Purpose of session: To cover the fundamentals of leadership theory in order to believe in, recognize, and harness the potential leadership skills of youth.

Materials Needed: Handouts
1. Math is Fun
2. Best Practice Guidelines for Connecticut After School Programs #3
3. What are My Learning Strengths
4. Howard Gardner’s Theory of Multiple Intelligences
5. Evaluation Form

Welcome/Housekeeping: Perform introductions, state the session topic, how long it will last, when/if refreshments will be served, and the location of restrooms. Thank the host.

Trainer Tips: Welcomes set the stage for training. Be sure to thank the host agency for providing meeting space and/or refreshments. Sharing housekeeping details such as the location of restrooms and the schedule of activities prevents interruptions during your session. Letting people know when food will be served helps participants to stay focused. Introduce any new participants or guests so all feel comfortable.

Opening Activity: Opening Activity – Worksheets
I. Tell the participants that for this opening activity you will be the afterschool program leader and they will be the children and youth in the program.

II. Distribute the attached handouts (use one or both) for “Math is Fun”
   a. Tell them that this is our fun activity for the afternoon. Take
a look!

b. Allow a minute for participants to review the content of the handout.

c. Say “Finish your snack quickly so we will have plenty of time for fun.”

d. Show great enthusiasm for the activity by saying, “I can’t wait to have fun with math!”

**Trainer Tips:** Ice breakers are part of a good presenter’s tool kit. Ice breakers can be used for introducing a topic, team building, or tension reducing activities. Be selective when choosing an icebreaker activity. Make sure you include a debriefing time so participants understand the purpose of the activity.

**Debrief (1st Activity):**

Debrief:

I. Ask participants:
   a. Are you excited to do these sheets?
   b. How do you think the children and youth in your programs feel about these activities?
   c. Many afterschool programs are required to include an academic component in their program. How can we do this while incorporating youth development principles and responding to youth voice?
   d. And, how can we do this so that youth are engaged in the program?

II. This workshop will look at ways we can foster positive youth development and respect youth voice in the activities we implement.

**Trainer Tips:** Trainers should wait for replies to open ended questions. Some participants need to think about their reply for an extra few seconds. New trainers sometimes find it difficult to wait (seconds seem like hours!) and will supply the answers for participants. It is sometimes helpful to practice counting silently to ten while waiting for a reply.

**Best Practice Guideline #3:** Best Practice Guidelines for Connecticut After School Programs #3 *(See Handout)*

3. Staff encourage children and youth to make choices and to become more responsible.

I. Explain the guidelines to participants *(www.ctafterschoolnetwork.org)*

II. Programs that support the expression of youth voice and foster leadership are examples of high quality programs.

III. This workshop will help us to explore ways that we can foster leadership in our after school program.
Lecture Part 1: Recognizing youth as leaders

I. Research:
   a. Research shows that when children can make choices and take leadership roles they become empowered, become more engaged in the activities of the program and feel more “ownership” of the afterschool program.
   b. Research shows that there are academic benefits from youth engagement in leadership activities.
   c. Programs that are recognized as high quality foster youth voice and participation.

b. What does a youth leader look like?
   i. Children and youth come into our programs with many different types of personalities – which type is most likely to exhibit leadership characteristics?
   ii. All children and youth have potential to be a leader.
   iii. We will use a “lens” designed to help identify the seeds of leadership.
   iv. The key is empowering each youth by nurturing those seeds.
   v. The Lens: Leadership potential begins with recognizing where the potential is located.

II. Leadership theory
   i. Trait Theory
      1. Some personality traits may lead people into leadership roles
   ii. Great Events Theory
      1. A crisis or important event may cause a person to rise to the occasion.
   iii. Transformational Leadership Theory: “Leaders are made not born.”
      1. People can choose to become leaders
      2. People can learn leadership skills
      3. Transformational leadership theory is the most commonly accepted one.

Group Activity 2: Discussion Question
Break into pairs or small groups and discuss the three theories.
   a. Which one do you believe? What have been your experiences? (both personally and in working with children)
   b. Each group will summarize and share their thoughts for the larger group.
   c. Allow 5 minutes for this discussion.
   d. (If using the accompanying PowerPoint ask participants if they can determine which of the two children in the photo...
has leadership potential. The point is that it is impossible to tell so each child must be nurtured to develop their potential to the fullest extent.

**Trainer Tips:**
*Listen for the noise level as the participants discuss the questions. A decrease in the volume level will indicate that participants are ready for the next step. This is a good time to ask if groups are ready to share or if they need a few extra minutes.*

**Lecture Part 2:**
Believing, recognizing, nurturing and harnessing potential – Howard Gardner’s Multiple Intelligence Theory (1983)

I. To recognize leadership potential we need to see how it can come in many forms:
   a. Gardner states that everyone has differing ways that we learn and certain areas that are strengths (multiple intelligences are eight in total).
   b. Each person has intelligence in each area but are stronger in some areas than in others.
   c. The intelligences are:
      i. Linguistic: the ability to absorb information and communicate through reading, writing, speaking, and listening
      ii. Logical/Mathematical: The ability to use numbers, logic, and reasoning effectively
      iii. Spatial: The ability to visualize and create representations of what one sees
      iv. Body/Kinesthetic: The ability to understand and master both gross motor and fine motor skills
      v. Musical: The ability to relate to music through the enjoyment, creation, and performance of it.
      vi. Interpersonal: The ability to interact with people and understand them and their behaviors
      vii. Intrapersonal: The ability to understand the self, including one’s own feelings and motivations
      viii. Naturalist: The ability to recognize, appreciate, and understand the natural world.

**Group Activity 3:**
   a. Activity – Distribute Handout “What are My Learning Strengths?”
      1. Explain instructions for completing the handout.
      2. Allow approximately 5-10 minutes for all to complete and tally scores
      3. Ask participants to respond to the following questions:
         a. Raise hands if you found yourself high in (go through each of the 8
intelligences). (This will show participants where their co-workers strengths may lie.)

b. Were anyone high in more than one area?

c. Was anyone surprised by what they scored?

Debrief: Ask participants to think about the children we experience in our programs every day.

1. Are there children who come to mind when you think about Linguistic Intelligence? (Go through each of the Intelligences)

2. How can we use their strengths to develop leadership opportunities for them?

Lecture Part 3:

a. Planning Activities based on Multiple Intelligence Theory (Georgia School Age Care Alliance)

ii. Verbal-Linguistic: Writers’ Workshop, Literature circles, Readers’ Theater, Poetry, Journals, Interviews, Debating, Teaching others, Storytelling, Creative writing, alphabetizing, Class discussions

iii. Logical-Mathematical: Predicting, Computers, Venn diagrams, Puzzles, Surveys, Classifying, Research projects, Following recipes, Sequencing, Scientific experiments, Measuring, Outlining

iv. Visual-Spatial: Illustrating information, Guided imagery, Filmmaking, Webbing, Map-making, Collages, Cartoons, Murals, Designing posters, Sculpting, Painting, Drawing, Observations, Graphs, Flow charts


vi. Musical: Writing lyrics, Music in nature, Studying musicians, Musical games, Haiku, Drawing/writing to music, Cultural music, Rhythmic patterns, Time period music, Making instruments, Singing, Playing instruments

vii. Interpersonal: Interviewing, Sharing, Class discussions, Character webs, Problem solving, Cooperative activities, Establishing group rules, Cross-age tutoring, Group story writing,

ix. Naturalist: Gardening, hiking, animal identification, recycling

b. Most activities can be easily implemented and have the potential to foster youth leadership and voice.
c. By combining many of these activities you can create group projects based on children’s strengths.

III. A Lens for Recognizing Leadership Potential

a. There are three areas to use when recognizing leadership potential and encouraging youth voice.
   i. Youth as Individuals
   ii. Asset Based Framework
   iii. Valuing Diverse Strengths and Perspectives Equally

b. Youth as Individuals
   i. Remembering to see Youth as Individuals is the first step to giving youth a voice in their after school program.
   ii. Multiple Intelligence Theory shows us that each youth is an individual
   iii. Each child brings their own experiences and leadership potential
      1. One child may be strong in art (visual-spatial intelligence) while another may be strong in Intrapersonal Intelligence
      2. Together they can create a student led newspaper
   iv. Do we know the youth in our program well enough to be able to recognize their individual potential?
      1. Do we see their perspectives, ideas, experiences, strengths, and dreams?
      2. Do we respect their perspectives, ideas, experiences, strengths, and dreams?

   c. Asset Based Framework
      i. Look for each child’s strengths and build on these.
      ii. Recognition and exercise of each child’s strengths builds
          1. Confidence
2. Persistence
3. Self control and
4. Improves communication abilities.

iii. Recognition of children’s diverse strengths enables our lens to focus on hearing their voice.

d. Valuing Diverse Strengths and Perspectives Equally
   i. Youth feel marginalized when their thoughts or ideas are discounted as “you don’t understand.”

1. Example: When asked what he would like to do this year a youth responds, “I’d like to build a skate park.”
   a. Do you take the youth seriously or discount his suggestion?
   b. The opportunity for leadership is:
      i. Ask the youth to do a service learning project around cleaning up an existing skate park or researching how to create one.
      ii. Use woodworking skills to construct a mini-skate park to learn how to design a park.
      iii. Either strategy encourages the youth to explore his/her voice even if the idea sounds outlandish, crazy, or impossible.

2. Ask participants:
   a. Do we value the diverse worldviews, perspectives, and strengths that our youth bring?
   b. Do we value the strengths that match our own or those that are different?
   c. Do we recognize and value a child’s interpersonal skills as much as we value another child’s ability to listen?

IV. What does a leader look like?
   a. Characteristics:
      i. High energy
      ii. Respected by peers
      iii. Socially, intuitively adept
      iv. Requires staff attention
   b. Think of a child that has these characteristics.
These are often the “class clowns,” “attention seekers,” “oh no, here he/she comes.”

We need to switch the way we perceive these children from a “deficit” model to an “asset” model.

Characteristics we find annoying are the characteristics of leadership. Learn to use these to foster leadership abilities.

### Group Activity 3:

**Activity:** Ask participants to think of a challenging child that they have worked with.

**V.** In small groups ask them to reflect and then share:

- Identify three to five strengths that this child possesses
- What makes this child stand out?
- What are some “leader actions” that they exhibit?
- List some steps you can take to harness and build leadership skills.

**VI.** Allow 5-10 minutes for discussion.

- If needed prompt with reminders of:
  - Multiple Intelligence Theory
  - “Lens for Recognizing Leadership Potential.”

**VII.** Ask participants to share some of their thoughts with the larger group.

**Trainer Tips:** Reflective questions help participants to internalize the workshop content and make it their own. By thinking about a particular child (in confidence) participants can begin to apply the new knowledge.

**Conclusion:**

**VIII.** Points to Ponder (Use easel paper to record responses to the following questions)

- What good does it do us as youth workers to be able to recognize what leadership looks like in action?
- Thinking about the current structure of your after school program:
  - Three ways you can build opportunities for youth to practice these leadership skills
  - Three ways you can continue to foster these skills

**IX.** Read the following quotes to participants:

- Leadership is
  - “Believing in people before they have proved themselves is the key to motivating people to reach their potential.” John Maxwell
  - “Becoming a leader is synonymous with becoming yourself. That simple, that difficult.” Warren Bennis

- We cannot help support youth on this difficult journey of becoming themselves and hence, becoming leaders, if we
are unable to recognize and believe in the potential that they bring with them.

For More Information:
III. Bateman, J. (2008) Georgia School Age Care Alliance
V. Whitaker, D. L. (2002). Multiple Intelligences and After School Environments, Nashville TN. School Age Notes
VI. CT After School Network: www.ctafterschoolnetwork.org

Evaluation:
Please distribute the “Positive Youth Development and Youth Voice” evaluation form. Return these to CT After School Network so that we may continue to improve our services.
1. What must be added to -2 to get 8?

2. What must be subtracted from -3 to get 2?

3. Write two rational numbers between \( \frac{1}{3} \) and \( \frac{1}{5} \)

4. Compare the following pairs of rational numbers and identify which of them is greater:
   (i) \( \frac{3}{4} \)
   (ii) \( \frac{5}{7} \)
   (iii) \( \frac{13}{15} \)

5. Express each of the following in the lowest terms:
   (i) \( \frac{780}{3120} \)
   (ii) \( \frac{416}{5212} \)
   (iii) \( \frac{252}{384} \)

6. Without actual division, determine which of the following numbers have a terminating decimal representation:
   (i) \( \frac{73}{40} \)
   (ii) \( \frac{42}{245} \)
   (iii) \( \frac{142}{7} \)

7. Express each of the following in decimal form:
   (i) \( \frac{7}{2} \)
   (ii) \( \frac{4}{25} \)
   (iii) \( \frac{44}{14} \)

8. Write each of the following numbers as a mixed fraction:
   (i) \( \frac{33}{4} \)
   (ii) \( \frac{17}{3} \)
   (iii) \( \frac{-21}{4} \)

Character is who you are when no one is looking.
## Maths Is Fun Worksheet

Name: ____________________  Date: ____________________

"print your own worksheets at www.mathsisfun.com"

What is the Decimal Number?

<table>
<thead>
<tr>
<th></th>
<th>1: One</th>
<th>2: Three and Six Tenths</th>
<th>3: Two and Two Tenths</th>
<th>4: One and Two Tenths</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:</td>
<td>Two and Six Tenths</td>
<td>6: One and Five Tenths</td>
<td>7: Seven Tenths</td>
<td>8: Six Tenths</td>
</tr>
<tr>
<td>9:</td>
<td>One and Eight Tenths</td>
<td>10: Three Tenths</td>
<td>11: Two and Eight Tenths</td>
<td>12: Three and Nine Tenths</td>
</tr>
<tr>
<td>13:</td>
<td>Three and Seven Tenths</td>
<td>14: Three and One Tenth</td>
<td>15: Three and Five Tenths</td>
<td>16: Two and Five Tenths</td>
</tr>
<tr>
<td>17:</td>
<td>Five Tenths</td>
<td>18: Two</td>
<td>19: Two and One Tenth</td>
<td>20: One Tenth</td>
</tr>
</tbody>
</table>
What are my Learning Strengths?
Research shows that all human beings have at least eight different types of intelligence. This activity will help you find out what your strengths are. Check the statements that are true for you.

### Verbal/Linguistic Intelligence
- I enjoy telling stories and jokes
- I have a good memory for trivia
- I enjoy word games (e.g. Scrabble & puzzles)
- I read books just for fun
- I am a good speller (most of the time)
- In an argument I tend to use put-downs or sarcasm
- I like talking and writing about my ideas
- If I have to memorize something I create a rhyme or saying to help me remember
- If something breaks and won't work, I read the instruction book first
- For a group presentation I prefer to do the writing and library research

### Logical/Mathematical Intelligence
- I really enjoy my math class
- I like logical math puzzles or brain teasers
- I find solving math problems to be fun
- If I have to memorize something I tend to place events in a logical order
- I like to find out how things work
- I enjoy computer and any math games
- I love playing chess, checkers or Monopoly
- In an argument, I try to find a fair and logical solution
- If something breaks and won't work, I look at the pieces and try to figure out how it works
- For a group presentation I prefer to create the charts and graphs

### Visual/Spatial Intelligence
- I prefer a map to written directions
- I daydream a lot
- I enjoy hobbies such as photography
- I like to draw and create
- If I have to memorize something I draw a diagram to help me remember
- I like to doodle on paper whenever I can
- In a magazine, I prefer looking at the pictures rather than reading the text
- In an argument I try to keep my distance, keep silent or visualize some solution
- If something breaks and won't work I tend to study the diagram of how it works
- For a group presentation I prefer to draw all the pictures

### Bodily/Kinesthetic Intelligence
- My favorite class is gym since I like sports
- I enjoy activities such as woodworking, sewing and building models
- When looking at things, I like touching them
- I have trouble sitting still for any length of time
- I use a lot of body movements when talking
- If I have to memorize something I write it out a number of times until I know it
- I tend to tap my fingers or play with my pencil during class
- In a argument I tend to strike out and hit or run away
- If something breaks and won't work I tend to play with the pieces to try to fit them together
- For a group presentation I prefer to move the props around, hold things up or build a model
### Musical/Rhythmic Intelligence
- I enjoy listening to CD's and the radio
- I tend to hum to myself when working
- I like to sing
- I play a musical instrument quite well
- I like to have music playing when doing homework or studying
- If I have to memorize something I try to create a rhyme about the event
- I can remember the melodies of many songs
- If something breaks and won't work I tend to tap my fingers while I figure it out
- For a group presentation I prefer to put new words to a popular tune or use music

### Interpersonal Intelligence
- I get along well with others
- I like to belong to clubs and organizations
- I have several very close friends
- I like helping teach other students
- I like working with others in groups
- Friends ask my advice because I seem to be a natural leader
- If I have to memorize something I ask someone to quiz me to see if I know it
- In an argument I tend ask a friend or some person in authority for help
- If something breaks and won't work I try to find someone who can help me
- For a group presentation I like to help organize the group's efforts

### Intrapersonal Intelligence
- I like to work alone without anyone bothering me
- I like to keep a diary
- I like myself (most of the time)
- I don't like crowds
- I know what I am good at and what I am weak at
- I find that I am strong-willed, independent and don't follow the crowd
- If I have to memorize something I tend to close my eyes and feel the situation
- In an argument I will usually walk away until I calm down
- If something breaks and won't work, I wonder if it's worth fixing up
- For a group presentation I like to contribute something that is uniquely mine, often based on how I feel

### Naturalist Intelligence
- I am keenly aware of my surroundings and of what goes on around me
- I love to go walking in the woods
- I enjoy gardening
- I like to collect things (e.g., rocks, sports cards, stamps, etc)
- As an adult, I think I would like to get away from the city and enjoy nature
- If I have to memorize something, I tend to organize it into categories
- I enjoy learning the names of living things in our environment, such as flowers and trees
- In an argument I tend to compare my opponent to someone or something I have read or heard about and react accordingly
- If something breaks down, I try and see what I can find to fix the problem
- For a group presentation I prefer to organize the information into categories so it makes sense

### TOTAL SCORE

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<thead>
<tr>
<th><strong>Musical/Rhythmic</strong></th>
<th><strong>Interpersonal</strong></th>
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<tr>
<th><strong>Verbal/Linguistic</strong></th>
<th><strong>Logical/Mathematical</strong></th>
<th><strong>Visual/Spatial</strong></th>
<th><strong>Bodily/Kinesthetic</strong></th>
<th><strong>Interpersonal</strong></th>
<th><strong>Intrapersonal</strong></th>
<th><strong>Naturalist</strong></th>
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</table>

Count the number of checks in each box and place the totals in this scoring box.

Greg Gay - *Adapted by J. Ivanco, 1998*
Howard Gardner’s Theory of Multiple Intelligences

**Spatial**
This area deals with spatial judgment and the ability to visualize with the mind's eye, so to speak. Careers which suit those with this type of intelligence include artists, designers and architects. A spatial person is also good with puzzles. Activities: Illustrating information, Guided imagery, Filmmaking, Webbing, Map-making, Collages, Cartoons, Murals, Designing posters, Sculpting, Painting, Drawing, Observations, Graphs, Flow charts

**Linguistic**
This area has to do with words, spoken or written. People with high verbal-linguistic intelligence are typically good at reading, writing, telling stories. They tend to learn best by reading, taking notes, listening to lectures, and discussion. They are also frequently skilled at teaching and persuasive speaking. Those with verbal-linguistic intelligence learn foreign languages very easily as they have high verbal memory and recall. Careers that suit those with this intelligence include writers, lawyers, policemen, philosophers, journalists, politicians, poets, and teachers. Activities: Writers’ Workshop, Literature circles, Readers’ Theater, Poetry, Journals, Interviews, Debating, Teaching others, Storytelling, Creative writing, alphabetizing, Class discussions

**Logical-mathematical**
This area has to do with logic, abstractions, reasoning, and numbers. Those with this intelligence excel in mathematics, chess, computer programming and other logical or numerical activities. They have good reasoning capabilities for abstract patterns of recognition, and scientific thinking and investigation. Careers which suit those with this intelligence include scientists, physicists, mathematicians, logicians, engineers, doctors, economists and philosophers. Activities: Predicting, Computers, Venn diagrams, Puzzles, Surveys, Classifying, Research projects, Following recipes, Sequencing, Scientific experiments, Measuring, Outlining

**Kinesthetic**
The core elements of the bodily-kinesthetic intelligence are control of one's bodily motions and capacity to handle objects skillfully. This includes a sense of timing, a clear sense of the goal of a physical action, along with the ability to train responses so they become like reflexes. People who have bodily-kinesthetic intelligence should learn better by involving muscular movement (e.g. getting up and moving around into the learning experience), and are generally good at physical activities such as sports or dance. They may enjoy acting or performing, and in general they are good at building and making things. They often learn best by doing something physically. Careers that suit those with this intelligence include: athletes, dancers, musicians, actors, surgeons, doctors, builders, police officers, and soldiers. Activities: Scavenger hunts, Manipulatives, Performing, Acting, Computers, Building, Sports, Crafts, Action stories, Science experiments, Physical exercise, Simulations, Miming, Dancing
People with a high musical intelligence normally have good pitch and may even have absolute pitch, and are able to sing, play musical instruments, and compose music. Since there is a strong auditory component to this intelligence, those who are strongest in it may learn best via lecture. Language skills are typically highly developed in those whose base intelligence is musical. In addition, they will sometimes use songs or rhythms to learn. Careers that suit those with this intelligence include instrumentalists, singers, conductors, disc-jockeys, orators, writers and composers. Activities: Writing lyrics, Music in nature, Studying musicians, Musical games, Haiku, Drawing/writing to music, Cultural music, Rhythmic patterns, Time period music, Making instruments, Singing, Playing instruments

This area has to do with interaction with others. People who have a high interpersonal intelligence tend to be extroverts, characterized by their sensitivity to others' moods, feelings, temperaments and motivations, and their ability to cooperate in order to work as part of a group. They communicate effectively and empathize easily with others. They typically learn best by working with others and often enjoy discussion and debate. Careers that suit those with this intelligence include sales, politicians, managers, teachers, and social workers. Activities: Interviewing, Sharing, Class discussions, Character webs, Problem solving, Cooperative activities, Establishing group rules, Cross-age tutoring, Group story writing, Jigsawing information, Teaching others, Use different perspectives.

This area has to do with introspective and self-reflective capacities. People with intrapersonal intelligence are intuitive and typically introverted. They are skillful at deciphering their own feelings and motivations. This refers to having a deep understanding of the self; what are your strengths/ weaknesses, what makes you unique, can you predict your own reactions/ emotions. Careers which suit those with this intelligence include philosophers, psychologists, theologians, lawyers, and writers. People with intrapersonal intelligence also prefer to work alone. Activities: Journals, Independent projects, Self reflection, Personal time-lines, Personalized contracts, Family tree, Autobiographies, Likes/Dislikes, Setting goals, Coat of arms, Imagery/Dreams

This area has to do with nature, nurturing and relating information to one’s natural surroundings. Careers which suit those with this intelligence include naturalists, farmers, and gardeners. Activities: Gardening, hiking, animal identification, recycling, insect studies
Best Practice Guidelines for Connecticut After School Programs
www.ctafterschoolnetwork.org

Human Relationships
The relationships shared by staff, children, youth and families are vital to the successful achievement of a program’s mission and goals. This section includes both staff to child/youth and staff to staff guides. It asks if the children and youth are happy in the program. Do they feel welcome? Do staff know what each child or youth’s interests are and do staff encourage children and youth to pursue those interests within the program? How can you see that the staff serve as role models? Review each item carefully to determine how you meet these goals.

3. **Staff encourage children and youth to make choices and to become more responsible:**
   a. Staff offer assistance in a way that supports a child and youth’s initiative.
      • Staff help children and youth find ways to pursue their own interests.
      • Staff say “yes” to children and youth’s reasonable requests and ideas for activities.
      • Staff help children and youth plan and gather resources.
   b. Staff encourage children and youth to share control and responsibility and to take leadership roles.
      • Staff give clear directions so that children and youth can proceed independently.
      • Children and youth help prepare snacks, serve themselves, set out materials for projects, etc.
      • Children and youth are encouraged to take the lead in selecting and initiating activities.
      • When asked or needed staff step in to help.
      • Staff encourage children and youth to proceed on their own.
   c. Staff give children and youth many chances to choose what they will do, how they will do it and with whom.
      • Children and youth have frequent opportunities to choose their companions.
      • Children and youth can independently gather resources, materials and information, or take steps on their own to get help from peers or staff.
   d. Staff help children and youth make informed and responsible choices.
      • Staff remind children and youth to think about how their actions may affect others in the program.
      • When providing assistance to children and youth, staff help them think through problems themselves rather than offer answers (e.g. asking “how,” “why” and “what-if” questions) and brainstorm potential solutions.
      • Staff help children and youth understand the impact of their decisions on others.
      • Staff engage participants in structured time for reflection on how an activity went, what they learned and what next steps are necessary.
We are very interested in receiving feedback from people who are using this Soup Starter session. Please complete the following evaluation form and return to CT After School Network, 12 Melrose Avenue, Branford CT 06405. Thank you!

Workshop Title: ___Positive Youth Development and Youth Voice_______________

Location: ____________________________________________________________

Date: __________________________________________________________________

Leader: __________________________________________________________________

What this content relevant and useful for your work?  1  2  3  4  5

Participatory opportunities were built into the session. Did you find these opportunities to be meaningful and helpful to understanding the topic?  1  2  3  4  5

Did this session hold your interest?  1  2  3  4  5

Do you want to learn more about this topic?  1  2  3  4  5

How likely are you to use this information in your work?  1  2  3  4  5

How would you rate the overall quality of this workshop?  1  2  3  4  5

Please share any additional comments that will help the CT After School Network improve the quality of this workshop. Thank you!

Are there other topics that you would like to learn about? Please share your suggestions here: