

Professional Development Situation: Training**Skill Focus: Giving Youth Control****Time Required: 65 minutes**

EFFECTIVE STRATEGIES FOR GIVING YOUTH CONTROL

Participants will engage in an Eco-Bots challenge to learn ways to support youths' interests in activity design.

Agenda

Welcome— 5 minutes

- Name Tents
- [Self-Reflection: Giving Youth Control](#)

See the Skill in Action – 15 minutes

- [Developing a STEM Project](#) video-based learning module
- [Talk Moves for Giving Youth Control](#)

Hands-On Learning—40 minutes

- [Eco-Bot Challenge Facilitators Guide](#) (review thoroughly)

Conclusion— 5 minutes

Materials

- Computer with internet connection
- Projector and speakers
- Flip chart paper and markers
- Pens for participants
- Blank paper for name tents
- Materials For the Eco-Bots (per group):
 - A toothbrush head (handle cut off)
 - A 10 mm pager vibrator motor with wires attached
 - 3 cm piece Scotch® Foam Mounting Double-Side Tape
 - 1 cm piece Scotch® Foam Mounting Double-Side Tape #110

- LR44 1.5 volt Button Cell Watch Battery
- Materials for Testing Eco-Bots (per group):
 - [Bailey Beach “mat”](#)
 - Copy paper
 - Straws
 - Scissors
 - 10 paper cups
 - One 11” piece of masking tape

Before the Session

- **Read this training guide and the [Eco-Bots training guide](#)** to become familiar with the content and allow time to personalize the activities to best suit your presentation style. Watch all videos and read informational materials.
 - *Italics indicate text that can be read aloud or emailed to participants.*
- Send reminder email about the training. 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 training.
- Develop a list of possible questions participants might have during the training. Create potential responses to be explored through informal conversation. Review any key terms or ideas that may be unclear.
- On the day of the training, test the audio and video equipment.

Training Outline

Welcome (5 min)

- Greet participants as they arrive. Make sure everyone feels welcome and comfortable.
- Have participants make a name tent with their name on one side and three images that represent their interests on the other.
 - *Share your name and your interests with the participants in your group.*
- Introduce yourself and the focus of the session: “Giving Youth Control”.
 - *What did it feel like to share the things you were interested in with your group mates?*

- *Asking youth and adults to connect their interests to their learning is one effective strategy for supporting positive youth development. It can also help highlight youth voices and give them more control over their learning.*
- Ensure participants are aware of the locations of restrooms facilities, refreshments, etc.
- Ask participants to complete the [Self-Reflection for Giving Youth Control](#). If time allows, share this with a peer.
 - *What is difficult for you on this list? What might you try?*
 - *Why might things like self-determination, goal setting and decision making be important?*

See the Skill in Action (15 min)

- Cue up the [Developing a STEM Project](#) video-based learning module. It contains two videos. Show the introduction video to help participants orient to the zoo setting and the activity. Then show the skill video an initial time.
 - *How does Kevin give youth control of their learning in this video?*
 - *How could Kevin open up more space for youth to control their learning? Think about:*
 - *The topic*
 - *The final product*
 - *Constraints around the product*
 - *Ways that he could use youth interest*
- Pass out [Talk Moves for Giving Youth Control](#) to each participant.
 - *We are going to watch the skill video a second time. Write down any Talk Moves for Giving Youth Control that Kevin uses in this segment. (Participants are not likely to fill the paper; “What would be good to have on a poster?” “What would you want on a poster?” “Raise your hands if you think it needs facts.” “Take careful notes about things we learn and animals you really like.”)*
- Show the video again.
- Debrief.
 - *Let’s think about things that Kevin **could have said** or done, and we’ll write those in the remaining spaces. (Possible ideas: allowing youth to choose what kinds of animals to focus on, not just those “Down Under”, asking youth what kind of presentation they wanted to do; this activity is fairly adult-driven)*
 - *Which strategies could you incorporate in your own program or lessons?*

Hands-on Learning: The EcoBot Challenge (40 min)

- For this activity, participants will be completing the 4H EcoBots challenge.
- Have participants get into groups of four to assemble, design, and test their Eco-Bots.
- Use the [Eco-Bots Facilitators guide](#) to work the participants through the challenge.
- NOTE: This activity can take longer than 40 minutes all together. You should choose a section to focus on; we recommend quickly assembling the Ecobots (part 1 – 10 min) and quickly moving on to cleaning up the beach (part 3 – 30 min).
 - Be sure to review the Facilitators Guide thoroughly before doing this activity and try the activity out yourself.

Conclusion (5 min)

- Ask participants to come together and debrief the activity.
 - *How did your group work together? Did everyone find an interesting part of the task to pursue?*
 - (Allow groups a moment to talk together.)
 - *Did you find that this activity worked toward a **worthwhile social concern**?*
 - (Participants may say that this activity was about a social concern – the cleanup of a spill, but it may also be viewed as a “fake” activity where youth clean up rice with a toothbrush. Either perception is fine; help participants unpack what they mean and think about what they might do differently when working with youth.)
 - *Why is it important to give youth control or connect to youth interests in an activity?*
 - (It deepens learning, helps them connect to identities in the discipline, etc.)

After the Session

- From notes you took on the pieces of chart paper, compile a list of strategies for organizing, recording and documenting experiments/experiences shared by the group. Share this in your follow-up email to participants.
- Within 2-3 weeks of the training, email participants:
 - *Thank you for your participation in the recent Click2Science training on giving youth control. I hope you found it useful. Attached are some strategies the group discussed during the training. Consider meeting with a co-worker, supervisor, or friend to share what you learned. I look forward to continuing our learning at the next session on SKILL/FOCUS on DATE at TIME at LOCATION. Please let me know*

if you have any questions. I can be reached at CONTACT INFO.

- *Link to [Youth Eco-Bot Guide](#)*
- *Link to [Facilitator Eco-Bot Guide](#)*

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 you. There are no right or wrong/good or bad responses.

1 = This is so tough to do that I never do it

2 = I have tried this once or twice but am not confident with it yet

3 = I do this sometimes but not regularly

4 = I do this most days, but it's not always easy

5 = I do this all the time and this is easy for me

Easy				Difficult	Statement
5	4	3	2	1	I let youth control how much time (to some extent) we spend on activities.
5	4	3	2	1	I let youth control (to some extent) what projects we do.
5	4	3	2	1	I am comfortable stepping back and letting youth control their investigations.
5	4	3	2	1	I try to make projects connect to community concerns.
5	4	3	2	1	I am comfortable giving youth a role in program design.
5	4	3	2	1	I help youth do real science that investigates questions they are curious about in their communities.
5	4	3	2	1	I tell youth their interests are important to our program.
5	4	3	2	1	I let youth choose how to go about solving problems.
5	4	3	2	1	I let youth choose the topics they learn about.
5	4	3	2	1	I encourage youth to connect their learning to their interests.
5	4	3	2	1	I encourage youth to bring in expert adults in their communities.
5	4	3	2	1	I try not to over-explain during design tasks and allow youth to "fail productively."
5	4	3	2	1	I encourage youth to set goals to work toward in their learning.
5	4	3	2	1	I design my program so youth have a great deal of voice.
5	4	3	2	1	I give regular, detailed feedback to help youth achieve their goals.

Talk Moves for Giving Youth Control

What do the educators say in the video to give youth control of their learning? Complete section A during the video and section B after the video.

A. Talk Moves	B. Function of the Talk Move:		
What did the staff member say?	Connect youths' interests to the activity	Support youth to determine a plan within an activity	Allow youth to determine project/program structure

What can you say in your facilitation to encourage youth to take control of their learning?