

Wednesday, February 20, 2019

How Afterschool Programs are Supporting a New Generation of Civic Minded Youth.

Thank you for joining us. The webinar will begin shortly.



Afterschool Alliance



Asia
Society®

Center for
Global Education

Housekeeping



Experiencing delays?

Try closing out the other programs running on your computer.



Question or comment?

Use the group chat to interact with presenters and other participants.

Speakers



Heidi Fransen

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Equity Alliance MN



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YWCA New Britain



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Center for Global Education at Asia Society



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Afterschool Alliance

The Definition of Civics

“The study of the rights and duties of citizens and how government works”

-Merriam-Webster Dictionary



The State of Civics

- Disengaged public
- Civics in school is largely a second-tier subject
- Civic engagement is an equity issue

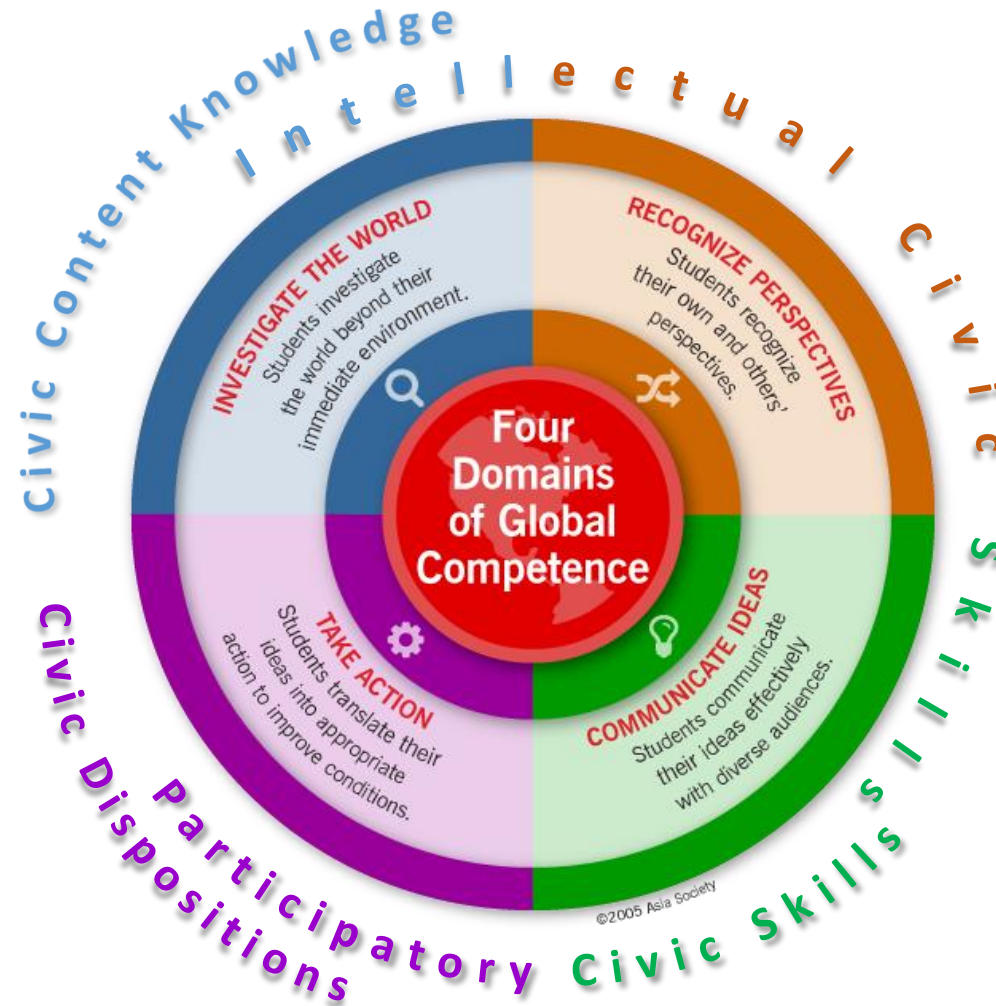


Benefits to Civics Education

- ✓ College and career readiness
- ✓ Civic knowledge attainment and efficacy
- ✓ Long-term civic commitment, participation, and life satisfaction
- ✓ Community economic health
- ✓ Dropout prevention and improved school climate



Global and Civic Competencies



Sources:

The Center for Global Education at Asia Society

<https://asiasociety.org/education/what-global-competence>

The Campaign for the Civic Mission of Schools

<https://www.ecs.org/wp-content/uploads/The-Civics-Education-Initiative-2015-2017.pdf>



Proven and Emerging Practices

Proven Practices:

- Classroom Instruction
- Discussion of Current Events and Controversial Issues
- Service-Learning
- Extracurricular Activities
- Student Participation in Governance
- Simulations of Democratic Processes

Emerging & Complimentary Practices:

- News Media Literacy Education
- Action Civics
- Social and Emotional Learning
- Climate Reform

Sources:

“Guardian of Democracy: The Civic Mission of Schools” (2011) by The Leonore Annenberg Institute for Civics of the Annenberg Public Policy Center at the University of Pennsylvania and the Campaign for the Civic Mission of Schools

<http://www.civicsmission.org/>

“The Republic is (Still) at Risk— and Civics is Part of the Solution” (2017) by Jonathan M. Tisch College of Civic Life, Tufts University

<https://www.tufts.edu/civics/teaching-civics/>



Afterschool as a Space for Civic Engagement

Alternatives Inc.

Helping students know their rights and responsibilities

After-School All-Stars Hawaii

Offering opportunities for youth to take action

YMCA of Port Angeles

Providing authentic opportunities for youth to lead and govern



Afterschool Alliance: How Youth Executive Board is Supporting a New Generation of Civically Minded Youth

Heidi Fransen, Program Manager for Youth Programs

February 20, 2019





Equity Alliance MN

Founded in 1995 to address systemic racial injustices that exist within school systems and provide racially integrated learning opportunities

Organization that historically and continues to collaborate with school districts in the Twin Cities east metro area

Now we've expanded to serve school districts, charter schools, governmental agencies and non-profit organizations throughout Minnesota & Wisconsin



Equity Alliance MN

Vision: Through collaborative learning and advocacy, be the leading force for systemic educational equity and integration.

Beliefs:

We believe the race and culture fundamentally shape and influence our core values, our thinking and our practices.

We believe that excellence in education is achieved through equitable, integrated and purposeful lifelong learning.

We believe that independence is achieved through authentic collaboration.



Youth Executive Board (YEB)

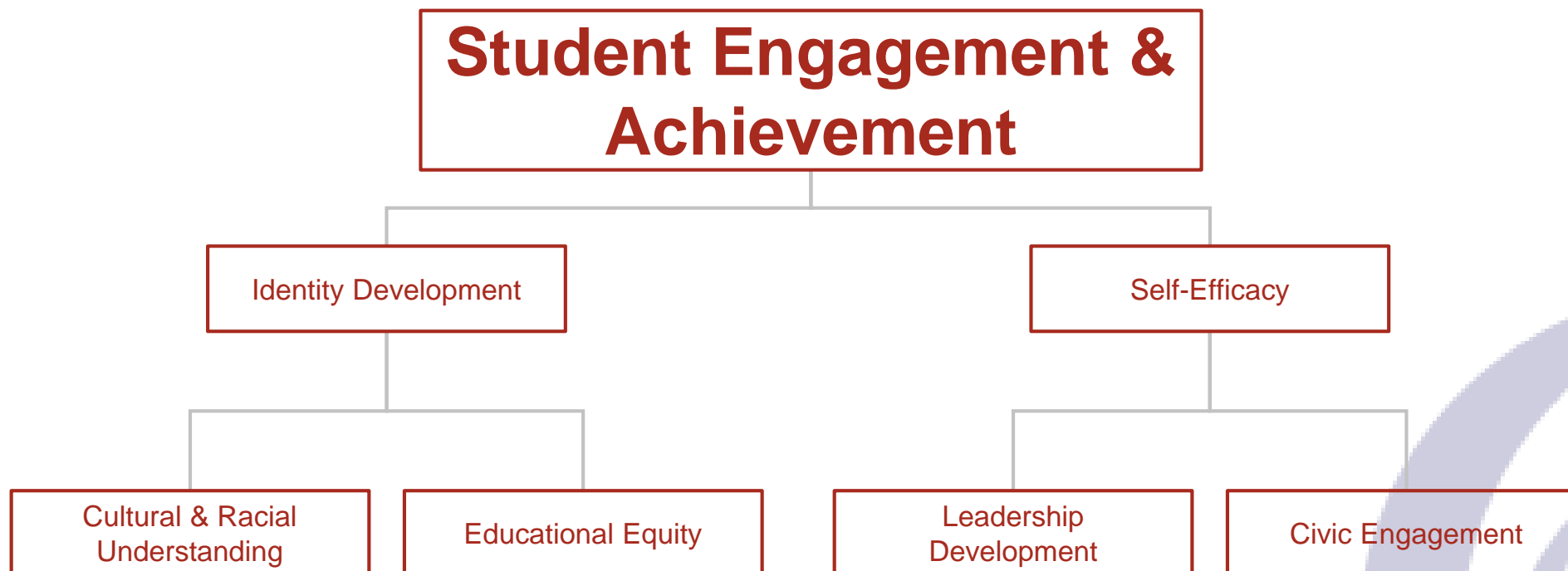
Founded in 2007 by Heidi Fransen and 5 youth

Elevating youth voice to impact systems change

Youth using our voices to make decisions and inspire diversity in leadership

Typical day at YEB

Core Values of YEB



YEB: Who are we?

41 students

High school students
representing 11 high schools
and 8 school districts

Average of 175 contact
hours/youth



YEB by Gender Identity

Gender Identity:

82% female

18% male

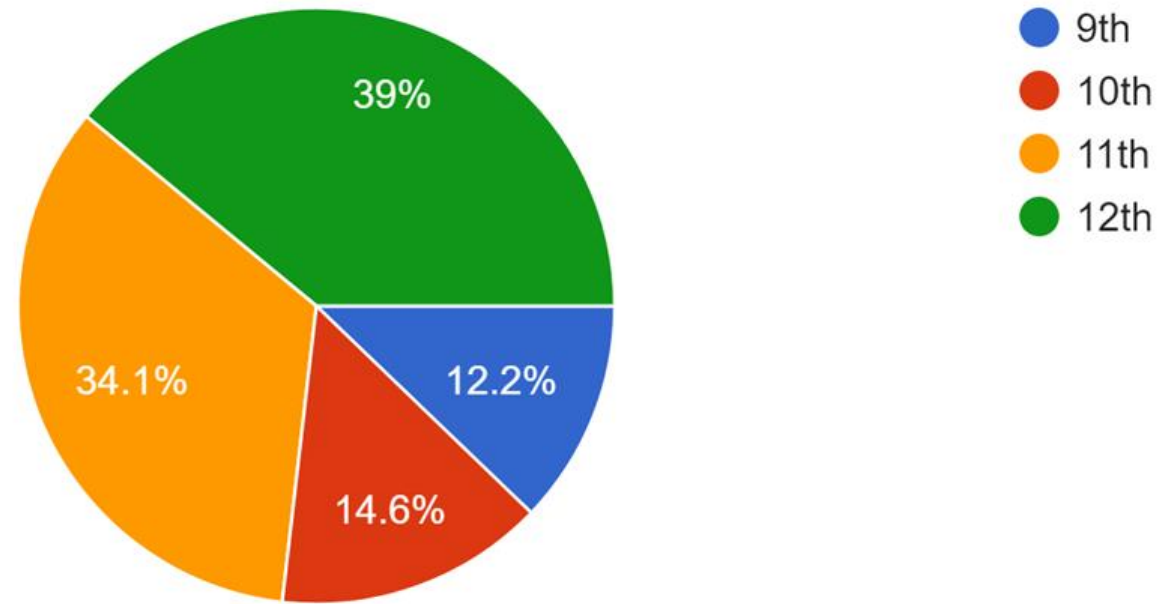
0% gender
neutral



YEB by Grade (2017-2018)

What grade will you be enrolled in the fall of 2017?

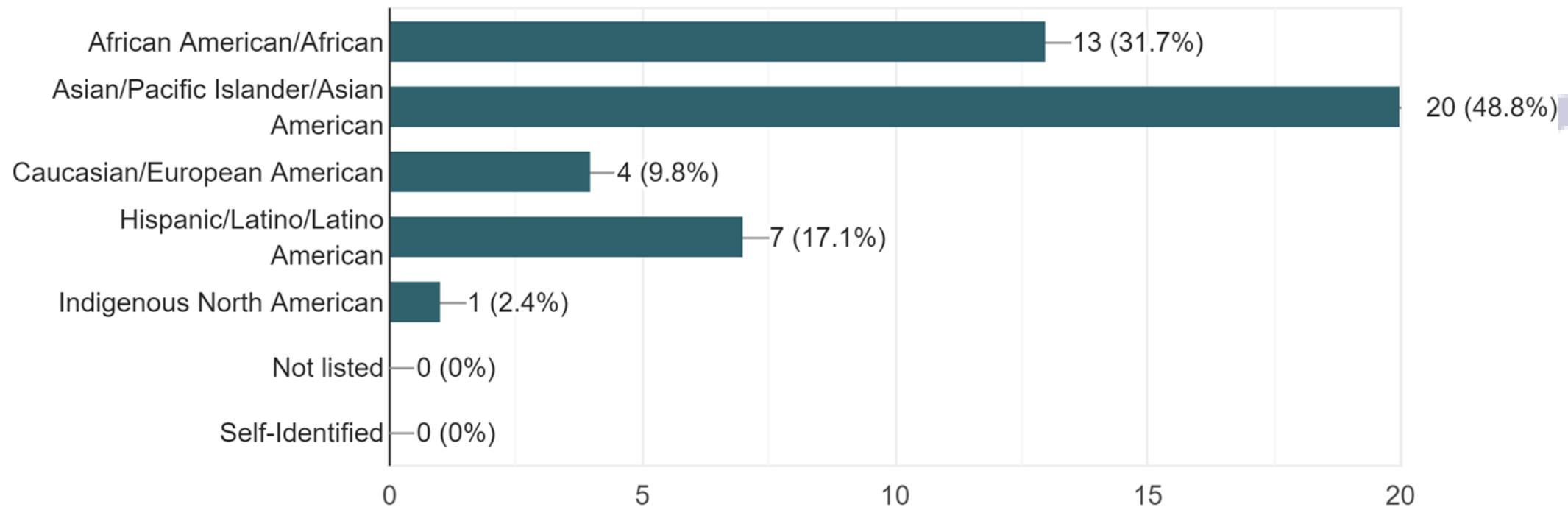
41 responses



YEB by Racial/Ethnic Identity

Please mark all that apply to your racial identity.

41 responses



Youth Vision, Youth Voice in Action

Author & Illustrator of Children's Books

Taste of Heritage

The Sparrow's Message

The Journey of Paw Htoo

Aponine the Colorless Butterfly

Saub Nag (pronounced Shoua Nah)

Where I Grow Up



Untold Stories from the Secret War & Civil Rights Movement

Social studies curriculum written in alignment with state standards

Performing arts DVD accompaniment

McGraw-Hill Publishing Partnership

Providing expertise and consulting on curriculum, training & vision

Youth Vision, Youth Voice in Action

Truth Telling at Professional Learning Spaces

- co-facilitating at school district professional development sessions
- presenting at local and national conferences

Transformative Power of Truth Telling

- Multi-media anthology (grant from MN Humanities Center)

Youth Day at the Capitol

- testifying at hearings
- meetings with legislators to advocate for educational equity



Closer Look: Untold Stories from the Secret War & Civil Rights Movement



YEB youth identified that they were **not being represented in curriculum** at their schools and wanted to address this significant gap

Through research, YEB discovered that The Secret War and various perspectives on the Civil Rights Movement are U.S. History benchmarks in the Minnesota State Standards:

9.4.4.22.4. Analyze the causes and effects of the United States Secret War in Laos and how Hmong allies were impacted as a result of their involvement in this war.

9.4.4.22.5 Explain the roots of the various civil rights movements, including African American, Native American, women, Latino American and Asian American

9.4.4.22.6 Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups

9.4.4.22.7 Evaluate the legacy and lasting effects of the various civil rights movements of the 1960s and 70s; explain their connections to current events and concerns

Closer Look: Untold Stories from the Secret War & Civil Rights Movement



All of the youth did not receive this knowledge in their classes

Youth surveyed teachers and administrators in their home school district

One of the main barriers stated as to why the content was not being taught was access to curriculum

In partnership with local artists co-created performing arts pieces to educate people on various perspectives of the Secret War and the Civil Rights Movement

In partnership with teachers and Directors of Curriculum, co-wrote curriculum to accompany the performing arts pieces

Closer Look: Untold Stories from the Secret War & Civil Rights Movement



[Performing Arts Trailer](#)

[Equity Alliance MN website with full access to performing arts video and curriculum](#)



YEB: Develop Racial and Cultural Understanding

When asked, “When I hear terms or read comments that put groups of people down, I respond to the speaker or comment in some way...”

Response	Fall	Spring
All of the time	0	3
Most of the time	8	24
Some of the time	18	10
Rarely	10	4
Never	5	0

YEB: Advocacy Skills

41/41 believe young people can influence change

Students said, they learned to advocate in the following ways:

Step up and speak, telling my truth and biases I've experienced in classrooms has been healing and empowering.

After talking to the SEED class, I had so many teachers come up to me and say they now have more concrete ideas how to address racial issues that come in in their classes.

Going to the Capitol was so cool! I learned more about how our government works, policy making and laws are created by this experience than I have in school.

What The Research Says

ROGER HART'S LADDER OF PARTICIPATION



RUNG 8 - Youth initiated shared decisions with adults: Youth-led activities, in which decision making is shared between youth and adults working as equal partners.

RUNG 7 - Youth initiated and directed: Youth-led activities with little input from adults.

RUNG 6 - Adult initiated shared decisions with youth: Adult-led activities, in which **decision** making is shared with youth.

RUNG 5 - Consulted and informed: Adult-led activities, in which youth are consulted and informed about how their input will be used and the outcomes of adult decisions.

RUNG 4 - Assigned, but informed: Adult-led activities, in which youth understand purpose, decision-making process, and have a role.

RUNG 3 - Tokenism: Adult-led activities, in which youth may be consulted with minimal opportunities for feedback.

RUNG 2 - Decoration: Adult-led activities, in which youth understand purpose, but have no input in how they are planned.

RUNG 1 - Manipulation: Adult-led activities, in which youth do as directed without understanding of the purpose for the activities.

Recommendations for Authentic and Sustained Youth Empowerment

It is vital to prioritize the voices of those being directly impacted by the issue, not to inform the narrative and be a part of the decision making process

Be thoughtful and strategic about building bridges between those being impacted and those in positions of power; this involves understanding multiple perspectives and the ability to align different passions and values to find common ground

Program staff need strong self-awareness of their own backgrounds, biases, and beliefs when creating and running programs, particularly if they identify with the dominant culture

Resources: Team Building/Team Challenges

A Teachable Moment: A Facilitator's Guide to Activities for Processing, Debriefing, Reviewing and Reflection by Jim Cain, Michelle Cummings & Jennifer Stanchfield, 2005

Activities That Teach by Tom Jackson, 1993

Essential Staff Training Activities by Jim Cain, Clare-Marie Hannon & Dave Knobbe, 2009

Great Group Games: *Boredom-Busting, Zero-Prep Team Builders for All Ages* by Susan Ragsdale and Ann Saylor, 2007

Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities by Karl Rohnke, Project Adventure 1984

The Hundredth Monkey: Activities that Inspire Playful Learning by Nate Folan & Friends, Project Adventure 2012

Resources: Intercultural & Equity Focus

Experience Learning

Diversity in Action by Sharon Chappelle & Lisa Bigman with Francesca Hillyer, 1998

Experiential Activities for Intercultural Learning by H. Ned Seelye, Editor, 1996

Everyday Anti Racism edited by Mica Pollock, 2008

Freechild Institute: Advancing Youth Engagement Worldwide. <https://freechild.org/>

Make a World of Difference by Dawn C. Oparah, Search Institute 2006

Open Minds to Equity: *A Sourcebook of Learning Activities to Affirm Diversity and Promote Equity* by Nancy Schniedewind & Ellen Davidson, 2006

Wilderdom: Group Activities, Games & Exercises.

<http://www.wilderdom.com/games/>



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HOW DID THE HOUSE OF TEENS BEGIN?

THROUGH RESEARCH FUNDING FROM THE ROBERT WOOD JOHNSON FOUNDATION
THE YWCA AND COMMUNITY HEALTH CENTER TEAMED UP TO UTILIZE PHOTO VOICE
AS A WAY FOR YOUTH TO HAVE A SEAT AT THE TABLE.

- ENABLES TEENS TO RECORD AND REFLECT THEIR COMMUNITY'S STRENGTHS AND CONCERNS
- PROMOTE CRITICAL DIALOGUE AND KNOWLEDGE ABOUT PERSONAL AND COMMUNITY ISSUES THROUGH LARGE AND SMALL GROUP DISCUSSIONS OF PHOTOGRAPHS
- REACH POLICY MAKERS



YWCA NEW BRITAIN IS ON A MISSION

A mission to: eliminate racism, empower women, stand up for social justice,
help families, and strengthen communities. Join us! #OnAMission

SCHOOL DISTRICT DEMOGRAPHICS



TOTAL STUDENT BODY	10,071	
SPECIAL ED.	1,697	16.85%
ENGLISH LEARNERS	1,587	15.76%
MALE	5,337	52.99%
FEMALE	4,734	47.01%

TEEN PREGNANCY	2X THE STATE AVERAGE
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ASIAN	238	2.36%
BLACK/ AFRICAN AMERICAN	1,160	11.52%
HISPANIC	6,321	62.76%
AMERICAN INDIAN	12	0.12%
HAWAIIAN/ PACIFIC ISLANDER	7	0.07%
WHITE	2,093	20.78%
FREE/REDUCED LUNCH	7,829	77.74%

INITIAL COMMUNITY PROJECT

- PHOTOVOICE IS AN ADVOCACY PROGRAM WHICH IDENTIFIES BARRIERS TO HEALTH IN COMMUNITIES.
- TEENS CHOOSE A THEME WHICH THEY FEEL IS KEEPING THEM AND FAMILIES FROM LIVING HEALTHY LIFESTYLES
- IDENTIFY A THEME THROUGH AND THROUGH PHOTOGRAPHS, PRESENT TO KEY POLICY MAKERS AND STAKEHOLDERS, IN HOPES THAT WE CAN MAKE A CHANGE.





SPRING 2014
Presentation to the Healthy Tomorrows Board about a place for teens to go after school

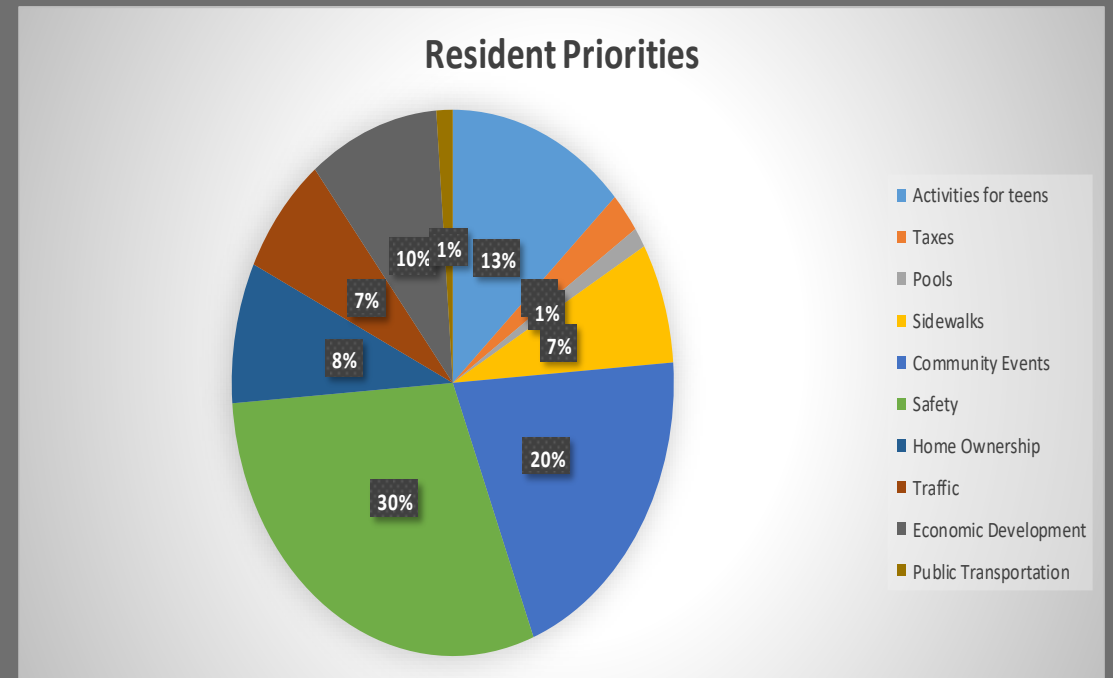
SPRING 2016
Teens presented the effects of Bullying to: School Administration, Mayor's office United States attorney's office , CT's Commission on Human Rights and Opportunities.



SPRING 2017
Teens met with Mayor's office, Police Department, School Administrators to share their feelings of not feeling safe in their community.

FALL 2018

THE INVEST HEALTH TEAM TEAMED UP WITH THE TEENS TO CONDUCT ACTIVITIES SUCH AS A TALK CHANGE TENT AT A LARGE COMMUNITY FESTIVAL, INTERVIEWS AT SMALLER FAMILY FESTIVALS, AND HELD A **'BUILD A BETTER BLOCK'** EVENT ON EAST STREET. WE COLLECTED VALUABLE FEEDBACK FROM RESIDENTS OF THE EAST SIDE, VALIDATING THE NEED FOR SOCIAL COHESION, ACTIVITIES FOR TEENS AND IMPROVED PUBLIC SAFETY.



SUCCESSES!

THE ABANDONED POOL HAS BEEN FILLED AND TRANSFORMED INTO A FAMILY FRIENDLY SLASH PAD!

ADDITIONAL REVITALIZATION OF THE PARK IS ON THE CITY'S AGENDA.



THE HOUSE OF TEENS NOW HAS A HOME ON THE EAST SIDE OF NEW BRITAIN. WORKING TOGETHER WITH TEENS AND RESIDENTS OUR GOAL IS TO INCREASE SOCIAL COHESION, WALKABILITY, AND THE FEELING OF SAFETY IN THE NEIGHBORHOOD.



S.H.O.W.E.D.

S: What do we **See** here?

H: What is really **H**appening here?

O: How does this relate to **O**ur lives?

W,E: **W**hy does this situation, concern or strength **E**xist?

D: What can we **D**o about it?

(Caroline Wang 1999: 188)



- 1. Who is bullied/cyber bullied in New Britain?**
- 2. How does bullying/cyber bullying impact the New Britain Community?**
- 3. How can we break the cycle?**

In this picture, we are portraying a girl reflecting on how she may need to get help, and where to seek help. This picture represents loneliness, confusion, uncertainty, depression, and seclusion.

Reasons:

Some may be scared to admit they need help, not know where to turn for help, afraid of being bullied more, or embarrassed that they are being bullied.

PHOTOVOICE CURRICULUM

Module 1: Introduction and Overview of Photovoice

Module 2:
Policy & Environmental Change

Module 3:
Communicating through Images/ Basics of
Photography

Module 4:
Topic selection and overview

Module 5:
Research/ Framing
Question development

Module 6a:
Data collection/ field work
(Round 1)

Module 6b: Data collection (Round 2)

Module 7:
Individual/ Group reflection & dialogue on photos

Module 8:
Photo selection/ Development of Themes & Action
Agenda

Module 9:
Advocacy Part 1:
Reaching policy makers

Module 10:
Advocacy Part 2:
Presenting to Stakeholders

Module 11:
Wrap-up evaluation/ Next Steps

LESSONS LEARNED:

- MAINTAINING CONSISTENT STUDENT ATTENDANCE
- HAVING THE RIGHT STAFF TO DELIVER THE CURRICULUM
 - PATIENCE/ NON-JUDGMENTAL
 - COMFORTING/ TRUSTING
 - **COMMITTED**
- UNDERSTAND THAT DISCUSSIONS CAN/ MOST LIKELY WILL OPEN UP FEELINGS.
(BE TRAUMA INFORMED)
- BE FLEXIBLE WITH THE STUDENTS IDEAS, BUT BE CONSISTENT

Audience Q&A

Thank you!



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