

Professional Development Situation: Coaching

Skill Focus: Giving Youth Control

Time Required: 15 minutes

ENCOURAGING YOUTH CHOICE

Participants will work through the “Youth Voice and Choice” video-based learning module and create an action plan to give youth more control of their STEM experiences.

Agenda

See the Skill in Action—5 minutes

- [Youth Voice and Choice](#) video-based learning module

Setting Goals—10 minutes

- [How to Give Youth Control](#) handout
- [Action Plan](#)

Materials

- Computer with internet connection
- [Youth Voice and Choice](#) video-based learning module
- Copies of [How to Give Youth Control](#) and [Action Plan](#) handouts
 - If conducting this session virtually, be sure the participant has access to these as well

Before the Session

- **Read this coaching guide** to become familiar with the content and allow time to personalize the activities to best suit your presentation style.
 - *Italics indicate text that can be read aloud or emailed to the participant.*
- Send an email to the participant being coached:
 - *Our coaching session is scheduled for DATE at TIME. We will focus on “Giving Youth Control”. Please feel free to contact me with your questions or concerns at CONTACT INFORMATION.*
- Gather all materials needed for the coaching session.

During the Session

See the Skill in Action (5 min)

- Work through the steps of the [Youth Voice and Choice](#) video-based learning module.
 - Remind the participant that these are videos of real practice, not necessarily best practice.
- Reflect on how this video-based learning module offers ways to make small changes to existing activities to give youth control.
 - *What does Perrin say to help youth take control of this investigation?*
 - *How does the investigation seem to be designed to give youth control?*
 - *What can we incorporate in our program?*

Setting Goals (10 min)

- Hand out the [How to Give Youth Control](#) handout.
 - *What are the ways that you can support self-determination, goal-setting, and decision-making with your youth?*
 - Definitions (although the participant should use their own words):
 - **Self-determination:** the ability to choose and direct one's own thinking and life direction
 - **Goal-setting:** selecting and pursuing short and long-term goals
 - **Decision-making:** choosing what to do and pursue in moment-to-moment interaction
- Have the participant complete the [Action Plan](#) to incorporate these skills into their practice.

After the Session

- Follow up with your participant to see how they are progressing on their action plan. Try to be supportive and helpful, not evaluative.

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>

How to Give Youth Control

Define

What do each of the following ideas mean?

Self-determination	Goal setting	Decision-making

Try it out

How can you use these ideas in your program?

Self-determination	Goal setting	Decision-making

Action Plan: Giving Youth Control

Develop 1-2 goals to focus on within the areas of Giving Youth Control.

Self-Determination:

I want to focus on _____

I will _____

Goal-Setting:

I want to focus on _____

I will _____

Decision Making:

I want to focus on _____

I will offer _____ to give youth control of their STEM experiences

Questions:

2 questions/statements I will use to help give youth control of their learning:
