soccer, basketball, and softball to engage youth in athletics, life-long fitness, and team building.

TOOL

The Project-Based Learning Web

Research

Find a listing of properties for sale in the Mission District. Which one will be the best location for the new school building?

Math/Spreadsheets

What is the total cost of this project? Develop accounting spreadsheets to illustrate. Provide multiple options using various materials.

Music/Video

Create a promotional video that can be used at community forums. Include a theme song or music.

Project Theme:

Build a new school in the Mission District of San Francisco

Multi Cultural Awareness

Research the diverse community that exists in the Mission District. How can the history of the many cultures be incorporated into the design of the building?

Science

What types of potential building materials are the most environmentally friendly? Can the new school be solar powered?

Drafting/Geometry

Draft a to-scale blueprint of the building, including the interior and exterior

Planning

Create a timeline for the project. Include all of the steps from beginning to end, including the person responsible for each step.

HOW TO Foster Youth-Led Service Learning Projects

Research has shown that youth who participate meaningfully in their community are more successful in school.   Follow these simple steps to assist youth in designing and carrying out service learning projects in their communities.

1. Create the time and space: Here are some questions to consider when arranging for service learning projects:

- Will the projects be carried out as electives or as a required component of your program?

- Will the service be a one-day event, or ongoing projects?

- Will the projects take place on or off site?

- Will everyone do one project, or will projects be done in small groups or individually?

2. Find a project: Allow youth to determine what the service project will be:

- Begin your program by asking youth to brainstorm where help is needed in their community.

- Ask youth to come up with ideas for how they might help those in need (e.g. clean a park, make get-well cards for children in the hospital, knit hats for the homeless).

- Assist youth in completing the service learning project planning form to identify resources needed, plan project, and create a timeline (see Tools).

3. Prepare for the project:

- Before doing service, provide articles or lead discussions that address the larger picture of your service project (e.g. read an article or watch a movie about homelessness, the environment, or hunger).

- Assist youth with making phone calls to agencies, gathering materials, and planning for their projects.

4. Create a space for reflection:

- After each project, allow youth to reflect on their experience (see Tools: Effective Journal Questions).

5. Celebrate/appreciate:

- Plan a celebration or day of appreciation to recognize the contribution that the youth are making to their community.

What Should I Have in My Toolbox?

- ❏ Service Learning Project Planning Form (see Tools).

- ❏ Samples of Effective Journal Questions (see Tools).

- ❏ Service Learning Ideas… and contacts to get you started (see Tools).

- ❏ Helpful websites include:

  - The National Youth Leadership Council www.NYLC.org

  - Youth Service America www.YSA.org

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I have a tight budget, what is this going to cost me?

- ❏ Materials for the project (e.g. trash bags, gloves, disposable cameras).

- ❏ Certificates of completion.

- ❏ Materials for end-of-project celebration.

- ❏ Many organizations give mini-grants to support youth-led service learning projects; encourage youth to research ways to fund their projects.

TOOL

Service Learning Project Planning Form

NAME:			
What are the top three issues facing your community right now?	#1	#2	#3
Pick one of the issues. What project can you do to help with this issue?			
Who will benefit from your project?			
What materials will you need?			
When will you do your project?			
Who will help you with your project?			

Adapted from Youth Service California

TOOL

Service Learning Ideas…
and contacts to get you started

Beginner

(things you can do with limited materials right in your program)

- Make get well cards, pictures, or crafts for children in the hospital

- Make holiday cards or placemats to be delivered through Meals on Wheels

- Organize a food drive in your organization or local school through the local food bank

- Organize a book drive with the local public or school library

- Start a recycling or composting program in the organization

- Organize literacy buddy projects (Reading Buddies, book writing/ illustration sharing, ESL tutoring)

- Collect toys, coats, or blankets for children in shelters

Intermediate

(will take a little preparation, but still close to home)

- Make quilts for people living with HIV/AIDS (teach children to sew, knit, or crochet squares – program leaders can help put the quilt together)

Project AHEAD (415) 487-5777

Names Project (415) 882-5500

- Neighborhood/school cleanup (pick up trash – make sure you wear gloves and that proper supervision is provided)

- Host a "Seniors Appreciation Day" (invite participants' grandparents to see the youth perform, play games, have tea, read books, etc.)

- Mentoring (middle or high school youth mentor elementary school youth)

- Coordinate a school-wide "Jump Rope for Heart" or "Hoops for Heart" event www.americanheart.org www.aahperd.org/ jointprojects.html

Advanced

(larger projects, off site)

- Park and habitat restoration (contact local parks, beaches, reserves)

- Volunteer at a local senior center (play bingo, serve dinner, socialize)

- Participate in a walk-a-thon (get in shape while helping others)

    Avon Walk for Breast Cancer 1-800-510-WALK

    American Cancer Society Making Strides Against Breast Cancer 1-877-906-7222

    Susan G. Komen Race for the Cure (415) 561-3377

- Grow a community garden

- Sister city projects (e.g. pen pals, cultural exchanges) www.sister-cities.org

- Create a mural in the program or community

TOOL

Samples of Effective Journal Questions

Use these journal questions to help youth reflect on their service projects.

- What did you do during your service project that was fun or satisfying?

- What was the best thing that happened to you while doing your service project? Why was it the best?

- What was the hardest part of doing your service project? Why?

- With whom did you talk at your project today? Describe the conversation. How did you feel during and after your conversation?

- Picture one or two of the clients at the place you are serving. If you could ask them any questions you wanted, what would you ask? What do you think they would answer? Try to become one of the clients, and write down a conversation between the two of you.

- Look back to your first day of service. How did you feel that day, and how different is that from the way you feel about your project now? What has changed? Why has it changed?

- If you had a magic wand and could make changes in the lives of people you are serving, what would you change, and why?

- What is the most frustrating thing about doing service?

- What do you think is the most frustrating thing in the lives of the clients you are serving? What would it take to ease that frustration?

- Describe two things you've done in the past month that you are proud of.

- How did you feel when you left your service learning project today? Why?

- What have you learned from the people involved in this project? What have they learned from you?

- What have you learned about the community through doing this project?

Adapted from Youth Service California, www.yscal.org. Some of these questions were taken from Reflection: The Key to Service Learning.

HOW TO   Create a Youth Showcase

Having a showcase of youth projects and performances helps motivate youth to work hard towards a goal. It also gives them the recognition they deserve for being so amazing. Most importantly, youth showcases are fun!

Here are a few recommended steps to planning a showcase...

1. Make it the culminating project for enrichment clubs:
Showcases are great as a way to show-off culminating projects or performances. Have your showcase in the second-to-last week of the club's duration. This allows for adequate time to prepare and also allows for the club to meet and debrief their project. Keep in mind that showcases are not just for performances. Art displays, interactive science projects, food from the cooking class, computer projects, youth awards, recognitions, and much more can be worked into the event.

2. Plan a date in advance:
For most ages, having 2 showcases a year is best. December/January and May/June are good months. Pick an exact date in advance so that instructors can time things accordingly.

3. What time?
It depends on who you want to see it. Evening hours are usually best for parents (Friday nights at 6:oo are great!). If you are based in a school site and want students and their teachers to see it, try to schedule it as a school assembly. If that's not possible, a showcase immediately afterschool could maximize the number of students and teachers in the audience.

4. Identify roles for youth:
Identify what roles youth will take on and connect them with the staff member they will be working with. You'll need youth to be Emcee's, operate lights and curtains, pass out pro- grams, set up the stage, and more.

5. Advertise and make invitations:
Post signs and make a lot of announcements to let the community know it's coming up. Have youth make individual invitations to their parents, teachers, and best friends. This assures a larger audience but more importantly gets the performers and youth excited about it.

6. Have a dress rehearsal:
Youth may be a little nervous and it helps if they have one or two dress rehearsals.

7. Enlist help:
Ask parents and co-workers to volunteer and help the day of the event. You'll need to set up chairs, displays, food, microphones, CD players, movie screens, etc. You'll also need to clean it all up.

8. Day of the show:
Relax. Do not put yourself in charge of anything specific. Plan tasks in advance for youth, staff, and adult volunteers, and have them written out. Have an agenda for set-up, showcase, and clean-up. Everyone will be relying on you to give them direction and see the big picture, so do not put yourself in charge of pouring juice when someone else can do that.

9. Throw an after-party!
The performers and contributors worked hard. Throw a party with food they like to eat after the showcase to recognize their achievements.

What Should I Have in My Toolbox?

- ❑ Sample showcase agenda (see Tools).
- ❑ Staff training on how to build to a culminating project or performance.
- ❑ Examples of youth performances and projects to share with youth and staff.
- ❑ Materials to make signs and flyers.
- ❑ Access to a stage or multipurpose room.

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I have a tight budget, what is this going to cost me?

- ❑ Supplies for performances and projects.
- ❑ Staff time for extra hours worked before or after the regular program.
- ❑ Food for an after-party and/or the audience: free (potluck

TOOL

Sample Showcase Agenda

	Showcase Agenda	
2:00	Start Set Up	
3:21	Youth Arrive in Cafeteria	
3:40	Announcements and Dismissal to Little Theatre	
3:45	Welcome and Introduction	
3:45	Intro to Showcase (Jimmy and Kharlil)	
3:50	**Performances**	**Students MC**
	Cinco De Mayo(10mins) Drama Movie 1 (10mins) Dance (7mins) Karaoke (7 mins) Drumming (10 mins) Piano Performance (7 Mins) Nicole Poem/ Song (5 mins) Jr. Ecologist Films (5 mins) Comedy for Dummies (15 mins) Drama Movie (10 mins)	Philicia/Melody Marlena, Tashana Anthu and Ivan Ravi and Thomas Jessica and Laura Philicia/Melody Marlena, Tashana Anthu and Ivan Ravi and Thomas
5:30	**Intro to Tables** (Jessica and Laura)	
	Art Table Computer Table Wacky Science Table	
5:50	Dismiss	

HOW TO Increase Youth Leadership in Enrichment Activities

1. Investigate: Do an enrichment survey (see "How To Create an Enrichment Club Survey" above.)

2. Advertise: Post signs and make a lot of announcements that let youth know that they have the **opportunity to start their own club or lead activities afterschool. Make it look fun and let them know there are incentives (such as pizza party lunches with staff while going over curriculum ideas).**

3. Recruit: **If youth do not approach you, staff should approach them. Identify youth leaders and approach them one-on-one. Ask them what their favorite activity is or if they have ideas for any new activities that aren't already offered. Tell them that you see them as a leader and you think they would be great at helping to lead this activity. Let them know that there will be fun parties and meetings with good food (pizza, deli sandwiches, etc.). Invite them to a meeting to learn more about it.**

4. Have an orientation: **Invite all interested and identified youth to an orientation (with food of course) where youth can learn more about leadership possibilities. Be sure to have a lot of interactive activities where youth can learn, try, and practice their skills as activity leaders.**

5. Identify roles for youth: **Identify what roles youth will take on--leaders, co-leaders, or assistants. (Some youth will feel more comfortable with a smaller leadership role, while others may be ready to jump right in.)**

6. Create a meeting/supervision schedule: **Connect them with the staff member they will be working with. Set up a regular meeting schedule to go over the day's activity plans. The staff member will help assure that it's safe, appropriate,** and that the youth leader has everything they need to be successful (supplies, methodology, etc.). Youth leaders will also need to meet as a group to have lesson planning training and classroom management training.

7. Get started: **Begin the youth-led clubs and activities. Provide adult supervision at all times.**

8. Evaluate and encourage: Give youth positive reinforcement after each activity. Also set aside time to give constructive feedback. Co-plan the next activity with this feedback in mind. Be sure to continue to have planning meetings and time for evaluating and reflecting.

What Should I Have in My Toolbox?

- ☐ Enrichment club survey results (see Tools)
- ☐ Flyers
- ☐ Training materials for youth leaders— sample lessons, teaching techniques, classroom management techniques

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I have a tight budget, what is this going to cost me?

- ☐ Food for training and supervision meetings: about $5/month per youth.
- ☐ Supplies for activities.
- ☐ Staff time to supervise and train youth leaders.

TOOL

Examples of Youth Leadership Roles in Enrichment

Below are three youth leadership roles and examples of what these roles look like.

Enrichment Activity Assistant:
Lower Level Of Youth Leadership

Enrichment Assistants take on a smaller level of leadership than the other two roles. In this role, the adult is still the instructor, but a Youth Enrichment Assistant is there to support.

Here are some examples of the role:

• Helps the adult to plan and decide what to do

• Evaluates activities with the instructor and gives the adult feedback

• Organizes materials for the class

• Collects work done by the group

• Takes notes for the activity

• Takes attendance

Enrichment Activity Co-Leader:
High Level of Youth Leadership

Enrichment Co-Leaders share the responsibility of running enrichment activities or clubs with an adult. The adult and the youth are both instructors.

Here are some examples of the role:

• Plans and facilitates activities with the adult co-leader

• Evaluates activities with the instructor and they share feedback

• Leads some activities with the group (could be an ice- breaker / short activity, or it could be something that takes a larger amount of time)

• Co-leads some activities (both adult and youth lead activities together)

Enrichment Activity Leader:
Highest Level of Youth Leadership

Enrichment Activity Leaders are responsible for leading instruction for an enrichment activity or club. While the Youth Leader is considered the primary instructor, the adult still supports the youth by providing guidance, training, supervision, and evaluation.

Here are some examples of the role:

• Plans all activities and curriculum

• Evaluates activities with an adult and receives feedback

• Leads all activities

HOW TO

Create a Lesson Plan that Works

The simple act of planning out an enrichment lesson and committing it to paper gives even the most novice staff person or youth activity leader a firm platform from which to lead. It also has the added benefit of letting you – the supervisor – know what types of activities are happening in the clubs.

The following are key items which should be included in all lesson plans:

1. Group Guidelines

Youth aren't mind readers; provide them with clear expectations. (See Chapter 5: *Program Environment and Safety* for more information.)

- Use positive statements when writing the guidelines. Try to keep the "NOs" to a minimum. Tell them what we *DO* want, not what we *DON'T* want.

- When putting together the guidelines, also include consequences.

2. Opening Circle / Check – in

Some examples…

- Shout-outs from youth

- Share what today's project/activity will be

3. Activities

Here is the meat of the lesson plan…

- Each activity should be broken into three parts:
    a. Teach the skill
    b. Have youth do the skill
    c. Clean-up & closure
- Should be hands-on with youth involvement.

- Have clearly set goals & incentives – why do they want to do this?

- List the materials and time each activity will require.

4. Change Up

Keep your participants' interest by keeping things fresh. If youth are interested in what they're doing they'll want to

do it again, but once the youth lose interest, that activity can't be revisited again.

- **Movement between environments**
  For example, if you're doing a painting class, start outside with the participants sketching a building and then bring them inside to add paint to their sketches.

- **Change leadership**
  Let youth lead a portion of the activity – this frees you up to mingle with other participants in the activity and promotes youth leadership.

5. Closing

The closing ties the lesson back into the activity.
Closing ideas…

- Clean-up of space – make the youth responsible for their clean-up.

- Reflection – discuss challenges and successes.

- Appreciations (of others) – Idea: Have participants pull a name at the start of program, then at the end have them say one thing they noticed about that person during the activity. You will most likely get some "silly" responses, but you'll be surprised by the honesty and insight of some of your youth.

What Should I Have in My Toolbox?

- ❑ A template of what you expect in a lesson plan (see Tools).
- ❑ Resources to give staff ideas (e.g. craft books, games books, the Tribes book).
- ❑ A binder with copies of all lesson plans and notes from the leader.

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I have a tight budget, what is this going to cost me?

- ❑ Staff time to write lesson plans.
- ❑ Supervisor time to review lesson plans and provide feedback.

TOOL

Sample Enrichment Lesson Plan

Leader: Suzie	Club: Multicultural Art

Outline:
Participants will make art from many countries, while also learning about the cultural meaning and significance be-hind each piece they make. Hopefully this will give them a better understanding, as well as an appreciation of differ-ent cultures. Participants will be encouraged to use their creativity, independence, and teamwork as they create and put their projects together.

Daily Plans:

Lesson 1: Guatemalan Plate Designs (Mon, 1/10)

Goals: • Create Club guidelines   • Introduce Guatemalan Plate Designs   • Begin and finish designs

Supplies: paper plates (9", white), tempera paints (assorted colors), glitter, yarn (to hang plates), paintbrushes, pencil, hole puncher, the book: Multicultural Art for Youth

Opening: (10 Min)
• Create club guidelines using Character Counts model
• Introduce Guatemalan Plate Design (pp82-83)

Main Activity: (1hr,5 min)
• Show them the 4 Guatemalan designs – deer, sun, flowers – that are typically used on Guatemalan pottery (p.83).
• Have participants create their own design, using any of the 4 designs, plus any design found in their own cultures.
  If they finish early, participants can make another.

• Instructions (have participants take turns reading these out to the class)
    1) Sketch one of the designs + one of your own, onto a paper plate. BE CREATIVE! It does not have to look
       EXACTLY like the designs.
    2) Paint on the designs, using the colors any way you want.
    3) Punch a hole at the top of the plate and add a yarn loop to hang.

Closing: (15 min)
   • Clean-up: Have participants help clean-up & put supplies away.
   • Reflection: Have participants sit in circle and share their designs with the class.
   • Which design did you choose? Why?

Leader's reflection on this session:

HOW TO Infuse Literacy Into Enrichment

Enrichment activities offer a fun and engaging opportunity to intentionally build literacy skills for all ability levels. With advance planning, literacy— reading, writing, speaking, and listening—can be infused in any activity.

Some examples of literacy skill building are:

• Youth read directions aloud (reading, speaking, listening)

• Group brainstorm (reading, speaking, listening, writing)

• Youth modeling activities (speaking, listening)

• Playing games (reading, speaking, listening)

• Project research (reading, writing)

• Group debrief of activity (speaking, listening, writing)

• Presentations (reading, writing, speaking, listening)

Provide staff with an overview of literacy skills.

Focus on four key literacy skills – Reading, Writing, Listening, and Speaking. Brainstorm with staff about different types of activities that will reinforce literacy skills.

For example, if you are creating a new and improved enrichment class on sports you might consider the following:

Reading – Participants read about the history of the sport, and how it came to be.

Participants read the rules of the sport and discuss if they are the same or different than the rules they usually use for the game.

Writing – Participants write a newspaper article about one of their sporting events.

Participants create alternative rules in written format and try them out at the next event.

Listening – Youth watch a sporting event and listen to their peers who are being the newscasters for the game. After the game, they can share their ideas of how the game went as a post-game commentary.

Youth listen to interviews of athletes and critique the athletes' comments and share how they might have said it differently.

Speaking – Youth are sportscasters and broadcast one of the current sporting events over the organization's loud speaker or portable microphone.

Youth interview fellow athletes as a post-game wrap- up, asking how it went and how they might improve next time.

Work with staff to identify creative ways to infuse literacy into enrichment. If your staff can get excited and behind it – participants will get excited too!

What Should I Have in My Toolbox?

❑ Four corners of literacy brainstorm sheet (see Tools).

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I have a tight budget, what is this going to cost me?

❑ Staff time to write lesson plans with literacy components.

❑ Supervisor time to review lesson plans and provide feedback.

❑ Books or professional development to help staff learn more about literacy.

❑ Equipment for reading, speaking, listening, and writing such as books, pens/paper, tape recorders, computers, microphones.

TOOL

Building Four Strands of Literacy into Enrichment Classes

1. Write your enrichment focus into the box labeled "Enrichment Focus" (e.g. "Breakdancing")

2. In each box, write a few activities you can do that incorporate the skill (e.g. in the "Speaking" box, you can write, "Participant will provide move-by-move commentary of the breakdancing competition."

Enrichment Focus:
Writing:
Listening:
Reading:
Speaking:
Materials I will need:

HOW TO

Infuse STEM Into Enrichment

Just as literacy skills can be built through enrichment activities, so, too can Science, Technology, Engineering and Math (STEM) skills!

Some examples of STEM skill building are:

- Planting seeds in various areas of a garden and making predictions about which ones will grow best in their environment and why

- Using a computer program to create a video game

- Designing a catapult to launch tin foil balls

- Measuring ingredients or converting measurements in a cooking class

STEM activities can range from ecology projects (beach clean up) to robotics (creating lego robots); from astronomy outings (going on a camping trip and learning about the stars), to acoustical engineering (learning about various instruments and how they make sounds). In fact, almost every activity you do can have a STEM learning objective!

Here's how to make it happen.

1. Use the "STEM Activity Planning Sheet" (see Tools) to plan out how you will infuse STEM objectives into your enrichment class or club

2. Develop your lesson plans based on the planning sheet

3. Debrief with participants to discuss what STEM skills they learned through doing the activity – most of the time they won't even be aware that they were using and learning science, technology, engineering, or math skills!

What Should I Have in My Toolbox?

❑ STEM Activity Planning Sheet

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I have a tight budget, what is this going to cost me?

❑ Your time, or your staff's time

TOOL

STEM Activity Planning Sheet

Enrichment Club Topic or Theme:		
Activities related to the theme that integrate **Science**	• Experiments of any sort • Biology (animals, plants, health) • Environmental research or projects • Geology, paleontology, meteorology, chemistry, botony…	Ideas:
Activities related to the theme that integrate **Technology**	• Computer programming • Robotics • Music recording, video production • Old fashioned inventions	Ideas:
Activities related to the theme that integrate **Engineering**	• Building things • Electronics • Paper airplanes, rockets, flying things • Physics	Ideas:
Activities related to the theme that integrate **Math**	• Measuring • Calculating • Charting or graphing • Statistics or patterns	Ideas:

HOW TO

Encourage Youth to Work Together

We all have our groups of friends that we like to hang out with. But part of being in an afterschool program is helping participants make new friends and interact with peers who they might not otherwise engage with.

Besides creating an inclusive and safe environment, knowing how to interact and socialize with peers is a valuable lifeskill that will go a long way towards ensuring a more fulfilling adulthood – both in personal relationships, and in the workplace.

Here are a few ideas to get you started:

1. Intentionally Build Community

Just because a bunch of participants find themselves in the same group or club afterschool, does not mean that they will automatically care about or interact with each other. Help your group feel like part of a community by:

- Making sure everyone knows everyone else's name
- Playing a teambuilding game or doing an icebreaker at the start of each meeting with your group
- Creating Community Agreements (see Chapter 5)
- Creating group goals that require everyone's participation (penny collection for a charity, points system for desired group behaviors, etc.)
- Leading youth in the development of a group name, mascot, song, etc.

2. Design Activities that Promote Diverse Interactions

While there are certainly times when choosing which group they want to be in is appropriate, there are other times when breaking up cliques or groups of friends is the way to go.

- Do you notice any youth who are very shy? Pair them with a more outgoing participant for an activity.
- Are there any participants who are English Language Learners? Pair them with someone who loves to talk, or with someone who is very quiet.
- Do you always do large-group activities? How about running a contest where participants have to work in groups of threes? Give each group member a specific role (note taker, presenter, facilitator) so that everyone is encouraged to participate equally.

3. Recognize and Reward Desired Group Behaviors

Make an effort to call attention to youth who demonstrate the types of social interaction and team-building behaviors you are trying to foster. You can do this by:

- Calling it when you see it. For example, if you see one participant helping another, loudly thank the participant for the specific interaction you witnessed.
- Let participants thank and acknowledge each other. Provide time at the end of each period for group members to thank someone who helped them.
- Make positive phone calls home to let parents and caregivers know how much their child is contributing to the welfare of the group.
- Create a "diplomat of the week" award and bestow it on that group member who demonstrated the best interactions with the most peers each week.

What Should I Have in My Toolbox?

- ☐ A book of teambuilding activities or icebreakers such as Alanna Jones' Teambuilding Activities for Every Group.
- ☐ How To Create Community Agreements in Chapter 5: *Youth Development*
- ☐ Items for recognition or rewards, parent/ caregiver phone numbers

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I have a tight budget, what is this going to cost me?

- ☐ Alanna Jones' book will cost you about $10 on Amazon
- ☐ You create awards for free with a computer and printer, or go fancy and buy actual certificates