

# Chapter 9



## Enrichment

*Learning is a treasure  
that will follow its  
owner everywhere.*

~ Chinese Proverb

Enrichment activities make a child’s life richer by adding a desirable quality, attribute, or ingredient. Much evidence exists to show that **enrichment and arts activities help kids build basic and advanced thinking and skills** (Bringing Education into the Afterschool Hours, U.S. Department of Education, 1999). Yet most students in our targeted schools depend on public and no-cost programs for enrichment and recreation. They are counting on the after school program to expose them to new activities and skills they otherwise won’t get.

### What Will an Enrichment Component Look Like?

Here are some guidelines:

- Each after school program should offer up to **two hours per day of enrichment activities**.
- The enrichment activities should be designed to help youth build essential skills in cognitive development, health/physical development, and social/emotional development.
- Youth development should be supported through safe, supervised, engaging, and age-appropriate activities that: 1) Integrate and reinforce language arts and math learning; 2) Employ a variety of learning styles (e.g., kinesthetic, cognitive); and 3) Allow students to choose and frequently design activities that reflect their interests and talents.
- A mental health provider or school nurse can help design enrichment activities aligned with youth development best-practices, and help each site identify and serve special-needs students.
- Community partners such as local art groups, community music centers, cooking schools, and others can greatly contribute to enrichment activities. Facilitating enrichment clubs can sometimes require a “specialty” skill so relationships with these organizations is key.
- Another strategy is to hire contractors to teach classes just in their specialty area—martial arts, muralists, musicians, and more.

### A Tale of Two Enrichment Models...

- Enrichment can be in the form of **activity centers that change day to day**. Youth choose on a given day what activity they would like to participate in. An example would be that 4:00 every day is Enrichment time, and youth have a choice between an Arts and Crafts activity, a Drama activity, or Cooking. The next day youth are free to choose something else. The advantage of this model is that youth get to have choice on a daily basis and get to try a lot of different activities over a shorter period of time.
- Another format is to have a menu of “Clubs” that youth sign up for and participate in **for an extended period of time**. In this model, youth may choose to be in the Gardening club every Monday and Drumming every Thursday for a six week period. The advantage of this model is that youth can work on building a core set of skills or work towards a culminating project.

**LEVEL 1** The after school program provides a variety of enrichment opportunities.

1. Students in my after school program have an opportunity to participate in a variety of engaging enrichment activities each day. These activities rotate regularly so that youth are exposed to multiple types of activities. (See Tools: Successful Enrichment Activities.)	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN PROGRESS
2. Youth can choose their enrichment activities on a daily, weekly, quarterly, or semester basis.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN PROGRESS
3. Opportunities are given for youth to work on projects for an extended period of time in order to build skills and/or work towards a culminating project.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN PROGRESS

**LEVEL 2** The enrichment opportunities incorporate youth development and academics.

4. Academic, literacy, and social skill-building are intentionally infused into enrichment activities.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN PROGRESS
5. Activities offered are based on youth input through a survey, youth focus group, or evaluation.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN PROGRESS
6. Youth are given leadership roles during activities such as deciding what food to cook, being in charge of collecting art supplies, giving directions, or taking attendance.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN PROGRESS
7. Opportunities are provided for youth to showcase their talents to their peers, families, and school community. Examples include art exhibits, plays, and performances.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN PROGRESS

**LEVEL 3** The after school program engages youth as enrichment leaders.

8. Youth create or lead activities, games, and clubs. For example, youth decide project ideas, give feedback, facilitate icebreakers, model activities, inform curriculum, and make rules.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN PROGRESS
9. Youth participate in long-term skill building projects like project-based learning activities or service learning projects. (See Tools as well as Chapter 3: <i>Asset Building and Youth Development</i> .)	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN PROGRESS
10. Projects and performances are showcased at community-wide events such as cultural celebrations, state competitions, events at City Hall, parades, etc.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> IN PROGRESS

### Level 1: The after school program provides a variety of enrichment opportunities.

- ❑ **Get creative.** Ask students what types of enrichment they'd like and find ways to provide them. Use program space creatively to include quiet reading areas or to divide large spaces for multiple uses.
- ❑ **Hire multi-talented program staff** to lead enrichment activities (e.g. chess, art, hip hop dance, origami, etc.). Consider during the hiring process what additional talents/skills an applicant can contribute to your enrichment program.
- ❑ **Hire contractors or community groups** to provide activities that require specialized skills like Break Dancing or Ecology. Make sure that they have behavior/classroom management skills and ask them to provide you with lesson plans that outline activities they will be leading (see Tool: Enrichment Lesson Plan).
- ❑ **Rotate activities** in regular cycles (e.g. 6 or 9 week sessions) to introduce youth to multiple enrichment experiences.
- ❑ **Allow youth to choose** which activities they will participate in each day or during each cycle.
- ❑ **Work towards a goal** such as a project or performance.

### Level 2: The enrichment opportunities incorporate youth development and academics.

- ❑ **Weave in skill building opportunities** into the enrichment classes. Teachers and parents will be more likely to support enrichment classes that look like fun and build skills all at once. Math lessons during cooking, social skill-building during dance, and literacy during drama are a few examples.
- ❑ **Brainstorm with your staff** ways that they can incorporate literacy into activities.

- ❑ Provide opportunities for **youth to give input** on activities through surveys, focus groups, and evaluations.
- ❑ **Give leadership roles** to youth such as time-keeper or note-taker, and allow them to give input into project ideas (let them choose the dance song or have them bring in a family recipe to cook).
- ❑ **Plan regular program showcases** for students to highlight program activities to their peers, families, and school staff. Involve parents through potlucks, invite partners and school staff, and piggyback on existing school day events.

### Level 3: The after school program engages youth as enrichment leaders.

- ❑ **Encourage youth to create or lead activities.** Allow a space for them to start their own club, lead icebreakers during existing clubs, give feedback to their instructors, and take other leadership roles.
- ❑ **Start a youth advisory board** to help steer program leadership and direction. (See Chapter 3: *Asset Building and Youth Development*.)
- ❑ **Have high expectations** for youth projects and performances. Help them become experts in tough skills—from building a bike to running a school store.
- ❑ **Let them show-off** by enrolling them in citywide art exhibitions, presenting their service learning project at City Hall, or performing for community events.
- ❑ **Fundraise** for materials, resources, and additional program activities. Apply for mini-grants for youth-led activities.

# How To Create an Enrichment Club Survey

*Include youth voice in selecting enrichment clubs. Here are some steps to creating a survey that will help you.*

## When to do an Enrichment Club Survey:

The best time to give students a survey is before you solidify what will be offered. You may want to survey youth at the end of a school year so that you know who to hire and how to spend money before the year begins. If this is not possible, the very beginning of the year could also work. You may choose to survey once or twice a year.

**1. Brainstorm a list of ideas:** Before writing the survey, ask the youth in your program or school what types of Enrichment Clubs they wish they could have. You can do this informally during snack or formally during a focus group. Also find out what's popular at other programs. Finally ask your staff and school day teachers. Then add these new ideas to the list of Clubs you already offer.

## 2. Organize the list of possibilities:

Narrow down the list by removing any ideas that are too dangerous, too expensive, too far from school, or are unrealistic for other reasons. With what's left, organize the ideas into groups like "Art," "Sports," "Science," "Youth Leadership," etc. Take out clubs that are redundant so that the number of choices is reasonable. A good list will have 10 to 30 choices depending on the age of the youth (younger = fewer).

**3. Start to create the survey:** List all 10 to 30 items, and ask students to place a check mark next to the ones they would most likely sign up for. Depending on how many you list as options, you may want them to pick their top 3, 5, or 8 clubs. Don't forget to leave a space to allow youth to add suggestions for activities you didn't list – just in case you forgot something important.

## 4. Ask for some background info as well:

Have the first few questions on the survey ask for gender, grade, race/ethnicity, and other attributes. If it's important for you to know what clubs certain populations

want, be sure to ask for background information that will identify them as a part of that group. You also may want to give the survey to students already enrolled in the program and those not enrolled. Be sure to ask their enrollment status so you can see if there are differences.

## 5. Give the survey to a select population:

You can survey your whole program, your whole school, a random sample of your program, or a random sample of your school. However you do it, be sure that it is representative of your school's community.

**6. Evaluate the data:** Sort out the completed surveys according to background information and make totals for each demographic. For example, you should know what's most popular with boys, 3rd graders, students who aren't in the program, etc. Based on what's popular with certain populations, decide what you are able to offer. Hire staff or volunteers who can teach those clubs, and when it's time, allow youth to pick which club they want to be in.

### TOOL BOX

#### What Should I Have In My Tool Box?

- A list of all the enrichment clubs that have been offered at your site in the past.
- Information from other after school coordinators about their favorite activities.
- A sample survey to use as a template (see Tools).

### BUDGET

#### I Have A Tight Budget, What's This Going To Cost Me?

- Reproduction costs for the surveys.
- Staff time to write, distribute, and tabulate the surveys.

## Examples of Successful Enrichment Activities

<b>Art</b>	<b>Community Service</b>	<b>Computers</b>
<ul style="list-style-type: none"> <li>• Cartoon Making</li> <li>• Ceramics</li> <li>• Crafts/cultural Arts</li> <li>• Fine Arts (Drawing, Painting)</li> <li>• Mural Making</li> </ul>	<ul style="list-style-type: none"> <li>• Neighborhood Awareness</li> <li>• Service Learning Projects</li> <li>• Volunteer Campaigns</li> <li>• Conservation</li> </ul>	<ul style="list-style-type: none"> <li>• Computer Skills</li> <li>• Research Projects</li> <li>• Web Design</li> <li>• Robotics</li> <li>• Video Game Making</li> <li>• Digital Movie Making</li> </ul>
<b>Cultural Appreciation/ Diversity Clubs</b>	<b>Dance</b>	<b>Drama</b>
<ul style="list-style-type: none"> <li>• Arts/crafts</li> <li>• Cooking Classes</li> <li>• Music</li> <li>• Traditions</li> <li>• Origami</li> <li>• Family History Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Afro-brazilian</li> <li>• Break Dancing</li> <li>• Capoiara</li> <li>• Hip Hop</li> <li>• Ballet Folklorico</li> </ul>	<ul style="list-style-type: none"> <li>• Improv Workshops</li> <li>• Play Production</li> <li>• Set Design</li> <li>• Comedy Club</li> </ul>
<b>Journalism</b>	<b>Movie Making/Video</b>	<b>Music</b>
<ul style="list-style-type: none"> <li>• Newsletter/paper/zine</li> <li>• Interviewing Skills</li> <li>• Computer Layout</li> </ul>	<ul style="list-style-type: none"> <li>• Film Appreciation</li> <li>• Video Making</li> <li>• Video Editing</li> <li>• Documentary Film Making</li> </ul>	<ul style="list-style-type: none"> <li>• Band</li> <li>• DJ Workshops</li> <li>• Music Appreciation</li> <li>• Traditional Chinese Music</li> <li>• Karaoke</li> </ul>
<b>Science</b>	<b>Youth Leadership</b>	<b>Other</b>
<ul style="list-style-type: none"> <li>• Experiments</li> <li>• Ecology</li> <li>• Marine Biology</li> </ul>	<ul style="list-style-type: none"> <li>• Event/field Trip Planning</li> <li>• Leadership Council</li> <li>• Youth Mentors/tutors</li> <li>• Youth-led Evaluation</li> <li>• Career Development</li> <li>• Conflict Mediation</li> </ul>	<ul style="list-style-type: none"> <li>• Chess</li> <li>• Cooking</li> <li>• Toy Inventions</li> <li>• Yoga</li> <li>• Language Clubs</li> <li>• Transition Programs (5th – 6th Or 8th – 9th Grade)</li> </ul>

# Sample After School Program Student Survey

<b>Grade you are about to finish:</b> <input type="checkbox"/> 6th <input type="checkbox"/> 7th			
<b>Gender:</b> <input type="checkbox"/> Female <input type="checkbox"/> Male			
<b>Are you enrolled in the after school program this year?:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Check your top 8 Clubs you might be interested in...</b> (even if you don't join the after school program please answer)			
<b>Recreation and Sports</b> <input type="checkbox"/> Outdoor Recreation (Sports) <input type="checkbox"/> Martial Arts <input type="checkbox"/> Capoeira <input type="checkbox"/> Girls' Sports <input type="checkbox"/> Bike Club <input type="checkbox"/> Outdoor Leadership <input type="checkbox"/> Soccer <input type="checkbox"/> Basketball <input type="checkbox"/> Volleyball	<b>Creative Stuff</b> <input type="checkbox"/> Arts and Crafts <input type="checkbox"/> Comic Making <input type="checkbox"/> Architecture (designing rooms, decorating) <input type="checkbox"/> Anime / Cartoon Drawing <input type="checkbox"/> Drawing and Painting <input type="checkbox"/> Fashion Design <input type="checkbox"/> Sewing and Crochet (Off-the-Hook)	<b>Reading and Writing</b> <input type="checkbox"/> Creative Writing / Poetry <input type="checkbox"/> Book Club <input type="checkbox"/> Newspaper/Tabloid Writing <input type="checkbox"/> Zine Making <input type="checkbox"/> ELP Yearbook Making <input type="checkbox"/> Journalism and Interviewing	<b>Healthy (And Tasty) Stuff</b> <input type="checkbox"/> Cooking and Nutrition (Chef) <input type="checkbox"/> Gardening
<b>Science Technology and Outdoor</b> <input type="checkbox"/> Jr. Ecologists (Crissy Field) <input type="checkbox"/> Computer Club <input type="checkbox"/> Wacky Science <input type="checkbox"/> Internet	<b>World Studies and Languages</b> <input type="checkbox"/> Current Events/Let's Talk About Life <input type="checkbox"/> Languages and Cultures <input type="checkbox"/> Cantonese <input type="checkbox"/> Spanish	<b>Performance Arts</b> <input type="checkbox"/> Play/Musical <input type="checkbox"/> Debate <input type="checkbox"/> Movie Making <input type="checkbox"/> Chinese Lion-Dancing <input type="checkbox"/> Dance (write what type: _____) <input type="checkbox"/> Talent Show <input type="checkbox"/> Music Video	<b>Other Clubs</b> <input type="checkbox"/> Board Games/Chess (Hop-On Board) <input type="checkbox"/> Girls Club/Girlosophy <input type="checkbox"/> Boys Club <input type="checkbox"/> "Chill-Out" Room (Student Lounge) <input type="checkbox"/> Comedy Club <input type="checkbox"/> Crime Scene Investigators <input type="checkbox"/> "Mystery Club" <input type="checkbox"/> Spirit Club <input type="checkbox"/> Cheerleading
<b>Music</b> <input type="checkbox"/> Jr. Ecologists (Crissy Field) <input type="checkbox"/> Computer Club <input type="checkbox"/> Wacky Science <input type="checkbox"/> Internet	<b>Leadership Clubs</b> <input type="checkbox"/> Current Events/Let's Talk About Life <input type="checkbox"/> Languages and Cultures <input type="checkbox"/> Cantonese <input type="checkbox"/> Spanish	<b>Academic</b> <input type="checkbox"/> Play/Musical <input type="checkbox"/> Debate <input type="checkbox"/> Movie Making <input type="checkbox"/> Chinese Lion-Dancing <input type="checkbox"/> Dance (write what type: _____) <input type="checkbox"/> Talent Show <input type="checkbox"/> Music Video	<b>Other</b> <i>(please write suggestions):</i>

# How To Create a Lesson Plan That Works

*The simple act of planning out an enrichment lesson and committing it to paper gives even the most novice staff person a firm platform from which to lead. It also has the added benefit of letting you – the supervisor – know what types of activities are happening in the clubs.*

The following are key items which should be included in all lesson plans:

## 1. Group Guidelines

Students aren't mind readers; provide them with clear expectations. (See Chapter 4: *Behavior Guidance* for more information.)

- Use positive statements when writing the guidelines. Try to keep the "NOs" to a minimum. Tell them what we *DO* want, not what we *DON'T* want.
- When putting together the guidelines, also include consequences.

## 2. Opening Circle / Check – in

*Some examples...*

- Shout-outs from students
- Share what today's project/activity will be

## 3. Activities

*Here is the meat of the lesson plan...*

- Each activity should be broken into three parts:
  - a. Teach the skill
  - b. Have students do the skill
  - c. Clean-up & closure
- Should be hands-on with youth involvement.
- Have clearly set goals & incentives – why do they want to do this?
- List the materials and time each activity will require.

## 4. Change Up

Keep your students' interest by keeping things fresh. If students are interested in what they're doing they'll

want to do it again, but once the students lose interest, that activity can't be revisited again.

### • Movement between environments

For example, if you're doing a painting class, start outside with the students sketching a building and then bring them inside to add paint to their sketches.

### • Change leadership

Let a student lead a portion of the activity – this frees you up to mingle with other students in the activity and promotes youth leadership.

## 5. Closing

The closing ties the lesson back into the activity. *Closing ideas...*

- Clean-up of space – make the students responsible for their clean-up.
- Reflection – discuss challenges and successes.
- Appreciations (of others) – Idea: Have students pull a name at the start of program, then at the end have them say one thing they noticed about that person during the activity. You will most likely get some "silly" responses, but you'll be surprised by the honesty and insight of some of your students.

## TOOL BOX

### What Should I Have In My Tool Box?

- A template of what you expect in a lesson plan (see Tools).
- Resources to give staff ideas (e.g. craft books, games books, the Tribes book).
- A binder with copies of all lesson plans and notes from the leader.

## BUDGET

### I Have A Tight Budget, What's This Going To Cost Me?

- Staff time to write lesson plans.
- Supervisor time to review lesson plans and provide feedback.

# Sample Enrichment Lesson Plan

<b>Leader:</b> Suzie	<b>Club:</b> Multicultural Art
<p><b>Outline:</b> Students will make art from many countries, while also learning about the cultural meaning and significance behind each piece they make. Hopefully this will give them a better understanding, as well as an appreciation of different cultures. Students will be encouraged to use their creativity, independence, and teamwork as they create and put their projects together.</p>	
<p><b>Daily Plans:</b></p>	
<p><b>Lesson 1:</b> Guatemalan Plate Designs (Mon, 1/10)</p>	
<p><b>Goals:</b> • Create Club guidelines • Introduce Guatemalan Plate Designs • Begin and finish designs</p>	
<p><b>Supplies:</b> paper plates (9", white), tempera paints (assorted colors), glitter, yarn (to hang plates), paintbrushes, pencil, hole puncher, the book: Multicultural Art for Youth</p>	
<p><b>Opening:</b> (10 Min)</p> <ul style="list-style-type: none"> <li>• Create club guidelines using Character Counts model</li> <li>• Introduce Guatemalan Plate Design (pp82-83)</li> </ul>	
<p><b>Main Activity:</b> (1hr,5 min)</p> <ul style="list-style-type: none"> <li>• Show them the 4 Guatemalan designs – deer, sun, flowers – that are typically used on Guatemalan pottery (p.83).</li> <li>• Have students create their own design, using any of the 4 designs, plus any design found in their own cultures. If they finish early, students can make another.</li> <li>• Instructions (have students take turns reading these out to the class)             <ol style="list-style-type: none"> <li>1) Sketch one of the designs + one of your own, onto a paper plate. BE CREATIVE! It does not have to look EXACTLY like the designs.</li> <li>2) Paint on the designs, using the colors any way you want.</li> <li>3) Punch a hole at the top of the plate and add a yarn loop to hang.</li> </ol> </li> </ul>	
<p><b>Closing:</b> (15 min)</p> <ul style="list-style-type: none"> <li>• Clean-up: Have students help clean-up &amp; put supplies away.</li> <li>• Reflection: Have students sit in circle and share their designs with the class.</li> <li>• Which design did you choose? Why?</li> </ul>	
<p><b>Leader's reflection on this session:</b></p>	

# How To Infuse Literacy Into Enrichment

*Enrichment activities offer a fun and engaging opportunity to intentionally build literacy skills for all ability levels. With advance planning, literacy—reading, writing, speaking, and listening—can be infused in any activity.*

## Some examples of literacy skill building are:

- Students read directions aloud (reading, speaking, listening)
- Group brainstorm (reading, speaking, listening, writing)
- Students modeling activities (speaking, listening)
- Playing games (reading, speaking, listening)
- Project research (reading, writing)
- Group debrief of activity (speaking, listening, writing)
- Presentations (reading, writing, speaking, listening)

## Provide staff with an overview of literacy skills.

Focus on four key literacy skills – Reading, Writing, Listening, and Speaking. Brainstorm with staff about different types of activities that will reinforce literacy skills.

For example, if you are creating a new and improved enrichment class on sports you might consider the following:

**Reading** – Students read about the history of the sport, and how it came to be.

Students read the rules of the sport and discuss if they are the same or different than the rules they usually use for the game.

**Writing** – Students write a newspaper article about one of their sporting events.

Students create alternative rules in written format and try them out at the next event.

**Listening** – Students watch a sporting event and listen to their peers who are being the newscasters for the game. After the game, they can share their ideas of how the game went as a post-game commentary.

Students listen to interviews of athletes and critique the athletes' comments and share how they might have said it differently.

**Speaking** – Students are sportscasters and broadcast one of the current sporting events over the school's loud speaker or portable microphone.

Students interview fellow athletes as a post-game wrap-up, asking how it went and how they might improve next time.

*Work with staff to identify creative ways to infuse literacy into enrichment. If your staff can get excited and behind it – the students will get excited too!*

## TOOL BOX

### What Should I Have In My Tool Box?

- Four corners of literacy brainstorm sheet (see Tools).

## BUDGET

### I Have A Tight Budget, What's This Going To Cost Me?

- Staff time to write lesson plans with literacy components.
- Supervisor time to review lesson plans and provide feedback.
- Books or professional development to help staff learn more about literacy.
- Equipment for reading, speaking, listening, and writing such as books, pens/paper, tape recorders, computers, microphones.

## Building Four Strands of Literacy into Enrichment Classes

1. Write your enrichment focus into the box labeled "Enrichment Focus" (e.g. "Breakdancing")
2. In each box, write a few activities you can do that incorporate the skill (e.g. in the "Speaking" box, you can write, "Student will provide move-by-move commentary of the breakdancing competition.")

Enrichment Focus :
Writing:
Listening:
Reading:
Speaking:
Materials I will need:

# How To Implement Project-Based Learning Activities

**1. Using student feedback, identify a topic or theme** around which to create a project (e.g. Sports, Robots, National Parks, etc.).

**2. Identify the overall purpose** of the project. What do you want the students to know? To become able to do?

**3. Brainstorm activities** that will support the theme and that engage a variety of content areas (e.g. reading, math, science, history, art).

**4. Select the activities** that will best support the activity's purpose.

**5. Determine how many days** the project will run and plan out each day's topic and activity to support the project.

**6. Identify potential speakers** or guests that can enhance the project (e.g. teachers, volunteers, community groups).

**7. Implement the project.**

**8. Evaluate** the project's success. Get feedback from the youth –What worked? What didn't work?

**9. Document successes and challenges** on the project lesson plans so the project can be adjusted the next time around.

**10. Start a new project!**

## TOOL BOX

### What Should I Have In My Tool Box?

- Project-Based Learning Overview (see Tools).
- Project-Based Learning Web (see Tools).
- Books, resources, examples, and state academic standards to enhance planning and implementation.

## BUDGET

### I Have A Tight Budget, What's This Going To Cost Me?

- Materials and supplies to implement projects.
- Stipends for community partners or teachers who take an intensive role.

# Project-Based Learning Overview

## What is Project-Based Learning anyway?

- A teaching and learning strategy that engages students in complex activities.
- A process that requires several steps and some duration—up to a semester.
- A cooperative group learning experience.
- Projects that focus on the development of a product or performance, and generally call upon students to organize their activities, conduct research, solve problems, and synthesize information. These projects teach and require the development of skills from many disciplines.
- A teaching approach that supports the many tasks facing teachers today such as meeting state standards, incorporating authentic assessment, infusing higher-order thinking skills, guiding students in life choices, and providing experiences that tap into individual student interests and abilities.

## What does Project-Based Learning look like after school?

- Students working together in small groups.
- Groups focused on achieving a common goal, usually the creation of a product or presentation.
- Students working to solve real-world problems and creating presentations to share what they have learned.
- Students leading a problem-solving process through planning, research, evaluation, and design.

## What are the three phases of Project-Based Learning?

- An open discussion of the project topic, including the students' knowledge of and first hand experience of the topic.
- Fieldwork, discussions with experts, and various aspects of gathering information, reading, writing, drawing, and computing.
- The presentation of the project to an audience.

## 10 Reasons to Teach with Projects:

1. Students become naturally motivated because they feel that the project is meaningful.
2. The project actively engages all students.
3. Students feel ownership of project.
4. Students enjoy learning as they are given the opportunity to “construct” their own knowledge as they develop their project.
5. The project develops teamwork.
6. The project improves higher order thinking skills.
7. Students focus on an end project (goal oriented).
8. Students enjoy learning.
9. Students learn through failure as well as success.
10. Project-based learning has been shown to raise student achievement.

## Sample Project-Based Learning Topics

Following a menu approach, activities can include:

— **Family History Projects** that assist students to write about their family histories, incorporating journals, oral interviews, video, and computers.

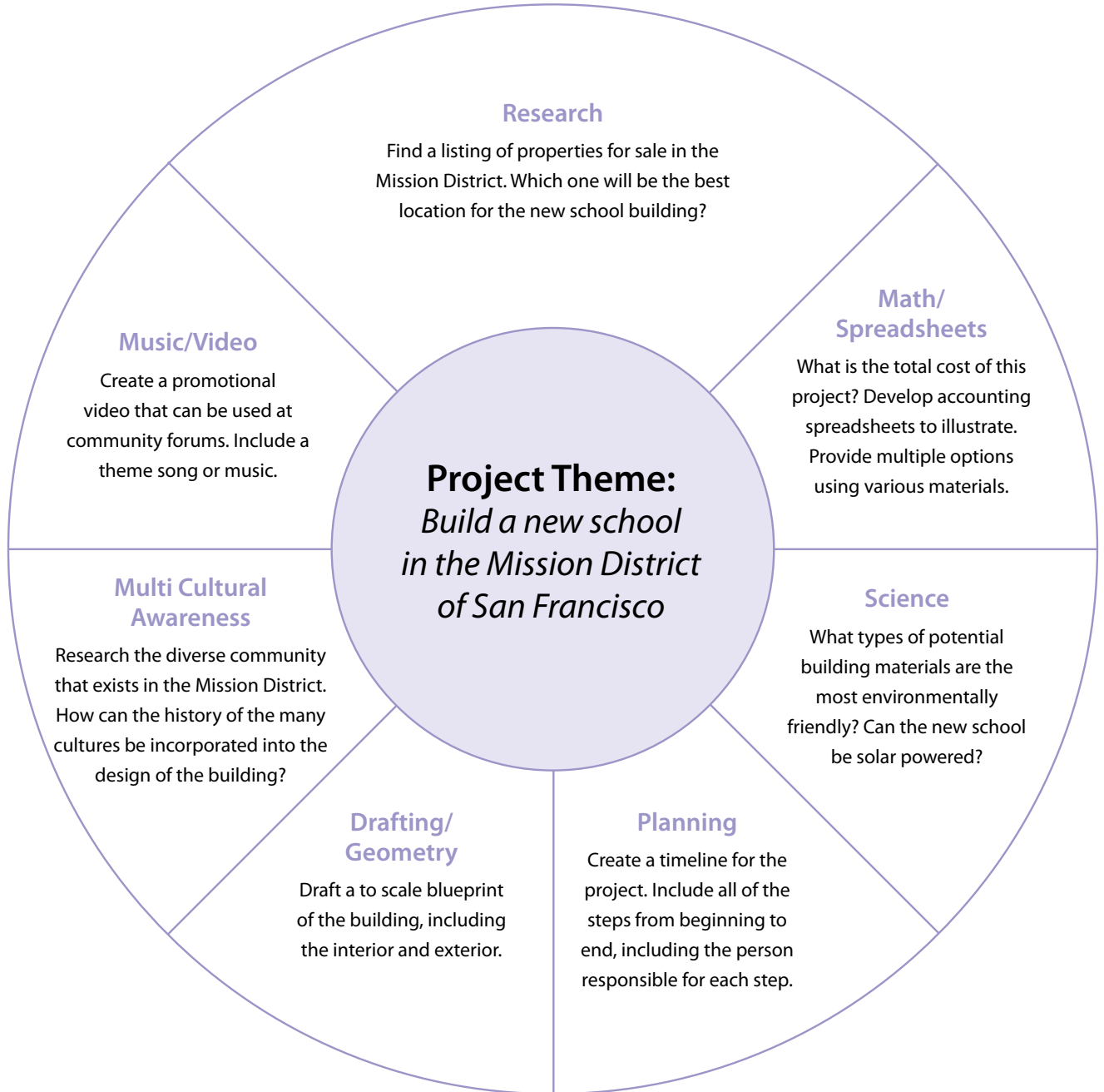
— **Culture Clubs** and other multi-ethnic activities that expand student horizons about diverse backgrounds, languages, foods, and cultures.

— **Kids in the Kitchen cooking course**, which integrates cooking, nutrition education, and health literacy.

— **Career development programs**, from School-to-Career Partnership, local college career development programs, and local businesses, which integrate job skills training with exposure to career options.

— **Sports Focus** such as soccer, basketball, and softball to engage students in athletics, life-long fitness, and team building.

# The Project-Based Learning Web



# How To Foster Youth-led Service Learning Projects

*Research has shown that youth who participate meaningfully in their community are more successful in school. Follow these simple steps to assist youth in designing and carrying out service learning projects in their communities.*

**1. Create the time and space:** Here are some questions to consider when arranging for service learning projects:

- Will the projects be carried out as electives or as a required component of your program?
- Will the service be a one-day event, or ongoing projects?
- Will the projects take place on or off site?
- Will everyone do one project, or will projects be done in small groups or individually?

**2. Find a project:** Allow youth to determine what the service project will be:

- Begin your program by asking youth to brainstorm where help is needed in their community.
- Ask youth to come up with ideas for how they might help those in need (e.g. clean a park, make get-well cards for children in the hospital, knit hats for the homeless).
- Assist youth in completing the service learning project planning form to identify resources needed, plan project, and create a timeline (see Tools).

**3. Prepare for the project:**

- Before doing service, provide articles or lead discussions that address the larger picture of your service project (e.g. read an article or watch a movie about homelessness, the environment, or hunger).
- Assist students with making phone calls to agencies, gathering materials, and planning for their projects.

**4. Create a space for reflection:**

- After each project, allow students to reflect on their experience (see Tools: Effective Journal Questions).

**5. Celebrate/appreciate:**

- Plan a celebration or day of appreciation to recognize the contribution that the youth are making to their community.

## TOOL BOX

### What Should I Have In My Tool Box?

- Service Learning Project Planning Form (see Tools).
- Samples of Effective Journal Questions (see Tools).
- Service Learning Ideas... and contacts to get you started (see Tools).
- Helpful websites include  
Youth Service California: [www.YSCAL.org](http://www.YSCAL.org)  
The National Youth Leadership Council: [www.NYLC.org](http://www.NYLC.org)  
Youth Service America: [www.YSA.org](http://www.YSA.org)

## BUDGET

### I Have A Tight Budget, What's This Going To Cost Me?

- Materials for the project (e.g. trash bags, gloves, disposable cameras).
- Certificates for completion.
- Materials for end-of-project celebration.
- Many organizations give mini-grants to support youth-led service learning projects; encourage youth to research ways to fund their projects.

Source: Peter L. Benson, Peter C. Scales, Nancy Leffert, and Eugene C. Roehlkepartain, *A Fragile Foundation: The State of Developmental Assets among American Youth* (Minneapolis: Search Institute, 1999)

Some materials are adapted from Youth Service California materials

# Service Learning Project Planning Form

NAME:			
What are the top three issues facing your community right now?	#1	#2	#3
Pick one of the issues. What project can you do to help with this issue?			
Who will benefit from your project?			
What materials will you need?			
When will you do your project?			
Who will help you with your project?			

# Service Learning Ideas... and contacts to get you started

## Beginner

*(things you can do with limited materials right in your classroom)*

- Make get well cards, pictures, or crafts for children in the hospital
- Make holiday cards or placemats to be delivered through Meals on Wheels
- Organize a food drive in the school through the local food bank
- Organize a book drive with the local public library or school library
- Start a recycling or composting program in the school
- Organize literacy buddy projects (Reading Buddies, book writing/ illustration sharing, ESL tutoring)
- Collect toys, coats, or blankets for children in shelters

## Intermediate

*(will take a little preparation, but still close to home)*

- Make quilts for people living with HIV/AIDS (teach children to sew, knit, or crochet squares – program leaders can help put the quilt together)  
Project AHEAD (415) 487-5777  
Names Project (415) 882-5500
- Neighborhood/school cleanup (pick up trash – make sure you wear gloves and that proper supervision is provided)
- Host a “Seniors Appreciation Day” (invite students’ grandparents to see the students perform, play games, have tea, read books, etc.)
- Mentoring (middle or high school students mentor elementary school students)
- Coordinate a school-wide “Jump Rope for Heart” or “Hoops for Heart” event  
[www.americanheart.org](http://www.americanheart.org)  
[www.aahperd.org/jointprojects.html](http://www.aahperd.org/jointprojects.html)

## Advanced

*(larger projects, off site)*

- Park and habitat restoration (contact local parks, beaches, reserves)
- Volunteer at a local senior center (play bingo, serve dinner, socialize)
- Participate in a walk-a-thon (get in shape while helping others)  
Avon Walk for Breast Cancer  
1-800-510-WALK  
American Cancer Society  
Making Strides Against Breast Cancer  
1-877-906-7222  
Susan G. Komen Race for the Cure (415) 561-3377
- Grow a community garden
- Sister city projects (e.g. pen pals, cultural exchanges)  
[www.sister-cities.org](http://www.sister-cities.org)
- Create a mural in the school or community

# Samples of Effective Journal Questions

*Use these journal questions to help students reflect on their service projects.*

- What did you do during your service project that was fun or satisfying?
- What was the best thing that happened to you while doing your service project? Why was it the best?
- What was the hardest part of doing your service project? Why?
- With whom did you talk at your project today? Describe the conversation. How did you feel during and after your conversation?
- Picture one or two of the clients at the place you are serving. If you could ask them any questions you wanted, what would you ask? What do you think they would answer? Try to become one of the clients, and write down a conversation between the two of you.
- Look back to your first day of service. How did you feel that day, and how different is that from the way you feel about your project now? What has changed? Why has it changed?
- If you had a magic wand and could make changes in the lives of people you are serving, what would you change, and why?
- What is the most frustrating thing about doing service?
- What do you think is the most frustrating thing in the lives of the clients you are serving? What would it take to ease that frustration?
- Describe two things you've done in the past month that you are proud of.
- How did you feel when you left your service learning project today? Why?
- What have you learned from the people involved in this project? What have they learned from you?
- What have you learned about the community through doing this project?

*Adapted from Youth Service California, [www.yscal.org](http://www.yscal.org). Some of these questions were taken from Reflection: The Key to Service Learning.*

# How To Create a Student Showcase

*Having a showcase of student projects and performances helps motivate youth to work hard towards a goal. It also gives them the recognition they deserve for being so amazing. Most importantly, student showcases are fun!*

*Here are a few recommended steps to planning a showcase...*

**1. Make it the culminating project for enrichment clubs:** Showcases are great as a way to show-off culminating projects or performances. Have your showcase in the second-to-last week of the club's duration. This allows for adequate time to prepare and also allows for the club to meet and debrief their project. Keep in mind that showcases are not just for performances. Art displays, interactive science projects, food from the cooking class, computer projects, student awards, recognitions, and much more can be worked into the event.

**2. Plan a date in advance:** For most ages, having 2 showcases a year is best. December/January and May/June are good months. Pick an exact date in advance so that instructors can time things accordingly.

**3. What time?** It depends on who you want to see it. Evening hours are usually best for parents (Friday nights at 6:00 are great!). If you want the students and teachers to see it, try to schedule it as a school assembly. If that's not possible, a showcase immediately after school could maximize the number of students and teachers in the audience.

**4. Identify roles for youth:** Identify what roles youth will take on and connect them with the staff member they will be working with. You'll need youth to be Emcee's, operate lights and curtains, pass out programs, set up the stage, and more.

**5. Advertise and make invitations:** Post signs and make a lot of announcements to let the school know it's coming up. Have students make individual invitations to their parents, teachers, and best friends. This assures a larger audience but more importantly gets the performers and youth excited about it.

**6. Have a dress rehearsal:** Youth may be a little nervous and it helps if they have one or two dress rehearsals.

**7. Enlist help:** Ask teachers and co-workers to volunteer and help the day of the event. You'll need to set up chairs, displays, food, microphones, CD players, movie screens, etc. You'll also need to clean it all up.

**8. Day of the show:** Relax. Do not put yourself in charge of anything specific. Plan tasks in advance for students, staff, and adult volunteers, and have them written out. Have an agenda for set-up, showcase, and clean-up. Everyone will be relying on you to give them direction and see the big picture, so do not put yourself in charge of pouring juice when someone else can do that.

**9. Throw an after-party!** The performers and contributors worked hard. Throw a party with food they like to eat after the showcase to recognize their achievements.

## TOOL BOX

### What Should I Have In My Tool Box?

- Sample showcase agenda (see Tools).
- Staff training on how to build to a culminating project or performance.
- Examples of youth performances and projects to share with youth and staff.
- Materials to make signs and flyers.
- Access to a stage or multipurpose room.

## BUDGET

### I Have A Tight Budget, What's This Going To Cost Me?

- Supplies for performances and projects.
- Staff time for extra hours worked before or after the regular program.
- Food for an after-party and/or the audience: free (potluck or donations) or low-cost.

## Sample Showcase Agenda

Showcase Agenda		
2:00	Start Set Up	
3:21	Students Arrive in Cafeteria	
3:40	Announcements and Dismissal to Little Theatre	
3:45	Welcome and Introduction	
3:45	Intro to Showcase (Jimmy and Kharlil)	
3:50	<b>Performances</b>	<b>Students MC</b>
	Cinco De Mayo(10mins) Drama Movie 1 (10mins) Dance (7mins) Karaoke (7 mins) Drumming (10 mins) Piano Performance (7 Mins) Nicole Poem/ Song (5 mins) Jr. Ecologist Films (5 mins) Comedy for Dummies (15 mins) Drama Movie (10 mins)	Philicia/Melody Marlena, Tashana Anthu and Ivan Ravi and Thomas Jessica and Laura Philicia/Melody Marlena, Tashana Anthu and Ivan Ravi and Thomas
5:30	<b>Intro to Tables</b> (Jessica and Laura)	
	Art Table Computer Table Wacky Science Table	
5:50	Dismiss	

# How To Increase Youth Leadership In Enrichment Activities

*Please also see Chapter 3: Asset Building and Youth Development for more ideas.*

**1. Investigate:** Do an enrichment survey (see “How To Create an Enrichment Club Survey” above.)

**2. Advertise:** Post signs and make a lot of announcements that let youth know that they have the opportunity to start their own club or lead activities after school. Make it look fun and let them know there are incentives (such as pizza party lunches with staff while going over curriculum ideas).

**3. Recruit:** If youth do not approach you, staff should approach them. Identify youth leaders and approach them one-on-one. Ask them what their favorite activity is or if they have ideas for any new activities that aren’t already offered. Tell them that you see them as a leader and you think they would be great at helping to lead this activity. Let them know that there will be fun parties and meetings with good food (pizza, deli sandwiches, etc.). Invite them to a meeting to learn more about it.

**4. Have an orientation:** Invite all interested and identified youth to an orientation (with food of course) where youth can learn more about leadership possibilities. Be sure to have a lot of interactive activities where youth can learn, try, and practice their skills as activity leaders.

**5. Identify roles for youth:** Identify what roles youth will take on—leaders, co-leaders, or assistants. (Some youth will feel more comfortable with a smaller leadership role, while others may be ready to jump right in.)

**6. Create a meeting/supervision schedule:** Connect them with the staff member they will be working with. Set up a regular meeting schedule to go over the day’s activity plans. The staff member will help assure that it’s safe, appropriate, and that the youth leader

has everything they need to be successful (supplies, methodology, etc). Youth leaders will also need to meet as a group to have lesson planning training and classroom management training.

**7. Get started:** Begin the youth-led clubs and activities. Provide adult supervision at all times.

**8. Evaluate and encourage:** Give youth positive reinforcement after each activity. Also set aside time to give constructive feedback. Co-plan the next activity with this feedback in mind. Be sure to continue to have planning meetings and time for evaluating and reflecting.

## TOOL BOX

### What Should I Have In My Tool Box?

- Enrichment club survey results (see Tools).
- Flyers.
- Training materials for youth leaders—sample lessons, teaching techniques, classroom management techniques.

## BUDGET

### I Have A Tight Budget, What’s This Going To Cost Me?

- Food for training and supervision meetings: about \$5/month per youth.
- Supplies for activities.
- Staff time to supervise and train youth leaders.

# Examples of Youth Leadership Roles In Enrichment

*Below are three youth leadership roles and examples of what these roles look like.*

## **Enrichment Activity Assistant:**

### Lower Level Of Youth Leadership

Enrichment Assistants take on a smaller level of leadership than the other two roles. In this role, the adult is still the instructor, but a Youth Enrichment Assistant is there to support.

Here are some examples of the role:

- Helps the adult to plan and decide what to do
- Evaluates activities with the instructor and gives the adult feedback
- Organizes materials for the class
- Collects work done by the group
- Takes notes for the activity
- Takes attendance

## **Enrichment Activity Co-Leader:**

### High Level of Youth Leadership

Enrichment Co-Leaders share the responsibility of running enrichment activities or clubs with an adult. The adult and the youth are both instructors.

Here are some examples of the role:

- Plans and facilitates activities with the adult co-leader
- Evaluates activities with the instructor and they share feedback
- Leads some activities with the group (could be an ice-breaker / short activity, or it could be something that takes a larger amount of time)
- Co-leads some activities (both adult and youth lead activities together)

## **Enrichment Activity Leader:**

### Highest Level of Youth Leadership

Enrichment Activity Leaders are responsible for leading instruction for an enrichment activity or club. While the Youth Leader is considered the primary instructor, the adult still supports the youth by providing guidance, training, supervision, and evaluation.

Here are some examples of the role:

- Plans all activities and curriculum
- Evaluates activities with an adult and receives feedback
- Leads all activities with the group