

**Professional Development Situation: Meeting**

**Skill Focus: Giving Youth Control**

**Time Required: 15 minutes**

## CONSIDERATIONS WHEN GIVING YOUTH CONTROL

Participants will discuss their concerns and the "Developing a STEM Project" video-based learning module in order to give youth control of STEM learning experiences.

### Agenda

Giving Youth Control Introduction Activity—5 minutes

- [Giving Youth Control Introduction Activity](#)

See the Skill in Action—10 minutes

- [Developing a STEM Project](#) video-based learning module

### Materials

- Computer with internet connection
- White board or chart paper and markers
- One copy of [Giving Youth Control Introduction Activity](#) for each participant
- [Developing a STEM Project](#) video-based learning module

## 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. Watch all videos and read information materials.
  - *Italics indicate text that can be read aloud or emailed to participants.*
- Send a 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 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.
- On the day of the session, test the audio and video equipment.

## Session Outline

### Introduction Activity (5 min)

- Pass out the [Giving Youth Control Introduction Activity](#).
- Have participants think about their responses for numbers 1-4 and write their thinking.
- Pair participants to share their thinking.
- Have them answer question 5 and share something they learned. This might be a tense discussion as adults are often uneasy about letting youth have control of their learning.
- Here are some possible responses to the questions:
  - **Question 1:** *Affirm answers that might indicate negative behavior, but also reassure that setting the stage for youth to take control includes identifying parameters that everyone can agree to.*
  - **Question 2:** *Affirm or acknowledge uneasy or negative feelings, but also reassure participants that giving youth control does not mean adults relinquish all responsibility—ask follow-up questions to the group of how to address concerns—emphasize positive interactions and relationships built on trust between adults and children.*
  - **Question 3:** *Emphasize self-determination; confidence; perseverance; modeling the work of STEM professionals; inquiry; and less overall need for social control, specifically, negative behaviors tend to be reduced because students are now engaged in inquiry and self- monitoring based on agreed-upon rules for the setting.*
  - **Question 4:** *Emphasize monitoring; balancing between stepping in to help or push thinking forward but not directing the outcome; supporting learning; brainstorming next steps; gathering materials; ensuring all children have opportunities to participate, etc.*

### See the Skill in Action (10 min)

- Explain that the video is an example of a real afterschool program. What's more, **in this program, teenagers are volunteering to lead the younger students for this activity.**
- Show the skill video in Step 3 of the [Developing a STEM Project](#) video-based learning module.
- Debrief and have a volunteer chart participants' responses. Ask:
  - *How are youth supported to manage their own learning?*
  - *What could the facilitator be doing better? What might you try to give youth more control of their learning?*

### **After the Session**

- Email the participants:
  - *Thank you for your participation in the recent Click2Science training on "Giving Youth Control". I hope you found it useful and applicable to your practice. I am including a list of strategies you identified as helpful STEM practices. Consider sharing your thoughts with a co-worker, supervisor, or friend. 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>

## Giving Youth Control Introduction Activity

Please consider the following questions. Once you have answered each of them, please share your responses with your elbow partner (someone sitting next to you) and then your table. What similarities and differences were there between your answers?

- 1) When thinking about ‘Giving Youth Control,’ what comes to mind? How would you define ‘Giving Youth Control?’
- 2) What concerns do you have about giving youth control in your setting?
- 3) What benefits come from giving youth control during planning and implementing STEM experiences?
- 4) What does the adult do when youth are given control?

Stop here. Now share your responses with your elbow partner before you answer question 5.

- 5) *After sharing with your elbow partner and table*—what other thoughts do you have about giving youth control?