Resources

❖ The Search Institute
http://www.search-institute.org/
Search Institute has surveyed over two million youth across the United States and Canada since 1989. Researchers have learned about the experiences, attitudes, behaviors, and the number of Developmental Assets at work for these young people. Studies reveal strong and consistent relationships between the number of assets present in young people's lives and the degree to which they develop in positive and healthful ways. Results show that the greater the numbers of Developmental Assets are experienced by young people, the more positive and successful their development. The fewer the number of assets present, the greater the possibility youth will engage in risky behaviors such as drug use, unsafe sex, and violence.

❖ The Morning Meeting Book
By Roxann Kriete
Morning Meeting is a powerful teaching tool for building community, increasing student investment, and improving academic and social skills. The text includes: Step-by-step guidelines for implementing Morning Meetings (or Class Meetings), clear explanations of 45 greetings, 66 group activities, and many samples of morning message charts, frequently asked questions and answers, a chapter on implementing Morning Meeting in middle school, ideas for adapting Morning Meeting for use with second language learners, and more.

❖ WestED
http://www.wested.org/cs/we/print/docs/we/home.htm
A nonprofit research, development, and service agency, WestEd enhances and increases education and human development within schools, families, and communities.

❖ Community Network for Youth Development
http://www.cnyd.org/
The purpose of the CNYD organization is to shape a world where all young people thrive supported by communities that help them develop their full potential. CNYD does this by strengthening the youth development field through community capacity building and policy alignment.

Youth Development Begins with You!

An Introduction for Out-of School-Time Providers

Trainers: Carola Secada & Mark Marano

After School University

California After School Demonstration Program

Welcome

- After School University Overview
- Training Purpose + Objectives
- Agenda Overview
- Group Promises

Who Are You Really?

- Ice Breaker

Debrief

- What did you notice about the questions?
- Who can you do this activity with?
- How can you modify this game?

- Other team building resources:
  - The Morning Meeting Book
  - files.me.com/markmarano/3u2703

Youth Development & Child Development

YOUTH DEVELOPMENT

- Program design model that focuses on “Best Environmental Practices” to put into place to have a “Youth Centered” program.

Child Development

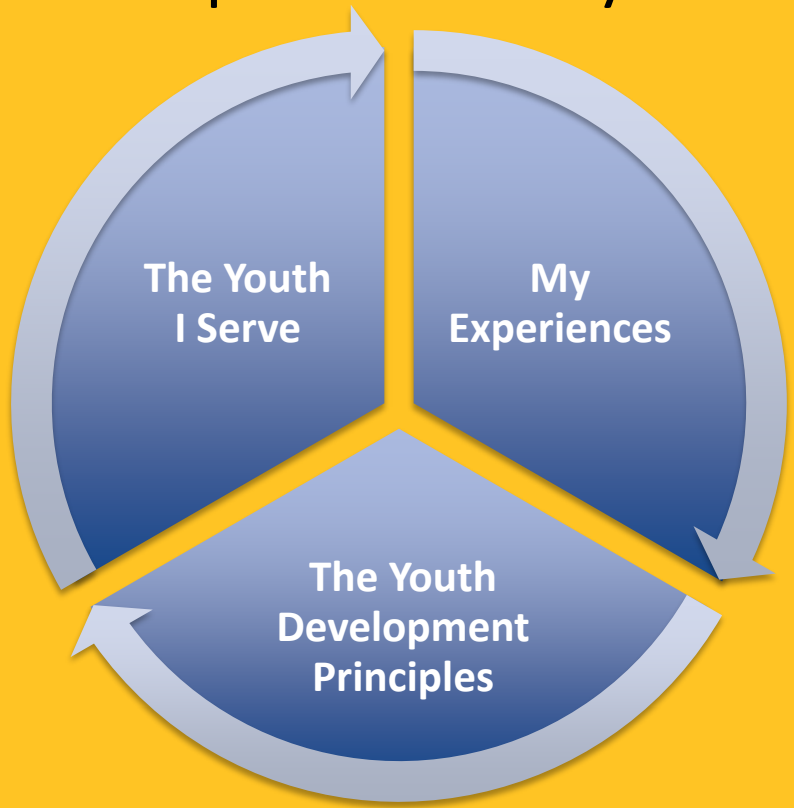
- Characteristics of developmental traits of children in stages of growth: Social, Physical, Emotional. Important to know for age-appropriate programming.

Youth Development

CNYD Model: The 5 Core Concepts

Leave a message after the beep!

- This activity will help us reflect on our own youth experiences allowing us to connect to the Youth Development Principles and the youth in our programs.



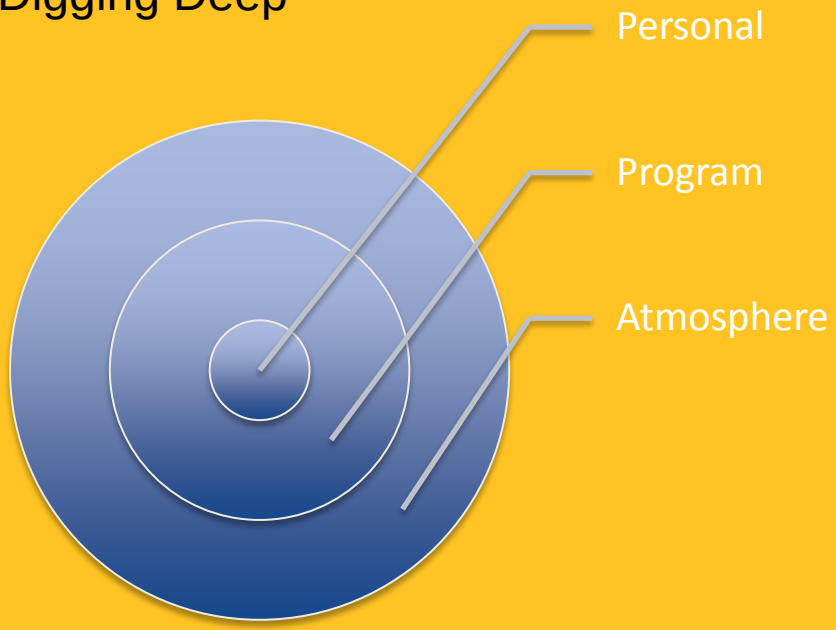
Debrief

- How did the negative messages make you feel?
- How about the positive messages?
- Consider where our youth are getting their messages from and how powerful our role is.

Break!

Small Group Discussion

"Digging Deep"



Small Group Discussion

- Identify a Recorder
- Identify a Reporter
- As a group, select and answer 2 questions from each set (personal, program, atmosphere)

- **Personal**-You as an individual, not as a Youth Worker

- **Program**-Identify systems and activities

- **Atmosphere**-The tone/feeling that is created as stakeholders interact with systems/activities

Youth Development – Safety

PERSONAL

- How safe am I?
- Do I make decisions alone or as a team?
- Do I tease others?
- Do I have empathy for others' feelings?
- Do I understand what youth need from me?
- Do I bring negative attitudes to work?
- Do I take caring for youth seriously?
- Do I know how to assess my own stress level?
- Do I know how I respond to emergencies?

PROGRAM

- Are there consistently applied rules?
- Do program leaders take youth's complaints seriously?
- Do the program leaders model effective conflict resolution methods?
- Do program leaders monitor how youth treat each other?
- Do staff practice safety drills?
- Do staff communicate youth's issues in meetings?
- Do program leaders guide their group appropriately?
- Are program leaders constantly aware of their surroundings (360 degrees)?
- Do program leaders talk to youth about dangers (community concerns)?
- Are staff prepared for activities when youth arrive?
- Is there written and carried out structure?

ATMOSPHERE

- Is the site hectic in appearance?
- Are leaders vocal when needed?
- What does the sign in/sign out procedure look like?
- Is there an information board for visitors and participants?
- Do youth feel safe to express idea?

Youth Development – Relationship Building

PERSONAL

- How do I relate to others?
- Do I include “Team Decisions”?
- Do I listen well to others?
- Do I respect differences, other ways to do things?
- How culturally aware am I?

PROGRAM

- Do youth know and like their program leader and vice versa?
- Is there program time to share, talk, communicate in an organic and/or structured way?
- Is there “one on one” time?
- Can youth and staff express feelings freely?
- Do youth feel part of a group or do they feel warehoused?
- Are there positive relationships between youth, staff, parents, teachers and principals?

ATMOSPHERE

- Is there a quiet place for small group discussion?
- Are leaders caring, kind and interested?
- Do youth want to stay longer?
- Do staff praise youth?
- Do staff notice when youth are feeling sad or upset?

Youth Development – Youth Participation

PERSONAL
- How do you view youth?
- Do you talk down to youth or talk with them?
- Do you include youth in your decision making?
- Why do you think youth need leadership skills?
- Do you think youth can lead activities/events/discussions?

PROGRAM
- In what ways do youth lead?
- Are youth included in planning activities?
- Are youth encouraged to share their own experiences?
- Are youth included in program evaluation?
- Do youth do projects where they decide on the outcomes?
- Are there team building exercises as part of the daily program?
- Do youth take part in Youth Councils?
- Do youth run part of the program?

ATMOSPHERE
- Do youth feel like they own the program?
- Do youth feel listened to?
- Are youth's ideas implemented and recognized?
- Do youth seem excited about projects that they come up with?

Youth Development – Community Involvement

PERSONAL
• Do you get involved with causes or volunteer work?
• Do you see yourself as an activist?
• Are you civically minded?
• Are certain issues like the environment or education important to you?
• Do you feel that you can make a change for the better in society?
• Do you think youth can make a difference in their communities?

PROGRAM
• Do youth get out into the community?
• Do youth take part in city wide events?
• Do youth have charity drives, beach clean ups, recycling activities?
• Do youth interview community leaders, businesses, etc.?
• Do you invite community members into your program? (business, fire/police department, etc.)?
• Do program leaders research community opportunities?

ATMOSPHERE
• Are there activities on a weekly basis that involve the greater community?
• Are there service learning projects going on?
• Are youth involved with field trips off site in small groups?
• Do youth talk about community issues? Are there dialogue opportunities?
• Is your community reflected on your site?

Youth Development – Skill Building

PERSONAL
- Do I feel that I have a lot to teach youth?
- Do I value learning?
- Do I research activities?
- Do I create idea times for my staff?
- Do I try to make the program both fun and interesting to youth?
- Do I value education?
- Do I understand social, workforce, and educational skills?

PROGRAM
- Are there project-based activities?
- Are the activities fun, age and grade appropriate?
- Are there social, workforce, or academic outcomes to each activity?
- Are activities varied?
- Are there opportunities for youth to experiment in various subject areas?
- Do youth have the opportunity to lead activities?
- Are there take home products?
- Do you teach youth to celebrate cultures at your site?
- Do youth come up with their own activities?

ATMOSPHERE
- Are there lots of interesting activities going on in a day?
- Do youth like the activities?
- Is attendance high?
- Is there fun, busy excitement in the program?
- Are youth leading activities?
- Is there lots of group work going on?

Debrief

What “ah-ha’s” did you reach?

What are you doing well?

What are some opportunities for growth?

Conclusion

- Debrief/Q+A
- Evaluations

- Thank you for the amazing work you are doing with youth…you are teaching them effective strategies to become self-sufficient adults capable of cultivating positive, healthy relationships.
- If you want more support on this topic, contact us at:

carola.secada@lbymca.org

mark.marano@lbymca.org

After School University

Youth Development Team Building

Materials needed:

1. Interview questions (one sheet per participant)
2. CD Player with CD/iPod/Radio, etc.

Directions: When the music begins to play, everyone will get up and dance around the room. Let the rhythm take over! When the music stops, partner up with the person nearest to you. You will each put one hand behind your back. On the count of 3, you will both bring your hand from behind your back in front of you with a number of fingers showing (between 0 and 5). Together you will add your numbers up and answer the question on your interview sheet that corresponds to the sum. For example, if Mark shows 2 fingers and Carola shows 5 fingers, they will both answer question 7.

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1. Where were you born?
2. If you could travel to any country in the world, which one would it be and why?
3. If you could have a conversation with any historical figure (dead or alive) who would it be and why?
4. What country is your favorite food from? Describe.
5. Who taught you how to dance?
6. Who taught you about your ethnic background?
7. Who are your heroes?
8. If you could live in any decade, which one would it be and why?
9. How many languages do you speak?
10. Do you come from a small family or a large family? Do they live close to you?

Do 3 rounds of interviews.

Afterward, debrief the activity. Facilitator will ask: What did you like about the activity? What new information was learned? What skills did you get to practice?

After School University

Youth Development Core Elements

Community Network for Youth Development Model

Safety, so young people feel:

- Physically and emotionally secure.

Supportive Relationships, so young people can experience:

- Guidance, emotional and practical support
- Adults and peers knowing who they are and what's important to them

Meaningful Youth Involvement, so that young people can:

- Be involved in meaningful roles with responsibility,
- Have input into decision-making,
- Have opportunities for leadership, and
- Feel a sense of belonging.

Community Involvement, so that young people gain:

- An understanding of the greater community, and
- A sense of being able to make an impact in their community.

Skill Building, so that young people can:

- Have challenging and interesting learning experiences which help

them build a wide array of skills, and

- Experience a sense of growth and progress.

After School University

Youth Development
"Youth Development Begins with YOU!"

Trainers: Carola Secada and Mark Marano

Purpose:
Participants will understand and apply youth development practices that promote positive after school environments.

Objectives:

- Participants will understand the definitions of Youth Development and Child Development.
- Participants will understand the 5 core practices of youth development.
- Participants will assess the atmosphere of youth development in their after school environment.

I. Introductions and Agenda Review

II. Group Promises

III. Ice Breaker

IV. Youth Development & Child Development

V. 5 Core Practices

VI. Messages Activity

VII. Break

VIII. Group Activity

IX. Conclusion/Wrap Up