



# Program Power Ups: Introduction to Youth Development

Connecticut Network for Children and Youth

Welcome to our session, Introduction to Youth Development. During our time, we will cover expectations, developmentally appropriate practice, developmental theory and how to apply it to programming, and create better connections with the children and youth in your program.

# Purpose of the Session

To cover the fundamentals of youth development theory and practice and identify the connection to working with youth in out-of-school time programs.

## Handouts:

1. Developmental Theories
2. Connecticut After School Network Quality Self-Assessment

## Tool (CT-QSAT)

3. Search Institute Developmental Relationships Framework
4. Filling in the Gaps (Canzano, Anthony, & Scott, 2016)

The purpose of this session is to better familiarize yourself with developmental theory and identify areas of opportunity for growth in your program related to developmentally appropriate practice. In other words, is what you are trying to do in your program above or below where they are based on developmental milestones. Understanding how to apply principles of youth development helps improve the overall quality of your program through the relationships that are fostered between the staff, children, and their families. There is a growing research base on the impact intentional out-of-school time experiences have on positive academic and social and emotional outcomes.

# Opening Activity

**MATH  
IS FUN!**

- Take a look and review the handout
- Are you excited?
- Is there an opportunity for youth voice?
- What is your engagement strategy?

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

### Worksheets

- 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.
- Distribute the attached handouts (use one or both) for “Math is Fun”-Tell them that this is our fun activity for the afternoon.
- Take a look!
- Allow a minute for participants to review the content of the handout.
- Say “Finish your snack quickly so we will have plenty of time for fun.”
- Show great enthusiasm for the activity by saying, “I can’t wait to have fun with math!”

Debrief (1st Activity):

Ask participants:

-Are you excited to do these sheets?

-How do you think the children and youth in your programs feel about these activities?

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?

And, how can we do this so that youth are engaged in the program? This workshop will look at ways we can foster positive youth development and respect youth voice in the activities we implement.

# CT-QSAT - Relationships

## 1. Relationships — Interactions and Engagement

A quality program works with intention to build positive relationships with children/youth which are the foundation of all other quality components.

A quality program is one where:

	PERFORMANCE LEVEL				WHAT TO EXPECT NEXT YEAR
	1	2	3	4	
1. Adults are role models of positive and respectful relationships with both fellow staff and children/youth.					
2. Adults build a sense of community and welcoming positive social/emotional climate.					
3. Adults actively implement strategies to build positive relationships with each and every child/youth participant.					
4. Adults are actively engaged with the children/youth as observed through their enthusiasm, interest, and interactions.					
5. Children/youth are shown how to make responsible choices and offered opportunities to practice these skills.					
6. Children/youth are empowered to request, design, and/or select activities that follow emerging interests.					
7. Children/youth are active participants in leadership activities that may include program planning, activity leading, evaluation, and community outreach.					
8. Both adults and children/youth promote physical and emotional safety through a culture of support, inclusion and mutual respect.					

## Zooming In!

Quality Indicator # 6: Children/youth are empowered to request, design, and/or select activities that follow emerging interests.

**PERFORMANCE LEVELS**

**1 - Entry**

- Program materials are limited.
- Children/youth do not have choices in activities.
- The physical space does not allow for successful implementation of activities.

**2 - Developing**

- Some materials are available but are often kept in locked closets.
- Children/youth must ask to use stored materials.
- Staff understand the importance of providing children/youth with choices but are not consistent about doing so.

**3 - Proficient**

- Supplies and materials are always accessible.
- Children/youth are encouraged to provide feedback.
- Staff provide opportunities for youth choice by administering flexible budgets on program options.
- The physical space is intentionally arranged to complement activities.

**4 - Exceeded**

- Supplies and materials are consistently stocked and accessible to children/youth.
- All staff provide multiple opportunities for youth choice within their groups.
- There is a youth council that participates in program decisions, design plans, and events.
- The physical space is organized to allow positive peer interaction and promote collaboration on projects.
- Space is often used as a model for other program providers to learn from.

**IMPROVEMENT EXAMPLES**

**RIGHT NOW!**  
adduced within the first 30-60 days of assessment

- Program materials and supplies are purchased.
- Storage equipment is replaced.
- Materials are made easily accessible to children.
- Staff work with children/youth to create regular methods of requesting materials in programming.

**THIS YEAR:**  
adduced by the end of the program year

- During meetings, staff discuss the wishes and/or choices of youth opportunities to make choices and support their interests.
- Staff work with children/youth to re-organize space to meet activity needs.

**NEXT YEAR:**  
adduced at the beginning of the new program year

- Staff meet at the beginning of the year to plan activities and reflect on the program and community.
- Staff identify opportunities for children/youth to be engaged in feedback and make intentional adjustments to feedback.
- Children/youth are encouraged to make youth council.
- Staff take inventory of program supplies and place within quarterly.
- Children/youth are acknowledged for the leadership and contributions to the program.



CT-QSAT (Section 1: Relationships -Interactions and Engagement) (See Handout)

Section 1, Item 6. Children/youth are empowered to request, design, and/or select activities that follow emerging interests.

Look at the “Zooming In” Handout from the CT-QSAT (HANDOUT)

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

This workshop will help us to explore ways that we can foster youth development and leadership in our afterschool program.

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# Youth As Leaders

Recognizing youth as leaders – when children can make choices and take leadership roles they become empowered, become more engaged in the activities of the program:

- feel more “ownership” of the afterschool program
- academic benefits from youth engagement in leadership activities
- foster youth voice and participation

• What does a youth leader look like?  
• Children and youth come into our programs with many different types of personalities

- All children and youth have potential to be a leader
- We will use a “lens” designed to help identify the seeds of leadership
- The key is empowering each youth by nurturing those seeds

- The Lens- Leadership potential begins with recognizing where the potential is located.

## Recognizing youth as leaders

Research: 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 Research shows that there are academic benefits from youth engagement in leadership activities. Programs that are recognized as high quality foster youth voice and participation

What does a youth leader look like? Children and youth come into our programs with many different types of personalities –which type is most likely to exhibit leadership characteristics? All children and youth have potential to be a leader

We will use a “lens” designed to help identify the seeds of leadership The key is empowering each youth by nurturing those seeds

The Lens-Leadership potential begins with recognizing where the potential is located.

# Leadership Theory

- Trait Theory
- Great Events Theory
- Transformational Leadership Theory:  
“Leaders are made not born.”



## Leadership theory

### Bass (1990) Theory of Leadership

- Trait Theory
- Some personality traits may lead people into leadership roles

### Great Events Theory

- A crisis or important event may cause a person to rise to the occasion.

### Transformational Leadership Theory: “Leaders are made not born.”

- People can choose to become leaders
- People can learn leadership skills
- Transformational leadership theory is the most commonly accepted one.

## Discussion Question

Break into pairs or small groups and discuss the three theories. Which one do you believe? What have been your experiences? (both personally and in working with children) Each group will summarize and share their thoughts for the larger group. Allow 5 minutes for this discussion. (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.

## Make Expectations Clear and Developmentally Appropriate

- Sometimes we have expectations of the children we work with that do not match where they are developmentally
- Understanding key developmental milestones helps us be more intentional about the programming we offer
  - Think of how you would address an issue with a first or second grader versus a middle school youth
- In understanding these milestones, programs are able to provide opportunities that are developmentally appropriate

Start with clear expectations

Sometimes we as adults have expectations of the children we work with that do not match where they are developmentally.

Understanding key developmental milestones helps us be more intentional about the programming we offer. This is also true for behavior and classroom management.

Think of how you would address an issue with a first or second grader versus a middle school youth.

In understanding these milestones, programs are able to provide opportunities that are developmentally appropriate.

This includes youth leadership, mentoring (older to younger children) that promotes social, emotional, and academic skill building.

# Connecting Developmental Theory to Your Work



Erikson – 8 Stages of Development  
Piaget – 4 Developmental Stages  
Bronfenbrenner – Ecological Systems Theory  
Gardner’s Multiple Intelligences  
Search Institute – 40 Developmental  
Assets/Developmental Relationships Framework

Understand the connection to developmental theory in your work

One of the handouts for this module is the Journal of Expanded Learning Opportunities (JELO) article by Canzano, Anthony, and Scott (2016) that provides illustrations on how to link developmental theory to program practices.

Erikson’s 8 stages of development begins as infants and ends as seniors. Each stage involves crises that shape the development of the individual (being resolved or unresolved). Thinking specifically with a school-age population, the crisis for ages 6-12 is industry vs. inferiority.

How we provide opportunities for industrious exploration in our programs allows youth to feel a sense of pride and accomplishment, even when the experiment fails teachable moments are present in reflecting with the group on why the result went the way it did?

Piaget presents 4 developmental stages, with ages 7 to 11 years in the Concrete Operational stage.

Similar to Erikson’s industry vs. inferiority, Piaget suggests that logical thinking, the concept of conservation in numbers, mass, and weight are recognized, and objects can be classified by several features and children can place them in order.

Bronfenbrenner’s ecological systems theory states that the individual is impacted by the environment around them starting with the family, peers, school, health services, and church (microsystem), coupled to this in another concentric circle is the mesosystem and exosystem(neighbors, local politics, mass media, industry), which is finally surrounded by the Macrosystem (attitudes and ideas within the culture).

The interplay between these developmental theories provides the basis for meeting children and families where they are in their communities to best serve their needs.

# Gardner's Multiple Intelligence Theory

- Linguistic
- Logical/Mathematical
- Spatial
- Body/Kinesthetic
- Musical
- Interpersonal
- Intrapersonal
- Naturalist



## Gardner's Multiple Intelligence Theory

Planning Activities based on Multiple Intelligence Theory (Georgia School Age Care Alliance) Verbal-Linguistic: Writers' Workshop, Literature circles, Readers' Theater, Poetry, Journals, Interviews, Debating, Teaching others, Storytelling, Creative writing, alphabetizing, Class discussions

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

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

**Bodily-Kinesthetic:** Scavenger hunts, Manipulatives, Performing, Acting, Computers, Building, Sports, Crafts, Action stories, Science experiments, Physical exercise, Simulations, Miming,

**Dancing 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

**Interpersonal:** Interviewing, Sharing, Class discussions, Character webs, Problem solving, Cooperative activities, Establishing group rules, Cross-age tutoring, Group story writing, Jigsawing information, Teaching others, perspectives.

**Intrapersonal:** Journals, Independent projects, Self reflection, Personal time-lines, Personalized contracts, Family tree, Autobiographies, Likes/Dislikes, Setting goals, Coat of arms, Imagery/Dreams

**Naturalist:** Gardening, hiking, animal identification, recycling

Multiple Intelligence Theory shows us that:

- Each youth is an individual
- Each child brings their own experiences and leadership potential
- One child may be strong in art (visual-spatial intelligence) while another may be strong in Intrapersonal Intelligence
- Together they can create a student led newspaper

## Search Institute – Developmental Relationships Framework

1. Express Care – which shows children that a person can be dependable, listen to them, believe in them, and provide encouragement to name a few
1. Challenge Growth – which holds children accountable, helps them fail forward, and stretch and expect their best
1. Providing support – This helps them navigate situations, set boundaries, know someone will advocate for them, and empower them.
1. Sharing power – is about mutual respect. How they are included in decision making, collaborative activities, leadership opportunities, and feeling respected makes a world of difference in the relationship building process.
1. Expand Possibilities – As we have discussed throughout this section, afterschool does all of these things. Helping to inspire, broaden horizons, and connect with the larger world to grow.



The Search Institute expanded its work on the 40 developmental assets in 2018 to create the Developmental Relationships framework.

Five parts, the core of it is focused on creating pathways to foster positive relationships between peer to peer, and youth to adult.

Express Care, which shows children that a person can be dependable, listen to them, believe in them, and provide encouragement to name a few,

Challenge Growth, which holds children accountable, helps them fail forward, and stretch and expect their best.

Providing support. This helps them navigate situations, set boundaries, know someone will advocate for them, and empower them.

Sharing power is about mutual respect. How they are included in decision making, collaborative activities, leadership opportunities, and feeling respected makes a world of difference in the relationship building process.

Expand Possibilities. As we have discussed throughout this section, afterschool does all of these things. Helping to inspire, broaden horizons, and connect with the larger world to grow.

These five elements help in being playful in the activities and offerings you provide in your program.

-Thinking ahead to what is the purpose of the activity?

-How will it enhance their knowledge or understanding of the topic?

-Is it something new to them, something familiar?

## Why Does Understanding Youth Development Matter?

- Out-of-school time programs provide the space for experimenting, learning and testing social cues, learning to cooperate and work together.
- Activities that are (SAFE) sequenced, active, focused, and explicit, regardless of setting or focus, children perform better academically, socially, and emotionally
- Developmental theory provides a roadmap for planning
- It is something that you probably are already doing in your practice.
- It is typically small tweaks to practice that make a huge difference in program delivery.
- Research shows that the one caring adult in a child's life, one, can determine if a child stays in or drops out of school.
- You make a difference.

Out-of-school time programs provide the space for experimenting, learning and testing social cues, learning to cooperate and work together.

According to Durlak and Weissberg (2013) when programs have four distinct elements (SAFE) sequenced, active, focused, and explicit, regardless of setting or focus, children perform better academically, socially, and emotionally even if the program is not academically focused.

Developmental theory provides a roadmap for planning to ensure age-appropriate, high-quality activities are being offered daily that supports the children and recognizes their local community.

Putting developmental theory into practice may sound daunting, but it is something that you probably are already doing in your practice. It is typically small tweaks to practice that make a huge difference in program delivery.

Research shows that the one caring adult in a child's life, one, can determine if a child stays in or drops out of school.

You make a difference.

BREAK if needed

## How Do We Integrate This into Programming?

- Thinking ahead
- Intentionality
- Alignment
- Using research in practice
- Active learning environments

Connecting the idea to prior activities or learning helps tee up the idea or introduce something that will have a longer duration.

Having activities that are connected over a period of time (not too long or too short) helps engage the children and youth in the program.

When doing this, we recommend using the BLT method, nope not bacon, lettuce, tomato, but Big Idea, Linking, and Teaser.

There are two sets that bookend the activity. How we introduce the activity, connect it to something else, and then ask a teaser question to peak interest makes all the difference in engagement. At the close of the activity, reflection is key to help with metacognition of the knowledge gained. Reflection helps the children and youth think about thinking...with questions that draw them out. This could be connections between the introduction and reflection, connecting it to the outside world, or what they would like to learn more about or do with the information.

Understanding developmentally appropriate practice helps us gauge questions that will be understandable and relatable to the children and youth we serve.

# Steps to Intentional Programming (BLT)

1. Connect the idea to prior activities or learning to help tee up the idea or introduce something that will have a longer duration.

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1. The BLT bookends the activity. How we introduce the activity, connect it to something else, and then ask a teaser question to peak interest makes all the difference in engagement.

1. At the close of the activity, reflection is key to help with metacognition of the knowledge gained. Reflection helps the children and youth think about thinking...with questions that draw them out.

The BLT in the beginning of the activity introduces the big idea, links it to previous activities, and teases what they will be talking about.

Once the activity is underway, these ideas are reinforced in a hands-on, active and focused direction. Being a math activity, a visual representation of bars and graphs could help a child struggling with the concept understand it better.

Additionally, active learning sticks because the children are able to manipulate the environment based on their developmental level to practice concepts they can understand.

This emphasizes the importance of developmentally appropriate practice so the activity is grounded in a way they can understand. Finally, at the close of the activity comes the reflection.

Again, the BLT comes into play to connect the introduction and reinforce concepts learned.

# Introduction and Reflection

- This is where the magic happens – helps assure SAFE activities
- Introduction:
  - Big Idea– tells the kids what to be watching for or paying attention to
  - Linking – connects what we're doing today to something we did before
  - Teaser – something to get the kids excited (a hint, a question, etc.)
- Reflection:
  - Big Idea – what did they discover about the idea you prompted about in the intro?
  - Linking – How can they connect what they learned to real life experiences?
  - Teaser – What would they like to do next with this information, idea, or concept?

As discussed earlier, connecting the idea to prior activities or learning helps tee up the idea or introduce something that will have a longer duration. Having activities that are connected over a period of time (not too long or too short) helps engage the children and youth in the program. When doing this, we recommend using the BLT method, nope not bacon, lettuce, tomato, but Big Idea, Linking, and Teaser. There are two sets this that bookend the activity. How we introduce the activity, connect it to something else, and then ask a teaser question to peak interest makes all the difference in engagement. Likewise, at the close of the activity, reflection is key to help with metacognition of the knowledge gained. Reflection helps the children and youth think about thinking... with questions that draw them out. This could be connections between the introduction and reflection, connecting it to the outside world, or what they would like to learn more about or do with the information. Understanding developmentally appropriate practice helps us gauge questions that will be understandable and relatable to the children and youth we serve.

## BLT Example: Math Moves! Pie Charts and Bar Graphs

- (B) In this activity, we're going to move information around to understand it better
- (L) We've been learning about comparing numbers to see what's bigger – this can make it easier.
- (T) Be thinking about which way makes the most sense to your brain.
- Sort the group by answers to an open-ended question (favorite kind of cookie)
- Pie Chart:
  - Everyone stands by the people in their same category
  - Count how many people are in each category
  - Now form a circle, staying together with your category
  - Teacher stands at the center of each circle
  - Teacher gives a piece of yarn to the outside edges of each category
  - Now you have a 3-D pie chart – look to see which slice is biggest, smallest, etc.
- Bar Graph:
  - Each category forms a line and each person in the category puts their hands on the shoulders of the person in front of them, arms extended fully
  - Category lines should start right next to one another
  - Now you have a 3-D bar graph – look to see which line is longest, shortest, etc.
- (B) What did we do to our groups to make them easier to understand? How did it feel to your brains?
- (L) Can you think of any other times that you might make a pie chart or a bar graph?
- (T) Pie charts and bar graphs can help us inform people and make changes -- what's most interesting
  - Nutrients in our drinks (sugar per drink bar graph)
  - What we do with our time (inside, outside, transition pie chart)
  - What we like best about our afterschool (pie chart or bar graph)

As you can see from this example, the BLT in the beginning of the activity introduces the big idea, links it to previous activities, and teases what they will be talking about. Once the activity is underway, these ideas are reinforced in a hands-on, active and focused direction. Being a math activity, a visual representation of bars and graphs could help a child struggling with the concept understand it better. Additionally, active learning sticks because the children are able to manipulate the environment based on their developmental level to practice concepts they can understand. This emphasizes the importance of developmentally appropriate practice so the activity is grounded in a way they can understand. Finally, at the close of the activity comes the reflection. Again, the BLT comes into play to connect the introduction and reinforce concepts learned.

## How Knowing Youth Development Helps You Connect

- Planning and developmentally appropriate practice
- Behavior management and grouping
- Youth leadership and mentoring
- Social-emotional and academic skill building

How youth development helps you connect:

Supporting youth development comes down to the relationships we build with the children and families we work with.

This starts at arrival time and goes beyond the end of the program day.

What you offer for activities is only part of the experience a child has in your program.

How your activities are not only designed, but more importantly implemented, makes all the difference.

Planning and developmentally appropriate practice

Intentional programming based on interest

Group by grades or age ranges to tailor programming

Behavior management and grouping

Smaller group sizes

Opportunities for conflict resolution

Youth leadership and mentoring

“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

Simon Sinek - Find Your Why

Youth have the ability to contribute meaningfully to the program

Staff act as a role model and mentor

Social-emotional and academic skill building

Program structure offers opportunities for practice

Concepts are reinforced through skill-building activities

How you see your role as a staff person also matters.

# Creating Impactful Program Experiences

Are there any children that come to mind when you think about developmental theory?



“A Lens for Recognizing Leadership Potential

- Youth as Individuals
- Using an asset based framework
- Valuing diverse strengths and perspectives equally

Talk about how staff see themselves and ask what brings them to work...then watch the Simon Sinek video:  
<https://youtu.be/tF7YLGpOoz8?feature=shared>

Ask participants to think about the children we experience in our programs every day. Are there children who come to mind when you think about developmental theory in the context of your work?

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

A Lens for Recognizing Leadership Potential

There are three areas to use when recognizing leadership potential and encouraging youth voice.

- Youth as Individuals
- Asset Based Framework
- Valuing Diverse Strengths and Perspectives Equally

Youth as Individuals Remembering to see Youth as Individuals is the first step to giving youth a voice in their after school program.

Do we know the youth in our program well enough to be able to recognize their individual potential?

Do we see their perspectives, ideas, experiences, strengths, and dreams?

Do we respect their perspectives, ideas, experiences, strengths, and dreams?

# What is an Asset Based Approach?

- Look for each child's strengths and build on these.
- Recognition and exercise of each child's strengths builds
  - Confidence
  - Persistence
  - Self control
  - Improves communication abilities.
- Recognition of children's diverse strengths enables our lens to focus on hearing their voice.
- Valuing Diverse Strengths and Perspectives Equally
- Youth feel marginalized when their thoughts or ideas are discounted as "you don't understand."

Use an Asset Based Approach

Look for each child's strengths and build on these.

Recognition and exercise of each child's strengths builds

-Confidence

-Persistence

-Self control

-Improves communication abilities.

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

Valuing Diverse Strengths and Perspectives Equally

Youth feel marginalized when their thoughts or ideas are discounted as "you don't understand."

Example: When asked what he would like to do this year a youth responds, "I'd like to build a skate park."

Do you take the youth seriously or discount his suggestion?

-The opportunity for leadership is:

-Ask the youth to do a service learning project around cleaning up an existing skate park or researching how to create one.

-Use woodworking skills to construct a mini-skate park to learn how to design a park.

Either strategy encourages the youth to explore his/her voice even if the idea sounds outlandish, crazy, or impossible.

Ask participants:

Do we value the diverse worldviews, perspectives, and strengths that our youth bring?

Do we value the strengths that match our own or those that are different?

Do we recognize and value a child's interpersonal skills as much as we value another child's ability to listen

## Recognizing Youth Leadership

- What does a leader look like?
  - High energy
  - Respected by peers
  - Socially, intuitively adept
  - Requires staff attention

What does a leader look like?

Characteristics:

- High energy
- Respected by peers
- Socially, intuitively adept
- Requires staff attention

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 Work

Think of a challenging child you have worked with, then do the following:

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

Be prepared to share with the larger group

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

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.

Allow 5-10 minutes for discussion.

- If needed prompt with reminders of:
- Developmental theories covered
- “Lens for Recognizing Leadership Potential.”

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.

## Points to Ponder

- 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

Conclusion:

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

## Making Small Tweaks

- What is one thing you will change in your own practice as a result of this session?
  - Remember, it does not have to be a big change, tiny tweaks along the way lead to greater program improvement over time.
  - Most activities can be easily implemented and have the potential to foster youth leadership and voice.
- By combining many of these strategies you can create group projects based on children's strengths.

What is one thing you will change in your practice as a result of this session? Remember, it does not have to be a big change, tiny tweaks along the way lead to greater program improvement over time.

Most activities can be easily implemented and have the potential to foster youth leadership and voice.

By combining many of these strategies you can create group projects based on children's strengths.

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.