Professional Development Situation: Meeting

Skill Focus: Giving Youth Control

Time Required: 30 minutes

A CLASS MEETING

Participants will plan a class meeting to learn how to give youth more control in the learning space.

Agenda

Introduction —5 minutes

- Self-Reflection: Giving Youth Control

Revising and Planning a Class meeting—20 minutes

- Class Meeting Agenda

Conclusion—5 minutes

Materials

- Computer with internet connection
- Projector and speakers
- Chart paper and markers
- One copy of Self-Reflection: Giving Youth Control for each participant
- One copy of Class Meeting Agenda for each participant

Before the Session

- **Read this meeting guide** to become familiar with the content and allow time to personalize the activities to best suit your presentation style. Read all informational materials.
    - *Italics indicate text that can be read aloud or emailed to participants.*
- Send reminder email about the meeting. Determine if any participants require accommodations (sight; hearing; etc.).
    - *The next professional development opportunity to enhance our STEM skills will be on DATE at TIME at LOCATION. Our focus for this session will be "Giving Youth*

Control". Let me know if you require any accommodations to participate in the training. I am happy to answer any questions you have and look forward to seeing you at the workshop. I can be reached at CONTACT INFO.

- Gather all materials needed for the session.
- Develop a list of all possible questions participants might have during the meeting. Create potential responses to be explored through informal conversation. Review any key terms or ideas that may be unclear.

Session Outline

Introduction (10 min)

- Introduce yourself and make sure the participants know each other (Do introductions, name tents, nametags as needed)
- Pass out the Self-Reflection for Giving Youth Control. Have participants reflect on their own beliefs about youth and control.
    - *Does anyone have questions about any of these criteria? Does anyone want to share what's most difficult for them? What are you most proud of?*

Planning a Class Meeting (20 min)

- In this portion of the training participants will revise the Class Meeting Agenda
- Have staff divide into smaller groups. It is best to have 2-3 to a group.
- Distribute the Class Meeting Agenda to each person.
    - *This an organizational tool that can help them brainstorm learning possibilities with youth and Give Youth Control over their learning in their settings.*
- Have the groups simulate a Class Meeting using this tool.
    - *Imagine you are 12 years old and your OST program is holding a class meeting. What would you have said at age 12? What would you have wanted to know about?*
- Have one volunteer at each table offer to be the "facilitator" of the "youth" in this role play. Have staff work through each question and think about ways they could use this tool with the youth or design a tool they feel would be more useful in their setting.
- Ask them to re-design the tool so it will work better with their program.

Conclusion (10 min)

- When you have determined the groups have had enough time to complete the Class Meeting, gather as a whole group to share ideas generated using the worksheet. These ideas could either be written down on Chart paper or just verbally discussed as a group. Use the Self-Reflection to emphasize what the adults should be doing, as well as emphasizing the importance and benefits of Giving Youth Control.

- If the group has questions about making sure that the youth have a voice and creative mind during their project you can direct them to the video-based learning module Developing a STEM Project or encouraging youth to explore their ideas, watch the video-based learning module Inspiring Youth in STEM.

Following Up

- Email participants:
  - *Thank you for your participation in the recent Click2Science session on "Giving Youth Control". I hope you found some value in the information explored and have implemented one or more of the goals you developed in the session. I am including a list of strategies participants from the training identified as things they use to give youth control or overcome concerns about giving youth control in their settings. I hope they can be used as resources to consider different ways to incorporate strategies to give youth control your setting. Please let me know if you have any questions. You can reach me at CONTACT INFO.*

Want to Earn Credit? Click2Science has teamed up with Better Kid Care to provide continuing education units. Check it out at: http://www.click2sciencepd.org/web-lessons/about

Self-Reflection: Giving Youth Control

Consider each of the statements below. Circle the number that best describes your beliefs about youth and your practice. There are no right or wrong/good or bad responses.

1= not at all true *3=somewhat true* *5= very true*

1 2 3 4 5 Youth benefit from decision making to be active learners.

1 2 3 4 5 Youth should have a role in determining what is learned based on deeply held interests, when it is learned or even how it is learned.

1 2 3 4 5 I encourage exploration and creativity in all youth as they engage in STEM activities.

1 2 3 4 5 I understand when to insert myself and when to observe and let youth control their experiences .

1 2 3 4 5 I find a balance in my level of involvement during learning experiences (don't over-supervise or direct).

1 2 3 4 5 Youth gain self-determination by having a role in what they learn and how they learn it.

1 2 3 4 5 I give youth opportunities to set goals and make decisions.

1 2 3 4 5 I give youth opportunities to engage in science and communicate the value of science to all.

1 2 3 4 5 I help youth set realistic goals and encourage an inquiry approach.

1 2 3 4 5 I am comfortable facilitating during investigations.

1 2 3 4 5 I provide time and an appropriate environment for learning.

1 2 3 4 5 I encourage exploratory efforts of all children (e.g. affirming, present, aids in children's collaboration).

1 2 3 4 5 I provide feedback to help facilitate learning; comments are supportive and encourage exploration.

Class Meeting Agenda

As a group, conduct a class meeting to discuss the following questions. These questions are a starting point to organize the direction of inquiry with youth. Continue to build upon questions that emerge from dialogue with the group. Plan ways to keep the inquiry moving forward based on these original ideas (and others that emerge).

1.What things/topics are we interested in learning about?

2.What questions do we have?

3.What might we need to explore these questions/topics?

a. Time?

b. Space?

c. Materials?

4.What could each person do? (Who wants to be in charge of what?)

5.How should we get started?

Resources: Giving Youth Control

Tzuo, P. W. (2007). The tension between teacher control and children's freedom in a child-centered classroom: resolving the practical dilemma through a closer look at related theories. Early Childhood Education Journal, 35 (1), p. 33-39.

Miller, S. A. (June/July 2010). Decisions, decisions. Scholastic Parent and Child. p. 90.

Hagekull, B. & Hammarberg, A. (2004). The role of teachers' perceived control and children's characteristics in interactions between 6 year olds and their teachers. Scandinavian Journal of Psychology, 45, p. 301-312.

Rydell, A. & Henricsson, L. (2004). Elementary school teachers' strategies to handle externalizing classroom behavior: a study of relations between perceived control, teacher orientation and strategy preferences. Scandinavian Journal of Psychology, 45, p. 93-102.

Larson, R. W. & Angus, R. M. (2011). Adolescents' development of skills for agency in youth programs: learning to think strategically. Child Development, 82 (1), p. 227-294.

Golding, C. (2013). The teacher as guide: a conception of the inquiry teacher. Educational Philosophy and Theory, 45 (1), p. 91-110.

Following children's interests (child led vs. adult led; interactions):

Freeman, C. & Schiller, N.A. (2013). Case studies and the flipped classroom. Journal of College Science Teaching, 42(5), pp. 62-66.

Branch, J. J. (2012). Scaffolding: A close examination of "support" in the inquiry process, The Constructivist, 21(1), 1-26. (online journal: https://sites.google.com/site/assocforconstructteaching/)

Rushton, S. (2011). Neuroscience, early childhood education and play: we are doing it right! Early Childhood Education Journal, 39, pp. 89-94.

TedTalk on child-centered classrooms:

https://www.ted.com/talks/sugata_mitra_the_child_driven_education