

Creation of an Initial Course and Curriculum Overview for a Positive Youth Development
Certificate

by

Kiley Pugh

A THESIS

submitted to

Oregon State University

Honors College

in partial fulfillment of
the requirements for the
degree of

Honors Baccalaureate of Science in Biology
(Honors Scholar)

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Heidi Wegis

Positive Youth Development (PYD) is both a set of outcomes and a program model that serves to support youth in building healthy relationships with adults and developing the strengths necessary for healthy adulthood. It centers around the 5 C's of compassion, character, competence, confidence, and connection, which lead to a 6th C of contribution. This project served to develop a coaching curriculum focused on coaching in a PYD program, and this course, Coaching for Youth Programs, was administered in Fall 2019. It centered around the theory behind PYD, different topics emphasizing building confidence and competence in youth, and coaching practices such as lesson planning, engaging youth, enforcing program boundaries, and clear communication. This course is the initial in a series of courses currently in development focused on different aspects of PYD programs to offer Oregon State University's own PYD Certification.

Key Words: Positive Youth Development, Coaching, 5 C's of Positive Youth Development, Youth Programming

Corresponding e-mail address: heidi.wegis@oregonstate.edu

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Honors Baccalaureate of Science in Biology project of Kiley Pugh presented on May 20, 2020.

APPROVED:

Heidi Wegis, Mentor, representing Kinesiology

Jennifer Beamer, Committee Member, representing Kinesiology

Karen Swanger, Committee Member, representing OSU KidSpirit

Toni Doolen, Dean, Oregon State University Honors College

I understand that my project will become part of the permanent collection of Oregon State University, Honors College. My signature below authorizes release of my project to any reader upon request.

Kiley Pugh, Author

Table of Contents

Foundations of Positive Youth Development	Page 1
Sparks and Identity Development	Page 1
The 5 C's of PYD	Page 4
Development of a PYD Certification	Page 6
Coaching for Youth Programs Course	Page 8
Coaching for Youth Programs Course Results and Outcomes	Page 16
Future Work and Course Improvements	Page 17
Impact of a Positive Youth Development Certification	Page 19
References	Page 21
Figures & Appendices Table of Contents	Page 25
Figures	Page 27
Tables	Page 29
Lesson Plans for Coaching for Youth Programs	Page 39
Appendices	Page 116

Foundations of Positive Youth Development

Positive Youth Development (PYD) is an essential component of many youth programs. It focuses on developing relationships with youth in order to increase positive outcomes and to give youth the opportunity to become contributing members of adult society. The Office of Population Affairs (2020) defines PYD as a combination of positive experiences, relationships, and environments. The goal of PYD is to support youth in finding their passions and to emphasize and build upon whatever life skills and values youth may have already developed in their surroundings. Among these are confidence, resiliency, compassion, responsibility, competence, and connections (Roth & Brooks-Gunn, 2003). PYD is different from other youth programs in that it focuses on building positive outcomes, instead of mitigating negative outcomes. It takes a strength-based approach, building upon any strengths that youth may already bring to a program (Damon, 2004). PYD is all about meeting the goals of healthy adulthood, which can be viewed through meeting six different criteria: self-acceptance, positive relationships with others, autonomy, environmental mastery, purpose in life, and personal growth. The goal of adolescent development is to develop competence in the life skills necessary to meet these goals of healthy adulthood (Roth & Brooks-Gunn, 2003).

Sparks and Identity Development

As youth find their passions, they are developing what is referred to as “sparks.” Sparks are defined as something that makes youth special, that gives them a passion and a purpose to follow. Identifying sparks allows youth to better recognize what is going on inside of them, instead of focusing on their surroundings. If youth are faced with adverse circumstances in their families, neighborhoods, or schools, this is especially important. Adolescents are more likely to have a spark if they are supported by an adult in their lives. This is why relationships through

PYD programs can be so important. The adults that are involved in PYD programs can support the sparks of youth, and allow them to focus on their passions, instead of other possibly negative circumstances of their lives (Benson, 2008). Sparks are also an essential part of adolescent identity development. Waterman (1984) proposes a theory of identity development focused on discovery and then on creation. Discovery is linked to the idea of personal fulfillment; finding something that youth are passionate about. Creation is focused on developing different characteristics and identities and the opportunity to explore them. Youth need both opportunities for discovery and creation to reach the goal of identity development (Arnold, 2017). According to developmental psychologist James Marcia, levels of identity development are centered around various levels of exploration and commitment. The goal of identity development is both high exploration and high commitment, referred to as an achieved identity (Marcia, 1983). Youth reach this stage by going through what is referred to as crises, where they re-evaluate their values and belief systems, until landing on one that is uniquely their own. This is not a crisis in the traditional sense, but rather a stage of self-discovery, where youth face the challenge of evaluating their personalities and belief systems. It does, however, encompass some of the stress, self-doubt, and internal turmoil characteristic of traditional crises. This exploration may look like youth examining different careers, belief systems, political opinions, and activities. In a PYD context, this is supported by giving youth the opportunity to find their sparks (Arnold, 2017). When youth are highly committed, they are able to confidently take on one of their explored identities and use it to define themselves. Commitment may look like deciding on a career, a college, or committing to an activity that they are invested in (Marcia, 1983). Erikson (1950), the leading theorist behind the concept of an identity crisis, argued that identity development is a pro-social activity, and that as youth develop their identities in adolescence, if they are able to

explore identities and then commit to one, then they will be able to reach the level of prosocial adult morality and commitment to values. Overall, this process of positive identity development can be achieved through PYD (Arnold, 2017). PYD accomplishes the task of helping adolescents form their identities by providing them the context to explore different identities through the development of sparks. Because PYD programs often focus on a variety of different activities, they allow youth to find what they are passionate about, and what inspires them, feeding into the exploration stage of identity development. PYD also does not often force commitment before adolescents are ready, and by doing so allows them to form a foundation in their own identity before committing through more adult tasks. It provides this in the context of developing basic life skills, values, and a sense of community commitment (Arnold, 2017). When adolescents have an achieved identity, they are considered to have high fidelity. The 4-H study of PYD found that youth who had higher fidelity had fewer problem behaviors, and greater positive outcomes, demonstrating the value of PYD in identity formation (Xing et al., 2015). PYD can achieve the goal of helping support youth in reaching an achieved identity by focusing on a strengths-based approach and on building positive relationships between youth and adults (Xing et al., 2015).

Recognizing identity formation and PYD as concurrently prosocial tasks, Scales and Benson (2011) developed the thriving model of PYD to demonstrate how PYD can influence identity development (Fig. 1). Thriving is defined as the accumulation of sparks over time, and focuses on developing essential characteristics of optimal development, instead of on mitigating high risk behaviors. PYD programs can focus on thriving by concentrating on both external factors such as support, empowerment, constructive use of time, and boundaries and expectations; and internal factors such as commitment to learning, positive values, social competencies, and positive identity development (Scales & Benson, 2011). When PYD

organizations focus on these internal and external factors, the more positive outcomes that youth will have from the program, and the more resiliency they will gain in regards to possible difficult situations. In a voluntary study from the Harris Poll, Scales & Benson (2011) hypothesized that youth that had the three strengths of sparks, empowerment, and relational opportunities, which are all possible strengths supported by and developed in PYD programs, will have better overall well-being. From evaluating results from the Harris Poll, 75% of the youth that possessed all three strengths also showed competence in the pro-social skills of leadership, civic engagement, social involvement or social justice, and volunteering. Overall, these youth were contributing more to the community and were prepared to do so as a result of their program participation. Scales and Benson (2011) proved with this study the impact of a thriving model that focuses on developing the strengths of sparks, empowerment, and relationships, and proves the necessity of PYD programs that foster this.

The 5 C's of PYD

To meet these goals of healthy adulthood, Richard Lerner, one of the leading experts on PYD today, developed a model of 5 C's that would help build competence in the positive outcomes for healthy adulthood. Lerner identifies the 5 C's as competence in academic, social, and vocational areas; confidence and positive social identity; connections with community, family and peers; character or positive values, integrity, and moral commitment; and caring and compassion (Lerner, Fischer, and Weinberg, 2000). The presence of these 5 C's then allows for the development of a sixth C; contribution, where youth are able to serve as a resource to their communities (Lerner & Lerner, 2013). Lerner claims that for youth to have these positive outcomes, they must be a part of programs that provide them with boundaries and expectations, physiological and safety needs, a climate of love and caring, an impression of the importance of

self-esteem, encouragement and support of growth, constructive use of time, positive values, and positive links to the community (Lerner et al, 2000). Then, youth will have a level of comfort and safety and the education necessary to build these positive outcomes. Another essential component of PYD is the opportunity to give back to their community in some way, fostering the sixth C of contribution (Lerner et al, 2000). PYD takes a community-centered approach to working with children, claiming that youth are an essential component of their environments, and can serve as a partner in both their own development and the development of the community. Interventions should be focused on the community and the context, instead of the individual. This is evident in Benson & Scales (2011), where youth who possessed all three strengths of sparks, empowerment, and relational opportunities were more likely to possess what could be considered community-minded traits, and were also more likely to volunteer. This sort of contribution is exactly what Lerner saw as the result of PYD programs.

Lerner developed a model incorporating the 5 C's, known as the relational developmental systems model. This model revolves around providing youth with strength-based programs that interact positively with key aspects of the youth's ecology. The model seeks to explain the interactions between individual development and contextual change for youth (Fig. 2). The 4-H study of PYD attempted to test this model to see if when youth's strengths are combined with the resource of community programs, whether or not healthy development would occur (Lerner et al., 2014). Lerner conducted a study of youth engaged in 4-H in comparison to youth engaged in other outside of school activities. The study measured a variety of different outcomes and measures of success, and then compared those scores between those involved in 4-H programs to other outside of school programs. Youth involved in 4-H showed higher evidence of intentional self-regulation (ISR), community engagement, and higher scores of PYD. PYD scores were

assigned by designating scores to each of the 5 C's. Higher scores of ISR were also correlated with fewer risk or problem behaviors. 4-H youth showed higher levels of active and engaged citizenship, academic competence, and were more likely to participate in science, computer, and technology programs (Lerner & Lerner, 2013). Overall, this difference in positive outcomes between 4-H youth and youth engaged in other outside-of-school activities demonstrated the power of programs focused around the 5 C's in comparison to other programs in helping cultivate youth as a community resource and supporting the development of essential life skills.

Development of a PYD Certification

Currently, there are countless PYD programs throughout the world and throughout our local community. Large-scale programs, such as 4-H, have world-wide membership and are known for their focus on PYD and building relationships with youth. 4-H is a national organization with a goal of helping youth develop positive and pro social skills while engaging in a variety of activities. 4-H focuses on the thriving model to drive much of its programming, and is engaged in helping youth find their sparks through various programs and supporting those sparks through a PYD context (Arnold, 2018).

Based on the connection that OSU KidSpirit has with Oregon 4-H extension, OSU KidSpirit wanted to encapsulate the strengths of PYD organizations and provide students with the capacity to bring the components of PYD to any program where they are a coach or a teacher in the future. The Oregon State University and Corvallis community has an abundance of youth programs, but many students and adults who are employed there do not have the training in PYD that can be supplemental and beneficial to working in these sorts of programs. The more that students understand PYD, the more they will be able to impact youth in the future through coaching, teaching, or mentoring. As a program associated with a research institution, OSU

KidSpirit strives to set the standard in PYD teaching and coaching for other universities. There are several other universities throughout the United States that have certifications in PYD or in Youth Programming, and in developing an outline of the courses, OSU KidSpirit set out to emulate these successful programs. Boston College offers a Graduate Certificate of PYD, that requires courses in adolescent development, PYD, diversity in higher education, and family and community engagement. Their course on PYD focused on developmental research, longitudinal studies such as the 4-H study, policies and programs that center on PYD, and on examining the ecological context of adolescents and how PYD impacted them (Lynch School of Education and Human Development). Their course guided some of the ideas for a research focus in the PYD course to be taught at OSU and in future courses. The Assets Coming Together for Youth Center for Community Action offers a course as well, called PYD 101, that focused on the theory behind PYD, defining positive outcomes of PYD programs, giving opportunities for empowerment of youth, and an emphasis on youth centered learning approaches and the essential components of a youth program. Our course was modeled most closely off of this course, as it encompasses a broad overview of PYD, and both courses are action and teaching-oriented (Dotterweich, 2015). One of the most comprehensive programs of PYD instruction was offered by the Great Plains Interactive Education Distance Alliance and is an online degree of Youth Development. The program is both a Master's degree and a certification and has a broad variety of topics and different courses. Courses range from youth development to program management and administration to contemporary issues in serving youth and youth policy. There were also several courses and degree options that included a practicum component and assignment to give students the opportunity to gain hands-on experience in their field. This degree and certificate

served as the basis for the four main courses we hope to cover throughout our series of classes on PYD (Great Plains IDEA).

Our own PYD certificate includes courses on coaching for youth programs, administration for youth programs, curriculum and planning for youth programs, and finally a practicum course on experience in youth programs. These courses are being developed currently by OSU KidSpirit staff, and the outline of course topics can be found in Figure 3. The topics covered in each of these courses are based on the different components of various other PYD programs. These courses are currently in development, with the hope of teaching Experience in Youth Programs in Fall 2020. The first course in the certificate, Coaching for Youth Programs, was based on the above research on PYD and encapsulated much of this theory. Our course aimed to teach students the skills necessary to focus their own PYD programs on strengths-based approaches, which will help facilitate identity development in the youth they serve. It also placed an emphasis on professional development, and many of the lessons were based off of OSU KidSpirit's own training, developed for employees of a PYD program.

Coaching for Youth Programs Course

Coaching for Youth Programs, the first of the PYD courses, was taught by myself, a teacher's assistant, and overseen by Karen Swanger, OSU KidSpirit director, in the Fall of 2019, and was sponsored by the Physical Activity Course (PAC) department. Developing this curriculum included a syllabus, a course outline, lesson plans for each topic covered, assignments, reflections, and projects. The course was administered twice a week, for 50 minutes each time. Assignments for the course were submitted and administered through Canvas, Oregon State University's online learning platform, and were graded by the teacher's assistant based on rubrics developed with the curriculum.

The structure of the lessons was a mixture of lectures on topics related to PYD and small and large group discussions. Each class began with an icebreaker game. The first several classes, the instructor led an icebreaker, and then afterwards, each student led an icebreaker game at the beginning of the lesson. All of the games were intended to allow students the opportunity to practice instructing and to provide examples of quick games that could be played with groups of children to gain their attention, to learn more about them, or to briefly engage them.

Additionally, icebreaker games were used as they have been shown in adult classrooms to improve participation and enhance learning (Chulup & Collins, 2010). The class period then focused on a topic related to Positive Youth Development. All topics were extensions of training taught at OSU KidSpirit, or were based on topics deemed relevant based on research on PYD. Further detail on the topics included throughout the course and the methodology into how they were chosen and created will also be detailed throughout this paper.

Throughout each lesson, there were opportunities for students to discuss their ideas together, and then share out with the main group. Group discussions were led where the main points could be emphasized. This sometimes involved writing on the whiteboard or the instructor summarizing what students said. To encourage engagement, students were often called on using popsicle sticks with their names on them. This way all students had an opportunity to participate and had to be prepared to answer questions posed by the instructor. This often allowed students the opportunity to then add on to ideas and to raise their hands voluntarily to contribute to the discussion. Students also used strategies such as “think, pair, share” to brainstorm ideas with partners before discussing with the class. Think, pair, share allows students to develop meaning on their own, and often requires students to both understand the material and then to explain their thinking to others. Explaining one’s thinking can lead to deeper understanding and reports of

more success on tests (King, 1993). They were required to speak to different partners each time they did so, in order to give them the opportunity to talk to different people and to see different perspectives. The class finished each day with a review of what we learned, sometimes an exit activity or question, and a review of what assignments were due. In the future, the course will include more formative exit activities to assess student learning, and ideas for these have been reflected in lesson plan reflections. Formative assessments are often used to assess the skill of the instructor to demonstrate what students gained from the lesson and what still needs to be reviewed or covered. They can promote student engagement and active learning, and allow students to solidify their ideas before summative assessments (McDonald, 2016).

The topics covered were developed based on the training that is led annually at OSU KidSpirit. OSU KidSpirit is a PYD program that places an emphasis on staff growth and improvement, and therefore conducts training that is applicable not only to the job of working in a PYD program, but also to everyday life and can be applied to any career. The hope for this course was that students could apply these lessons not only to working with youth in any setting, but also to their lives personally beyond Oregon State. OSU KidSpirit training has been developed mainly by Karen Swanger and her team in the 22 years she has been director of the OSU KidSpirit program, and is based on a collection of training that focus on business principles associated with PYD and relationship building. Training includes different topics relevant to building a positive atmosphere in the organization and with youth, as well as developing life skills applicable to any career that staff may have in the future. These trainings were adapted to focus specifically on coaching, and also were expanded on to go in depth for the course of the term. Although some are specific to the culture of OSU KidSpirit, they all focus on building relationships with youth and cultivating the 5 C's, essential components of any PYD program.

Throughout the course, connections were made to PYD through student discussions and assignments.

The course began with an introductory lesson, focused on getting to know each other and introducing the structure of the course and the syllabus. The first day also included an introduction to what PYD is, and students created their own definitions as groups. Subsequent lessons then addressed more of the theory of PYD. The next lesson discussed the 5 C's of PYD developed by Richard Lerner. Students brainstormed what they thought composed each of the 5 C's, and then learned specifically from Richard Lerner in his introductions to the 5 C's. Then, students delved into the 4-H study of PYD, one of the largest studies of PYD to date. The study goes through different positive outcomes for adolescents, and evaluates how youth in 4-H measured those outcomes in comparison to youth in other outside of school programs (Lerner & Lerner, 2013). Each group read and summarized three outcomes and then shared with the class. This allowed students to work collaboratively, to practice presenting and summarizing information, and also made it so that no student had to read the entire study. Finalizing their examination of PYD research, students read an article by Dr. Mary Arnold focused on sparks and identity formation (Arnold, 2017). In summary, identity development, as defined by Erickson, is a pro-social process that requires that adolescents try different identities and see their responses in society to develop their own. The thriving model of youth development focuses on PYD as a pro-social process that can support this identity development. PYD gives youth the opportunity to explore their sparks, or things that they are passionate about. As they are supported in finding their sparks, they have the agency to explore without commitment. The benefit of a PYD program is that it allows adolescents this agency and space for exploration through the 5 C's and the strong relationships with adults. This in turn fosters identity development in these youth. The

class discussed Dr. Arnold's paper and the relationship between identity formation, sparks, and building relationships with youth, and then discussed what this might look like in a coaching setting. Ideas included playing games and having activities where coaches could get to know what youth are passionate about, and ensuring that coaches consistently remember and follow up with youth about their interests and passions (Arnold, 2017).

Finally, armed with new knowledge of PYD, students looked at various PYD programs such as OSU KidSpirit, and the Lights On High School program in New Jersey, their mission statements, and addressed what made them PYD programs. They looked at what the program was doing to help youth develop the 5 C's and their sparks and to build relationships. Lights On is a program where the high school is open every Friday night, and students come for a free meal, and to explore new talents such as hair and nails, basketball, media recording, and also just to be safe and inside on late Friday nights (Kim, 2019). The Lights On Program was chosen in particular because it emphasized the idea of allowing youth to find their sparks, and clearly demonstrated the relationships that staff had built with youth. The program goals was to on build positive outcomes, instead of mitigating negative circumstances, which is an essential component of PYD. This allowed students to see the PYD philosophies they had been learning in action.

Then, the focus of the class switched to how to create a PYD atmosphere in a youth program that they may coach in. The next topic was the FISH Philosophy, the business model used at Pike Place Market in the fish stand. It focuses on four aspects; play, be there, choose your attitude, and make their day. These four aspects are centered around building relationships with clients, who in this case are the children, and having positive interactions (Cristinsen, 1998). This model serves as the mission for OSU KidSpirit, and is how they shape PYD in the program. The

class also looked at *How Full is Your Bucket* (Rath & Clifton, 2004), and the theory of positive emotions. This work discusses how each interaction either fills or empties an imaginary “bucket,” and how filling or emptying this bucket then contributes to positivity. Rath and Clifton’s work identified that when people have more positive emotions, they are more resilient and more able to face life’s challenges. Then, the class looked at *The Seven Habits of Highly Effective People*, and how they could be applied to working with youth (Covey, 2004). Each habit was addressed with group discussion, lectures, and activities. This part of the course could also be applied to their daily lives, as the seven habits are often used to strengthen teams in cooperative work settings, and focus on both collective and personal skills to further self-improvement.

The class transitioned again into focusing more specifically on coaching situations. Students learned about lesson plan development and what to use when creating a lesson plan, based mainly on the backwards design model of lesson planning (Jones et al., 2009). Lesson plans had to include objectives, assessments, materials, plans for safety, roles for assistants, introductions, activities with instructions, and cool-downs. The backwards design approach; where students first generate their essential questions, then their assessments, and then design the lesson based on that, was used. This process allows coaches to center their lesson around the objectives and the end goals (Jones et al., 2009). Groups had to write a lesson plan for the full 50 minutes, however they only had to teach for 15 minutes. They then were divided into groups, and were assigned a topic to write a lesson plan on for their midterm project. The lessons were written either on how to teach scoring goals, or an activity for all about owls. The activities had to be about 15 minutes long. Each subject group had the opportunity to determine how they would structure the whole class time of 50 minutes - some would do introductions, some active

games, some cool-downs. At OSU KidSpirit, there are no-school day camps for the days where local students do not have school, known as Activities Create Excitement on No-School Days (ACES) camp. Campers rotate through 50-minute sports, art, and science activities, and the students in the class led one activity timeslot. Students in the PYD class taught the activities for their midterm assignment, and were evaluated by OSU KidSpirit staff, who facilitated the hour of activities. This allowed students to gain experience working with kids and also with instructing, as well as to see the workings behind an actual PYD program when campers were present. Overall, the students viewed it as a positive experience, and said that it was helpful to put lessons into action and to work with real kids. They learned how to get the attention of the group, and the importance of the plan. It also forced some students to leave their comfort zones more, especially in terms of speaking to groups and to projecting their voices. Students reflected on the coaching opportunity afterwards, identifying what they did well and what they would like to improve upon in the future.

After the midterm lesson, the course moved back to other lessons applicable to building skills necessary to work with kids. There was a lesson on assertive communication, using much of the same structure of the training that is taught on this subject at OSU KidSpirit. In the context of PYD, assertive communication is essential to building relationships, and modelling assertive communication can help youth build confidence and competence in communication skills. Then, we focused on Carol Dweck's book *Mindset*, about growth mindsets and how to cultivate them. Students learned how to apply growth mindsets to working in PYD settings and to cultivate their own growth mindsets as well. Growth mindsets can help students gain resiliency, which can help offset negative outcomes that youth may be exposed to in their lives. A growth mindset also contributes to building confidence to try new things even though they might not succeed the first

time and is a strong character trait. (Dweck, 2006). A lesson also focused on giving feedback, both positive and constructive. Students used feedback sentence starters to structure their feedback.

The next lesson was a game day, where students worked in groups to develop games for the entire class to play. They did not have to write lesson plans, but games were short icebreaker style games that coaches could lead to warm up a group of kids, or to introduce themselves. Students focused specifically on identifying sparks of different youth in their games. All of the students, as well as some OSU KidSpirit staff participated in the games, and provided feedback on instruction for all of the students. Students then received their feedback to help improve their coaching for the future. One of the final lessons was on behavior and classroom management. Although this topic could be covered extensively in education and pedagogy classes, this lesson was an overview of managing groups, especially in a sports setting. It focused specifically on Love and Logic techniques , developed by Jim Fay, for directing youth using enforceable statements, and on different dilemmas that coaches may face when working with different youth and guardians in a PYD setting. Love and logic is centered on giving children choices with consequences, so that they can learn the results of their actions. Our lesson was focused on creating choices within limits to give youth autonomy in their decisions, as well as using enforceable language with youth in order to set them up for success (Fay, 2020). This lesson involved scenarios that students needed to work through and discuss how they would handle, and then act out in front of the class in groups. This lesson was co-taught with Janet Swensen, Educational Program Assistant at OSU KidSpirit. Janet has a background in working in a life skills program, and is OSU KidSpirit's expert on behavior and on love and logic problem solving.

The last project in the course was the final project, where students designed their own PYD program with a partner and presented it to the class, as well as myself, Karen Swanger, and Jennifer Beamer, a clinical assistant professor of kinesiology here at OSU. Students could develop any PYD program they wished. They had to include program proposals that outlined the goals of their program and how it aligned with PYD, personal mission statements of both group members, a profile of an ideal coach at the program, and a funding proposal, addressed to a potential donor. Descriptions of the assignment allowed groups to develop whatever program they wanted, and there was a wide range of different ideas for programs. The presentation and the assignment were both graded on rubrics. This lesson allowed students to synthesize all of the material they had learned about PYD throughout the term, and to apply it to their own programs. The projects developed by the students were all vastly different. Some were sports focused, some modeled off of local programs such as Boys and Girls club, some had more of a community focus. All students achieved the goal of demonstrating how they would build relationships with youth through their program and incorporated the 5 C's into their program structure and goals.

Coaching for Youth Programs Course Results and Outcomes

Overall, students had high satisfaction with the course. At the end of the course, they were required to submit a survey expressing what they learned and what parts of the course should be adapted or changed. This survey asked students what they knew about each topic of the course before the term started, and then what they knew now about each topic. In the future, a pre-survey and post-survey would be helpful in determining the progress of students through the course. Students identified their main takeaways from the course including how to create a positive environment when working with kids, assertive communication, growth mindset, lesson planning, and overall how to have fun while working with kids. This addressed the course

outcomes of demonstrating knowledge of classroom management and communication with kids, and developing and executing a lesson for kids. All students were able to define PYD after the course ended, and to explain its influence on positive outcomes for youth. This demonstrated their achievement of the course outcome, “define Positive Youth Development (PYD) and identify the components and positive outcomes of a successful PYD program,” and “become familiar with the essential aspects of culture in a PYD program using OSU KidSpirit as a model.” Students also identified that they felt more prepared to work in a coaching environment after the course. Some students said that they would have benefitted from additional experience working hands-on with kids, or from additional opportunities to delve into the concept of growth mindset. Students claimed that they would be interested in additional courses focused on PYD including courses on administration of PYD programs, program and curriculum development of PYD programs, and practicums that allowed for working with youth in a hands-on coaching setting. All of these additional interest courses form the basis for the outline of a PYD certificate. Table 1 details the outline for the PYD certificate. Table 2 details the outcomes of the course and the impact on students.

Further Work and Course Improvements

Based on the responses of students to the end-of-course survey, we were able to conclude that students did meet the course outcomes of defining PYD, identifying essential components of PYD programs, learning to build a culture of a PYD program, how to engage youth in their lessons, enforcing reasonable boundaries in a coaching atmosphere, and lesson planning. Overall, students left the course with new knowledge about PYD, growth mindset and promoters of the culture of PYD programs such as *The 7 Habits of Highly Effective People*, the bucket theory of positive emotions, and the FISH Philosophy. They also understood the theories

behind PYD such as the relationship between sparks and thriving, the 5 C's, and some of the positive outcomes of PYD on youth, as seen in the 4-H study of relational developmental systems (Lerner & Lerner, 2013). Students identified that they felt more prepared to work in a PYD setting, and more comfortable supervising and instructing children than before the course. Students also identified other leadership skills they developed throughout the course, such as growth mindset, the ability to communicate assertively and give feedback, and increased confidence and willingness to go beyond their comfort zones (Table 2). Overall, the course had positive outcomes for the students.

Logistically, there are certain aspects of the course that will be improved for the future. Students said it was often difficult to manage when assignments were due, and therefore Canvas will be utilized in further depth, including possibly the calendar function to help students manage due dates. Handouts will also be better organized into Canvas modules. This will come with further training of future instructors on best practices in using Canvas. There will also be more time given towards whole class discussion, as students felt that there was emphasis placed on partner discussion, but that participating in full group discussions would have allowed them to understand concepts better. Exit tickets; where students can answer essential questions before leaving the classroom, and formative assessments may also be utilized more broadly, in order to gain a clearer picture of student growth throughout the term (McDonald, 2016). A precedent for class participation will be set early, so students feel comfortable contributing and participating in a discussion.

In terms of curriculum, in the future, the course may include more than one opportunity for hands-on experience in working with youth, as that was a recommendation by many of the students. It also may include opportunities for students to teach each other, by designing lessons

and instructing them, especially brief ones. Other considerations include a more in-depth examination of some of the theory behind PYD, especially the thriving model used by 4-H, given KidSpirit's association as a 4-H program. Students may have the opportunity to read more of the literature on PYD, or to investigate specific aspects of the topic that they are interested in. Lesson reflections have been included for each lesson to provide ideas for future instructors to improve the course and the curriculum. Ideas for additional or supplementary lessons include focusing on Collaborative Problem Solving, equity in coaching of PYD programs, adapted physical activity, and trauma-informed coaching. Coaching for Youth Programs will be offered again in Fall of 2020, with the hope of offering the course as both a PAC course and an Honors College Colloquia, giving a wider range of students with broader interests the opportunity to investigate PYD.

Three additional curriculums for a Certificate of PYD are currently in development, with a plan to offer the first course, Experience in Youth Programming, in Fall of 2020. These courses build off of each other, and also will be more specific to different aspects of PYD programming, such as curriculum development and program administration. As new courses are developed, the topics behind Coaching for Youth Programs, intended as the introductory course for this series, may be altered as some assignments or areas of discussion may fit better within other areas of the certificate. The remaining courses are currently under development by other KidSpirit staff with a passion and interest in PYD. The certificate will be available to all OSU Students, with an emphasis on fulfilling the Experiential Learning Requirements of the College of Public Health and Human Sciences here at OSU.

Impact of Positive Youth Development Certification

Overall, the impact of the certificate on the Oregon State and Corvallis community will be noticeable. The course has the potential to impact any of the 2,336 undergraduate students in the College of Public Health and Human Sciences, as they are all able to use any course in the certification as part of their experiential learning requirements (Oregon State University, 2020). Experiential learning can often lead to higher graduation rates and higher employability after college. Additionally, it gives students a greater understanding of the field, and allows them to build skills they will use throughout their careers (Oregon State University, 2020). It is estimated that this certification could impact 160 students within the next three years, and would also allow for an approximation of 14 leadership staff at OSU KidSpirit to gain valuable skills in instructing curriculum and program design, presentation, and leadership. This certification will address the consistent lack of training for many coaches, and will allow for prepared students to enter their communities with the ability to impact youth positively, and OSU KidSpirit is excited to continue work on this program in order to positively impact youth in communities throughout Oregon with the skills developed by PYD programs.

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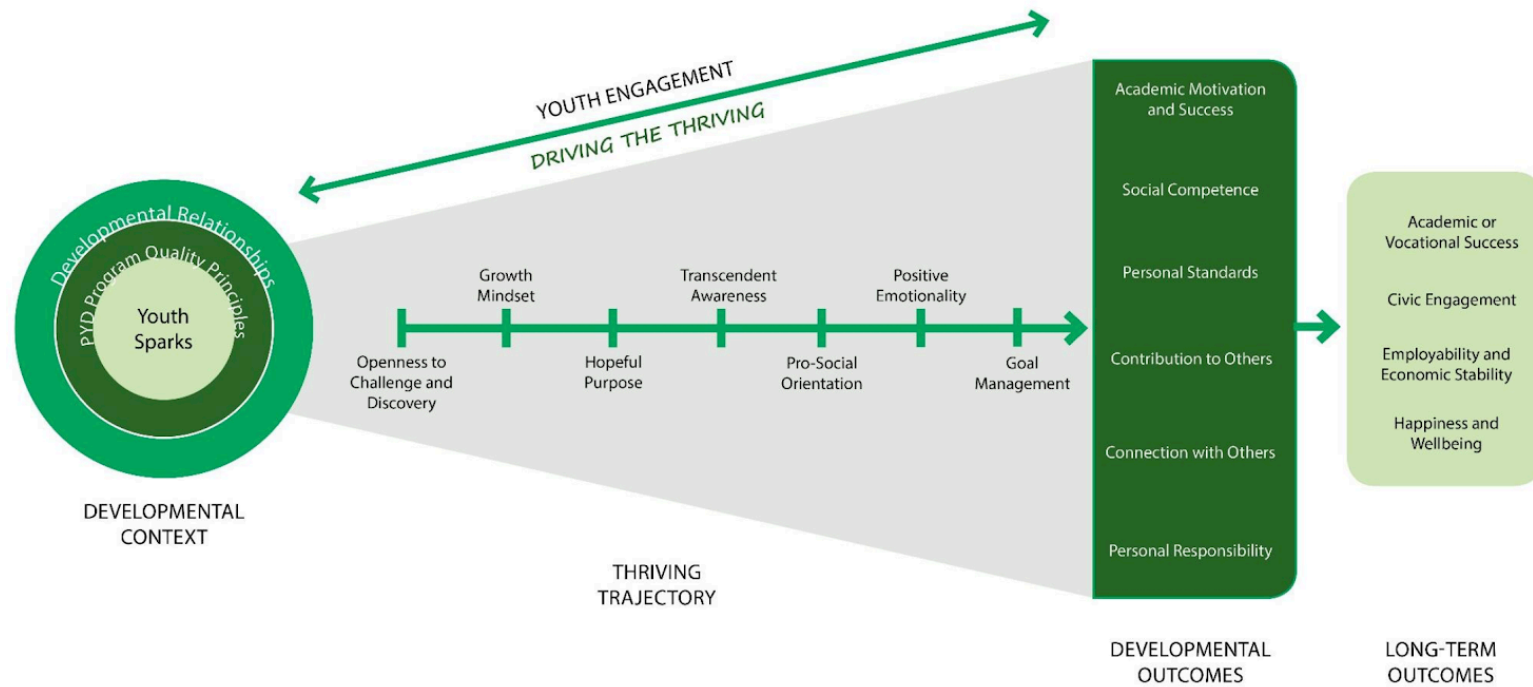
Figures & Appendices Table of Contents

Figure 1	Thriving model diagram	Page 21
Figure 2	Relational developmental systems model	Page 28
Table 1	PYD Certificate Outline	Page 29
Table 2	Coaching for Youth Programs Course Feedback	Page 30
Curriculum	Course Lesson Plans	Page 39
Appendix A	Coaching for Youth Programs Course Syllabus	Page 116
Appendix B	Coaching for Youth Programs Course Outline	Page 125
Appendix C	Personal Introduction Prompt	Page 129
Appendix D	“Supporting Adolescent Exploration and Commitment: Identity Formation, Thriving, and Positive Youth Development” Article Reflection Prompt	Page 129
Appendix E	FISH Philosophy Worksheet	Page 130
Appendix F	Bucket Theory Bucket Handout	Page 136
Appendix G	Bucket Theory PowerPoint	Page 138
Appendix H	<i>7 Habits of Highly Effective People</i> Handout	Page 141
Appendix I	Formulating your Personal Mission Statement Handout from <i>7 Habits of Highly Effective People</i>	Page 149
Appendix J	4 Quadrants of time Handout from <i>7 Habits of Highly Effective People</i>	Page 153

Appendix K	24-hour calendar from <i>7 Habits of Highly Effective People</i>	Page 154
Appendix L	Midterm Teaching Day Lesson Plan Rubric & Final Reflection Instructions	Page 155
Appendix M	Midterm Teaching Day Lesson Plan Template	Page 157
Appendix N	Head Instructor Rubric	Page 158
Appendix O	Final Project Instructions	Page 159
Appendix P	Final Project Rubrics	Page 160
Appendix Q	Assertive Communication Handout	Page 162
Appendix R	Art of Enforceable Statements Handout	Page 164
Appendix S	Assertive Communication Scenarios Handout	Page 165
Appendix T	Growth v. Fixed Mindset Quiz	Page 167
Appendix U	Mini Lesson Plan for Game Day Instructions	Page 168
Appendix V	<i>Journal of Youth Development</i> Article Review Prompt	Page 168
Appendix W	Behavior Management Notes Sheet	Page 169
Appendix X	Love and Logic Handout	Page 171
Appendix Y	ACT Limit Setting Handout	Page 173
Appendix Z	Final Project Peer Feedback Worksheet	Page 174
Appendix AA	Annotated List of References	Page 178

Figure 1 (Arnold, 2018)

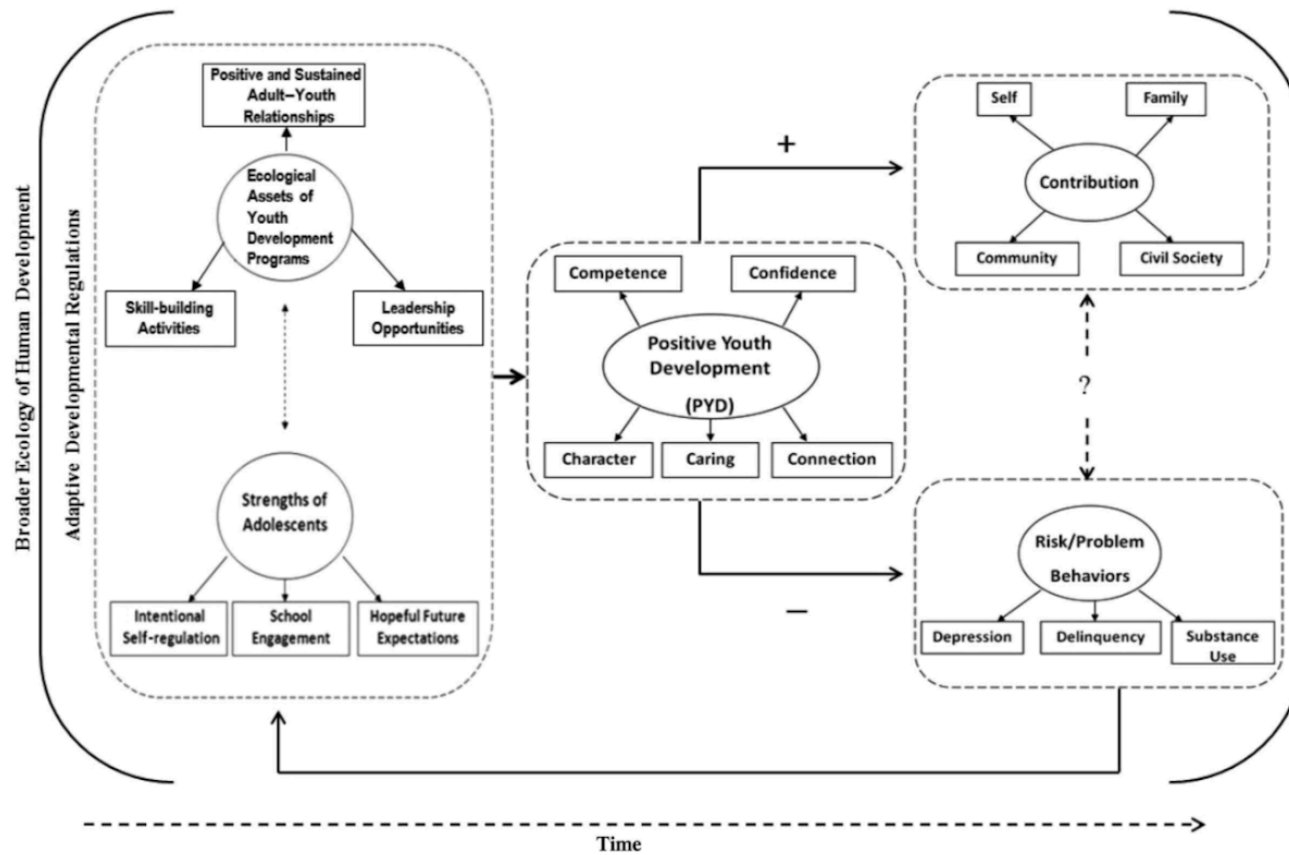
The 4-H Thriving Model



The thriving model details how sparks, fostered by PYD programs that create developmental relationships, can lead do long-term positive outcomes of healthy adulthood.

Figure 2 (Lerner et al., 2014)

Figure 1.1. A relational, developmental systems model of the individual \leftrightarrow context relations involved in the Lerner and Lerner conception of the PYD developmental process within youth development programs



Lerner’s figure models the relational developmental systems model, showing how youth programs that foster the strengths of adolescents allow for the 5 C’s, which lead to contribution to the community.

Table 1

PYD Certificate Outline

Course	Overview	Course Topics
Coaching for Youth Programs	This course focuses on building skills applicable to working with youth in sport and recreation, including effective communication, mindset, and group management.	Growth mindset, bucket and FISH philosophies, theory of PYD, communication, lesson planning and execution, and group management and collaboration.
Curriculum and Planning for Youth Programs	This course will focus on planning new activities and designing engaging curriculum for youth programs.	Developing objectives, lesson planning, curriculum outlining and completion, pedagogy, schedule design, human resources and interviewing practices, and camper engagement.
Experience in Youth Programs	This will be a practicum course focused on gaining hands-on experience in PYD programs.	Students will have the opportunity to shadow staff at KidSpirit or another comparable program in positions such as head instructors, a counselor role, coaches of various sports activities, and in an administrative role. They will design and execute their own lessons, and the course will also focus on giving and receiving evaluations of progress, essential to the growth of PYD programs.
Administration in Youth Programs	This course will focus on leadership, finances, and program design.	Topics may include ideas for how to grow programs, building leadership skills, budgeting, marketing, training development, and best practices for camp administration in terms of safety and risk management.

This table outlines the different programs that will be included in OSU’s PYD Certificate, based off of the certificates of other programs nationally.

Table 2: Results from end of course survey from Coaching for Youth Programs, detailing achievement of course outcomes.

Please describe what you knew about Positive Youth Development and the 5 C's before taking this course	After the course, now what is your knowledge of PYD and the 5 C's. Please be specific as to what you have learned as part of this course!	Please describe what you knew about the FISH Philosophy and the Bucket Theory before taking this course.	After the course, now what is your knowledge of the FISH Philosophy and the Bucket Theory. Please be specific as to what you have learned as part of this course!	Please describe what you knew about Growth Mindset before taking this course.	After the course, now what is your knowledge of Growth Mindset. Please be specific as to what you have learned as part of this course!
Little to nothing at all. I knew some things like the different mindsets but that's about it.	I just have a better understanding about what a PYD program is about and how they are there to teach life skills in a positive encouraging environment. They want the kids to grow and not just be a coach.	Nothing really.	Different ways to be involved with the kids like picking your mood and being engaged and it's a way to be a role model of sorts.	I had an understanding of what growth mindset was and how it's like the wanting to learn mindset.	I already understood this so knowledge is the same.
not much	A PYD is an environment that is safe and fun for kids to be able to learn the importance of the 5 Cs, growth mindset, FISH Philosophy, and communication skills.	None	Knowing what makes you happy and what does not. Knowing that information will help you and others know more about yourself.	I knew that you want to have a growth mindset rather than a fixed one.	You take challenges and you use failure as your motivation. Also learning how to be comfortable when you are uncomfortable.

<p>Before this course I didn't know anything about PYD and the 5 C's. My best guess would have been a shallow understanding of how to be a good role model maybe.</p>	<p>Now that this course is over I know that the 5 Cs are Confidence, Competence, Caring, Connection, Character, and Contribution. These 5 things make up any great youth program. PYD is a scientifically and time tested model of teaching young students how to be positive members of society and positive individuals toward themselves. The 5 C's break up PYD into different conceptual categories to better practice the method with students.</p>	<p>Before this course I didn't have any ideas about what these words/concepts might mean.</p>	<p>After this course I now know that the FISH philosophy began in Seattle's pike place markets. At the famous fish booth the staff there embodied fun, energy, as well as being present in the moment and present for their customers. By having fun they got work done effectively, brought in more business, and felt more fulfilled in life. Those are the principles of the fish philosophy. The bucket theory is the idea that when you give someone a positive experience, you are filling their bucket and when you are giving them a negative experience, you are dipping into their bucket. It is also about recognizing one's own positives and negatives so that they can avoid things that dip into their bucket, or overcome those negative emotions.</p>	<p>Before this course, I knew that a growth mindset meant recognizing that perceived weaknesses are only perceived. Growth mindset means taking on challenges and knowing improvement in any skill is possible.</p>	<p>Now I know that acknowledgement of others strengths and weaknesses can be an important component in one's growth mindset. It is better to compliment someone's hard work as opposed to their effortless skill or perceived intellect.</p>
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<p>I briefly learned about them in middle school</p>	<p>I know what they are and how to use them.</p>	<p>I didn't know anything about either of them.</p>	<p>The FISH philosophy is when you create a fun and inviting atmosphere to allow others to have fun too. The Bucket theory allows you to decide what empties and what fills your bucket. From there you decide what actions you want to take to fill your bucket.</p>	<p>I knew that you could get better if you worked at it.</p>	<p>This class has taught me that you really can improve your actions and be positive about something if you aren't exceptional in it yet.</p>
<p>literally nothing</p>	<p>I learned that it is really important for children to have positive experiences in sports as well as with their mentors. I wasn't aware of the direct impact youth activities had on the development of a child's identity and lifelong skills.</p>	<p>I have never even heard of it...</p>	<p>you need to have fun while working hard. This is especially important to decrease burnout rates and overall happiness.</p>	<p>I knew that people were born with a growth mindset and it could be skewed by the environment in which they were raised. I knew this topic from a psych class...</p>	<p>Keeping a growth mindset throughout a lifetime is very hard, especially if you are taught from a young age that you can't do something. They might not even try.</p>

<p>prior to taking this class I had not heard anything about PYD or the 5 C's.</p>	<p>After taking this course I learned the definitions of PYD and the five C's and how they are used to teach youth life long learning skills that they will carry into adulthood.</p>	<p>I had never heard about the FISH Philosophy and the Bucket Theory before taking this class.</p>	<p>After taking this course I learned the principles of the fish philosophy and how they can be used to lift other people up, and I learned how we can use the bucket theory to increase both our happiness and the happiness of those around us.</p>	<p>I only had a small understanding of a growth mindset before taking this course.</p>	<p>I learned that a growth mindset has to do with believing that there is always room for improvement and not being afraid to try new things. Also, kids are born with a growth mindset and it is our responsibility to try to maintain that.</p>
<p>I did know a little bit about Positive Youth Development and why it should matter but I did not know what the 5 C's were and how big PYD really is.</p>	<p>I understand the Five C's (competence, confidence, character, connection, compassion,) and their importance to PYD and how PYD in a whole can help develop kids into positive leaders in their communities, give them role models to look up to, and create a environment where they can stay healthy</p>	<p>I had learned about the bucket theory a little before when I was younger but the FISH Philosophy was a new concept to me.</p>	<p>After the course I believe that the FISH Philosophy and Bucket theory are two important things to have in life. I think the FISH Philosophy is a great way to fill your bucket and you can limit what empty's your bucket.</p>	<p>I knew about growth mindsets and how some people had a mindset that allowed them to face challenges and others would give up on challenges.</p>	<p>After the course I learned what you would call when someone gives up on a challenge (Fixed Mindset) I also learned about how one can develop a growth mindset and a Fixed mindset. I always saw fixed mindset in kids and even saw tendencies in myself sometimes but after this course I learned how you can change your mindset.</p>

<p>Before this class I had a general idea of what positive youth development was but I had no knowledge of the 5 c's.</p>	<p>After this course I feel a lot more comfortable with my knowledge on PYD and the five C's. confidence, competence, connection, care, character. I feel like this class has prepared me to use these 5 guidelines in the real world.</p>	<p>before this class I had heard of the fish philosophy and the restaurant I worked at used that as a code of conduct</p>	<p>Now I have a much deeper understanding of FISH and the bucket theory and whether I'm going to work, school, clubs, or playing sports I always try to incorporate FISH into my day.</p>	<p>Before this course I had heard of Growth mindset and had a pretty good idea of what it consisted of because I took a philosophy class in high school and they covered this topic frequently.</p>	<p>After the course I feel like my knowledge of Growth mindsets has been refreshed and I realized that I have had a fixed mindset on many subjects. Kylie inspired me to take up my singing career and I thank her for that.</p>
<p>That it is important for youth to have someone to look up to</p>	<p>I know that the 5 C's are Connection, Confidence, Character, Contribution, and Competence</p>	<p>Nothing</p>	<p>FISH philosophy overall is about being positive and happy makes other people positive and happy. Choosing your attitude before you enter a situation is the best way to enter a situation, and wanting to be where you are can make other people want to be there too! I learned that the bucket theory is pretty self-explanatory involving a bucket and ladle. You obviously want to put more things in your "bucket" (life) that make you happy and work on</p>	<p>It can take you a lot of new places that you didn't think were possible before thinking of it that way. It is still so interesting that a mindset can change the outcome no matter if the situations are the exact same.</p>	<p>I didn't learn a lot specifically about growth mindset from this course because I had to learn a lot about it more in depth prior to this.</p>

			removing things that don't.		
I didn't know anything about PYD before the course.	I learned that respect, safety and having fun are 3 things that need to occur most often.	I live near Seattle and have learned about the fish philosophy every year in leadership for the past 7 years.	It was a very nice reminder when it came to the fish philosophy. The bucket theory got me thinking more positive of what's happening in my life.	I knew it was something that positivity develops.	I know that it is a harder fundamental to teach and learn yourself.

Please describe what you knew about assertive communication and giving feedback before this course.	After the course, now what is your knowledge of assertive communication and feedback. Please be specific as to what you have learned as part of this course!	Please describe what you knew about lesson planning before this course.	After the course, now what is your knowledge of lesson planning. Please be specific as to what you have learned as part of this course!	Please list three takeaways you have from this course. These are big themes or ideas that you learned and will take with you into whatever you do in the future.	After this course, do you think you are prepared to be a coach in a Positive Youth Development setting? Why or why not?
I've been given feedback before but that's about it.	Feedback in positive form is good even if it is constructive criticism as just telling kids what they did wrong won't help them.	I thought it was simple and easy but it wasn't that easy.	It's harder than it looks and you have to have different plans if something doesn't go right. Be prepared for everything.	Fish philosophy, feedback, and lesson planning as I think those can be involved in many aspects of life not just a coaching setting.	If I had to do it then I think I could, but I also know I have a lot more to learn.

<p>not much</p>	<p>For me, knowing that feedback is important and it allows another set of eyes to look at the work you have done. Also being able to communicate in a respectful way with other adults and kids.</p>	<p>Working with kids is a lot different than with other people. They have different listening skills than older people.</p>	<p>I learned that you need to be very specific when writing plans out. You want someone else to be able to teach the lesson without knowing what it is in the first place. Also you need to prepare for the worst case scenarios.</p>	<p>I 3 Main things that I took away from this class is a growth mindset, people are not really out to get you, and the FISH Philosophy.</p>	<p>I think it was a very good start. I think a class where you get more hand on teaching would be super beneficial if that were possible.</p>
<p>Before this course I didn't know any communication techniques. This was a new concept to me.</p>	<p>Now I know that assertive communication is about getting your point and intentions across in a positive and constructive way. For example, to request a change in behavior of a student, using I statements and statements of emotion makes the recipient more likely to come to a positive conclusion. This is because it makes them feel recognized instead of attacked and gives them a perspective on your feelings.</p>	<p>Before this course I knew that lesson planning had to be concise, timely, and effective. I knew organizational patterns for lesson plans as well.</p>	<p>I never considered catering to students of different levels and abilities before I took this class. But the reality is, not every kid is the same. Some kids are growing up with disabilities and I am very glad we were taught to consider the needs of those kids the same as others.</p>	<p>My first takeaway is assertive communication, I will definitely use this strategy in my life. The next one is the FISH philosophy, especially the idea of having fun with work and making it fun to do. The final thing is just being open minded to new ideas, new people, new life experiences.</p>	<p>I feel conceptually ready but definitely feel like I need more practice/experience to feel fully competent.</p>

<p>I knew that you should give more positive feedback as well as negative feedback.</p>	<p>I learned a lot more about how to deliver positive and negative feedback. One of the ways that you can deliver bad news is with a compliment sandwich. It is also very important to think about your wording when working with kids. If you want them to do something you should tell them rather than asking.</p>	<p>When I would coach I would roughly think of something to do before practice started.</p>	<p>Now I know that it is more important to come up with a lesson plan and act in a way that makes it seem like you know what you're doing. Confidence is very important in leading a group.</p>	<p>I learned how to lesson plan, how to be assertive in communication, and that it's important to be playful and show the kids that you're having fun too.</p>	<p>For the most part yet. It would be helpful to practice a little more. This could include shadowing someone or coaching with someone else at first.</p>
<p>I was a swim teacher so I feel like being assertive and giving feedback was a topic I knew pretty well.</p>	<p>I learned that you need to do a compliment sandwich in order to keep the kid in a positive/growth mindset.</p>	<p>I had to lesson plan for swim class and soccer practice.</p>	<p>setting goals for the period of time and identifying how they achieved the goals is the most important part of the lesson...</p>	<p>I really enjoyed getting to learn about PYD and how it is something all kids should receive. I also loved getting to the lesson with the Kidspirit children! I will definitely remember to always be positive around the kids and make sure I am trying to showcase myself having fun so they know I am there for them. Thank you Kiley!</p>	<p>yes, because I understand what role I will have to play and how to effectively communicate my ideas with the kids</p>
<p>I had not been taught about assertive communication prior to this course.</p>	<p>I learned that it is important to be assertive when working with kids and coworkers in order to avoid getting walked over, but also it needs to be done in a way that is respectful to others.</p>	<p>Before this class I had made practice plans for high school track.</p>	<p>I learned that a lesson plan requires much more than just the activity, it should also include introductions, attention getters, safety concerns, and learning goals.</p>	<p>How to effectively teach youth, how to be a positive influence on those around you, and how to not be afraid to step outside of my comfort zone.</p>	<p>I don't think that I am fully prepared because there is always more to improve on, but I feel that I have learned a lot of the necessary skills that a coach needs.</p>

<p>Assertive communication is a skill I did not know how to use but saw it done by my preschool teacher before.</p>	<p>Assertive communication as I do know what it is I still wouldn't feel comfortable with using the skill correctly it seems like it's a skill you have to practice.</p>	<p>I had worked in a summer school program one summer and we had lesson plans we had to follow with time we had to follow</p>	<p>After taking this course it was nice taking what I already knew and experienced and apply it to a lesson I helped plan.</p>	<p>My three takeaways from this course had to be Growth mindsets, Aces Kids Spirit, and 7 habits. I plan to establish what I learned into my life and when I am teaching kids.</p>	<p>I think that I am more prepared than I was but coaching is something you have to keep improving on I think this has helped me a lot.</p>
<p>Unfortunately I was already very good at being assertive, though not always in a positive way.</p>	<p>I have a better understanding of assertive communication and I can now draw the line between being assertive and just being an ass.</p>	<p>I used to help teach weightlifting in high school and I often wrote the lesson plan or helped the teacher write the lesson plan for his classes.</p>	<p>After this course I have a more detailed understanding of how to write a formal lesson plan.</p>	<p>I really enjoyed this class, I loved ACES day when we got to work with the children on Halloween. More importantly, I feel more prepared to deal with children in a positive environment and I now have the skills to do what I love.</p>	<p>Yes, I feel confident that with my new tools and skills I can be a productive coach in a youth setting.</p>

Lesson Plans for Coaching for Youth Programs

Lesson Plan 1 - What is PYD and Course Intro

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <ul style="list-style-type: none"> • SWBAT describe course policies and content following a review of the syllabus • SWBAT define Positive Youth Development by writing their own definition • SWBAT get to know peers and their motivation for the course through team bonding activities 	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Define positive youth development • Understand their own personal motivations for taking this course • Describe course policies and content following a review of the syllabus • Introduce themselves for peers and begin to build community through team bonding activities 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • PYD focuses on youth as a resource • PYD has specific program goals that fit into the three categories of prevention, competency, or connection • PYD is focused on building relationships between peers and between youth and adults • PYD focuses on reaching the goals of healthy adulthood 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What would a culture of a PYD program look like and focus on? • What is the role of youth in a PYD program? • What are some program goals of a PYD program? • How would you define PYD?
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The course requirements and outcomes • Common goals and characteristics of PYD programs and their cultures • How a coach can contribute to building a culture of PYD 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Defining PYD • Meeting and cooperating with their peers 	
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	

<p>Personal Introduction (Appendix C).</p> <ul style="list-style-type: none"> -Introduction is about a paragraph -Includes what you are studying and career interests -Includes why you are taking the course and potential outcomes <p>Article (Appendix D).</p> <ul style="list-style-type: none"> -Identify main points of the article -Connect thriving model to PYD -Connect identity development to PYD 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> -Personal introduction on Canvas. Focuses on meeting and cooperating with peers and on connecting with their interest in the topic (Appendix C). Include due date, evening before next class. -Reading article by Dr. Mary Arnold and completing summary and takeaways of main points (Appendix D). Include due date - one week away, summarize article using prompt provided in the Canvas assignment. -Article: http://jyd.pitt.edu/ojs/jyd/article/view/171204FA001/523 <p>Supporting Adolescent Exploration and Commitment: Identity Formation, Thriving, and PYD</p>
<p>Participation - see participation rubric in class syllabus for detailed information (Appendix A). Main evaluative criteria include:</p> <ul style="list-style-type: none"> -Prepared for class -Offers feedback to peers and instructors -Participates frequently in discussions and activities 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> -In class interactions in team building activities -Group brainstorming of what PYD is -Development of a definition of PYD -Ability to identify answers to essential questions through class discussion
<p>Stage 3 – Learning Plan</p>	
<p><i>Summary of Key Learning Events and Instruction</i></p>	
<p>Introduce the activities for the day, and the objectives</p> <p>Introduction and welcome to the course - 7 min</p> <ul style="list-style-type: none"> -Introduce yourself and why you are teaching this course. Touch on <ul style="list-style-type: none"> • Your background in youth programming • Your background in teaching 	

- What inspired you to teach this course
- History of the course - was developed by Kiley Pugh a KS employee
- First course in a series of courses about Positive Youth Development
- What you are hoping to get out of teaching the course

Introduction to team building activities: We will talk a lot more about what this course is, and why we are offering it, and what we will cover as the day goes on, but would like to start out by getting to know everyone more! Since this is a PAC course, we will be moving (although not a lot), but stand up so we can do some activities. Remember that these are all activities that you could use if you were coaching a group as well. Everything we do in class is something that you can take into a coaching situation or a leadership situation. As we go through this class, work to apply our activities to your future experience.

Team Building activities - 12 min

Pass the rope - Take a piece of rope, about 2m long. Each person goes around the circle and must say things about themselves until they have wrapped the entire webbing all around their hands. Everyone else is listening. This is a standing activity. The point of this activity is to share about yourself whatever someone is willing to share - there are no requirements, so it allows students to be selective in what they share. Ideas of what to share include name, major, activities involved in, favorite foods, etc.

Moving together challenge (only works if not raining) - Have groups go outside and line up between two cones in a straight line. They will line up horizontally and then will work together to walk from one horizontal line of cones to the other, crossing an area of about 4m. Split class into 2 groups. The group must get from one line of cones to another, and they must stay connected at the ankle the entire time, but their strategy is up to them. It is not a competition. Groups must go back to the beginning if their ankles come apart.

- Game works on problem solving and working as a team, also builds human connection through touch

Games adapted from Oregon State's challenge course team building activities facilitated by Dixon Rec Center

Third game (if time): Take a beach ball or volleyball, and write get to know you questions on it - KidSpirit has one of these, or one can be created for the class.

Question ideas:

- Favorite childhood memory
- Favorite ice cream flavor
- Best meal this summer
- Favorite place you've visited and why
- If you could have any pet, what would it be and what would its name be?

- If you could coach anything, what would it be and why?
- What is your favorite thing about working with youth?
- Who is a person that inspires you and why
- Name one event that happened in the past year that was influential to your life, and why
- Favorite author or book

Alternative game for moving together challenge if it is raining:

Stinger: Have everyone close their eyes, and then tap one person on the head to be the stinger. People go around and shake each other's hands. If the stinger rubs the inside of your wrist with their finger, you are injected with "poison." You wait five seconds and then fall down on the ground (poisoned). Anyone can make accusations as to who the stinger is. Someone else has to second the accusation within ten seconds. If they are right, then the stinger loses and we pick a new stinger. If they are wrong, the game continues until three accusations have been made or the stinger is found out.

Debrief - 3 min: Brainstorm questions with the group to wrap-up the activities and review the purpose of them.

- What was the point of the activities that we did today?
- How do you think that these activities apply to working in PYD?

Positive Youth Development Intro - 20 min

This course is all about coaching in a Positive Youth Development Environment, but what really is PYD?

The group will have a brainstorming race to come up with more ideas.

Get into groups: Find someone with the same color shoes as you and stand toe to toe, facing each other. All the people on the right side of the room will be in one group, and all the people standing closest to the left side of the room will be in another group. Ensure that the groups are the same size. **Groups will have 7 minutes** to come up with as many ideas as possible on the following 3 questions.

- What is Positive Youth Development?
- What makes PYD different from other youth programs?
- PYD focuses on skill building. What does this mean and why is it important?

Debrief for 7 minutes:

Have groups read/ summarize their ideas to the class. As they are summarizing, make sure these main points about PYD are emphasized.

- Skill building approach instead of a prevention approach
- Aimed at developing the skills necessary for healthy adulthood
- Focused on viewing youth as a resource to be cultivated
- Focus on connection and building relationships with youth in order to help them build skills and to increase positive outcomes
- How is it different - focus on relationships and skill building instead of program content
 - Ex: KS gymnastics program is person-centered, focused on individual development, building confidence, building physical strength, and finally skill competence - but relationships is the first part

Write group definitions of PYD - 6 min: Think, pair, share with person next to them to write definitions of PYD based on the things that we talked about (2 min to write definition), then everyone reads out definitions. Instructor will summarize them into a class definition, and then will write that on the board and will post the definition as an announcement on Canvas

Definition to aim for: “Positive youth development is an intentional, pro-social approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances young people’s strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths.”

Definition from: Office of Population Affairs. (2020, Sept. 9). *Positive Youth Development*. HHS.gov.

<https://www.hhs.gov/ash/oah/adolescent-development/positive-youth-development/index.html>.

Syllabus, course, and assignment review - this should be updated to match the syllabi each time the course is taught - 10 min
(Appendix A & B)

I’m not going to read the syllabus to you, pull up on the screen and highlight main points

- 300 points available, 200 for in-class participation and 100 for assignments/ projects
- 10 points everyday using rubric in the syllabus, must be on time, participating, and prepared!!
- I expect that you come to class prepared, having read the necessary materials, and be ready to discuss them
- Although this is a PAC class, and we will be doing some physical activity, it won’t be strenuous at all and will not occur every day. The course is focused on coaching and on learning about coaching processes

- Address the topics we will touch on
- Will have reflections, assignments, and two big projects
- Midterm project - lesson plan and volunteering at KidSpirit or another youth program
 - **Include the date of the midterm project here, and have students contact you ASAP for an alternative assignment**
- Final project - designing own PYD program, will be a group project, will go into more details later. Throughout the course, be thinking about what kind of program you want to create and what sort of impact you want it to have.
- Extra credit - two options, up to 20 points to make up for participation points ONLY!!! Can volunteer at KidSpirit, each hour is an extra 5 points, or can write an additional lesson plan. Must contact me ahead of time if you want to volunteer at KS. Cannot use work at another recreational program to count as volunteering, must be at KidSpirit so we can observe you
- Course is a trial, so I am open to your feedback throughout the entire class, not just at the end. I am learning how to teach and facilitate things best as well, so if there is ever anything that you think I should improve please let me know.
- Email is the best way to contact me, I try to reply within 24 hours. I am also a student so be aware of that, and during busy times I might find it harder to answer/ get grades in slower (and I'm sorry)
- I am more than happy to meet with you, please email me with days and times you are available when setting up a meeting

Assignment review:

- Read *Supporting Adolescent Exploration and Commitment: Identity Formation, Thriving, and Positive Youth Development* by Dr. Mary Arnold (link on Canvas) and come prepared to discuss it by Thursday, 10/3. Answer the reflection questions on Canvas before this time. Reflection questions:
 - What were some of the main points of the article? Pick 3 or 4
 - What sort of activities could you do that help reach the goal of identity formation in youth?
 - How does this relate to the definition of PYD that you wrote in class on the first day. If you don't remember what you wrote, remember the 5 C's (competence, connection, character, compassion/caring, and confidence)
- Give a personal introduction about yourself - about a paragraph, on Canvas. **Include due date here, should be the night before their next class.** Includes these components:
 - Name
 - Year in school
 - Major
 - Future career plans
 - Why you are taking this class
 - What you think Positive Youth Development is
 - Why you think it is important

- One thing you are excited about this term in this class
- Anything else you would like me and the class to know about you!

Lesson Reflection:

Overall, this lesson was fast-paced and included a lot for the first day. I thought it was good that the lesson was not solely focused on the syllabus for the first day, but instead also included aspects of what we would be learning and an overview of the course. The team building activities forced everyone to get to know each other, and set the stage for the icebreaker games we would do each day as the term went on. In the future, a little more time should be reserved for talking about PYD, the definitions and the syllabus review. Or, the syllabus review could be saved for the next class day, as I feel it is important for students to get an understanding of what PYD is before diving into course material. I think the most important things to review in the syllabus are the rubrics for reflections and participation, as it is the biggest indicator of their grades going into the class and it is helpful to have that information before actually starting the term. When teaching this lesson, I spent a lot of time on the icebreaker games which was beneficial, and time should not be minimized there as it allows students to build an initial connection, an essential part of PYD. After teaching this lesson, I had a much better idea of how I would need to present myself in order to lead the course. For me, it was best to be serious but also to understand and make sure students understood that I was their age, and that being relatable and showing I was qualified but still have a lot to learn was an effective way to earn their respect.

Lesson References:

Office of Population Affairs. (2020, Sept. 9). *Positive Youth Development*. HHS.gov. <https://www.hhs.gov/ash/oah/adolescent-development/positive-youth-development/index.html>.

Lesson Plan 2: Why PYD, the 5 C’s, and intro to the 4-H study

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <ul style="list-style-type: none"> • SWBAT define the 5C’s and evaluate why they are important to coaching • SWBAT identify positive outcomes based on research of PYD programs, and hypothesize as to why they might be important for youth • SWBAT discuss the importance of relationships for youth 	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Describe the impact of PYD programs on youth • Identify the 5C’s of PYD and how they foster the 6th C of contribution • Explain different PYD outcomes and why they matter 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • PYD is about building relationships • Youth should be viewed as a resource • PYD research has focused on the positive outcomes for youth - obtained through the PYD model 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What are some of the positive outcomes that youth experience through PYD? • What is the 4H study? The thriving model? Why do these things matter? • Why are relationships important for youth?
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The major positive outcomes that come from PYD programs • The framework of the thriving model • The 5 C’s and how they foster the 6th C 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Identifying positive outcomes of different PYD programs • Evaluating key terms important to PYD and their meanings • Communicating to others why PYD is important and how it stands out from other programs 	
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<p>Article (Appendix D)</p> <ul style="list-style-type: none"> -Identify main points of the article -Connect thriving model to PYD -Connect identity development to PYD 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> -Reading article by Dr. Mary Arnold and coming ready with points that they would like to discuss. Include due date - one week away, summarize article using prompt provided in the Canvas assignment. 	

<p>-Rubric for reflection available in syllabus (Appendix A)</p>	<p>-Article: http://jyd.pitt.edu/ojs/jyd/article/view/171204FA001/523 Supporting Adolescent Exploration and Commitment: Identity Formation, Thriving, and PYD</p>
<p>Participation - See participation rubric in class syllabus for detailed information. Main evaluative criteria include: -Prepared for class -Offers feedback to peers and instructors -Participates frequently in discussions and activities</p>	<p>OTHER EVIDENCE: -Looking for active group participation, willingness to work as a team, working on presentation skills, asking students to improve their volume level -Ability to answer questions related to definition of PYD and different outcomes it may foster</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Icebreaker introduction - 3 min

- Start the day with fun music
- Give everyone a high-5 as they walk into the classroom.
- Once everyone gets inside, lead a camp song of bungalow to review everyone’s names (be sure that everyone goes at least once)
- Have a short discussion about why high-energy greetings with connection are beneficial
- Brainstorm how these activities could be carried out with kids and how it would be beneficial for them
- Introduce the objectives and activities for the day
 - Identifying and defining the 5 C’s
 - Examining the outcomes of the 4-H study

Positive effect of coaches - 8 min

2 min to think, 3 min to share, 5 min for class debrief

- Picture an influential coach activity - think, pair, share on why that person made a difference, and what they did
- Share out ideas on what that person had to offer, and how they were influential - what good coaching looks like and sounds like chart
- Trying to center in on the idea of relationships! That’s why PYD is important and that’s why we do it

5 C’s - 20 min

- Write all of the C’s on the board
- Break up class into 5 groups of 2 or three

- If class is prepared, have one student break up class into groups instead
- Each team comes up with their definition of a C, why they think it is important, and how a coach could support it
 - each team has **3 minutes** to do this
- Have each group share out their definitions
 - Debrief the definitions - **5 min**

Show the video of Richard Lerner discussing the 5 C's and the development of a 6th C - contribution:

<https://www.youtube.com/watch?v=V-JDByTeT6I&t=8s>

- Discuss the video as a whole class - how do we think the 5 C's help contribute to contribution?
- How is this different than non-PYD youth programs?
- Share and discuss the PYD model, found on page 14 of the 4-H study
 - Discuss different outcomes of PYD (both contribution and different risk factors)
 - Ask for anything else students notice from the PYD model diagram

4-H Study - 35 min (continue during next class time)

Introduce the study - 3 min

- Study by Tufts University and 4H, Dr. Richard Lerner, an expert in PYD, is one of the main names on the study
- Was designed to assess the relational developmental systems theory
 - Not essential to remember name of theory
 - Theory that positive relationships can contribute to development, and that the 5 C's will help build these healthy relationships
- Study basically aimed to measure the 5 C's when youth were involved in 4H vs when they are not
- To do so, they measured a bunch of different outcomes that are specific to "healthy youth"

Link to the 4H study: <https://4-h.org/wp-content/uploads/2016/02/4-H-Study-of-Positive-Youth-Development-Full-Report.pdf>

Instructions for activity - **allow enough time for class to finish, should take around 30 minutes total between 2 class periods**

- We are not going to read the entire study, but we are going to look critically at several parts of it in groups
- Find different groups than you had earlier.
 - Each birthday season stands in a different corner of the room, and makes four groups.
- Together your group has two tasks – 15 -20 minutes to do this
 - Read the overview of the PYD study - this way everyone has a better idea of what is happening and what it measured
 - Look at 3 outcomes, read those sections, and summarize what the study found. Be ready to share out to the class
 - Summer: PYD, Depression, AEC

- Winter: Contribution, Risk/ Problem Behaviors, Adult Mentors
- Spring: Academic Competence, Healthy Behaviors, ISR
- Fall: SECT, School Engagement, PYD
- Groups looking at PYD, Depression, and Contribution, be sure to look at the trajectory sections as well!
- When done going over sections:
- Each group then has 3 min to share with the class what they found on each factor. I will summarize the findings on the board
- Discussion - full class (**5 min**)
 - Why were these outcomes chosen?
 - Do all PYD programs contribute to all of these outcomes? Why or why not?
 - What are some other outcomes that we think could be good measures of PYD?
 - What do you think makes a good PYD program?

Additional activity (if time remaining) - Allow students to begin reading Arnold article, or continue the discussion of the 4-H study

Lesson reflection:

The introduction to this lesson was a bit slow, and was difficult to engage students at first. In the future, it may be helpful to frontload the first class with information about how we will be doing icebreakers throughout the course and how they can be beneficial to coaches or teachers in future PYD programs. The 5 C's and the video by Dr. Lerner were discussed thoroughly, and students clearly understood what they were. The 4-H study, however, was a little bit more difficult to grasp. It took the entire class period and part of the next class period to introduce the study and to begin examining the different outcomes. Students struggled to understand their own outcomes without relation to the other outcomes, so an introduction as to all of the outcomes, or to the 4-H study in general, may have been useful beforehand. Having students even read a summary of the study could be beneficial. It would also be helpful to bring in a little bit more about the theory behind the 4-H study, and to identify the relational developmental systems model as the basis for this quantitative study, possibly projecting a diagram of the model on the screen for students. Overall, this lesson was a good continuation into PYD, but needed more scaffolding and structure to support students through examining the 4-H study.

Lesson References:

Lerner, R.M., & Lerner, J.V. (2013). The positive development of youth: Comprehensive findings from the 4-H study of positive youth development [PDF file]. Medford, MA: Institute for Applied Research in Youth Development at Tufts University. Retrieved from <https://4-h.org/wp-content/uploads/2016/02/4-H-Study-of-Positive-Youth-Development-Full-Report.pdf>.

Positive Coaching Alliance. (2015, Mar 13). *The 5 C's of Positive Youth Development*. [Video]. Youtube. <https://www.youtube.com/watch?v=V-JDByTeT6I&t=8s>.

Lesson Plan 3 - Continuation of the 4-H Study, Identity formation, and Models of PYD Programs

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <ul style="list-style-type: none"> • SWBAT identify positive outcomes based on research of PYD programs, and hypothesize as to why they might be important for youth • SWBAT explain identity formation and relate it to PYD • SWBAT identify aspects of PYD theory in different programs 	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Explain different PYD outcomes and why they matter • Understand different theories of identity formation in youth • Explain the association between identity formation and sparks • Identify important aspects of specific PYD programs 	
	Meaning	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Identity formation can be viewed through different models • PYD has different measurable positive outcomes • PYD can contribute to the different aspects of identity formation </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What are some of the positive outcomes that youth experience through PYD? • What is identity formation? • What are sparks? • How are identity formation, sparks, and PYD related? • How do real examples of PYD programs promote sparks? </td> </tr> </table>	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Identity formation can be viewed through different models • PYD has different measurable positive outcomes • PYD can contribute to the different aspects of identity formation
<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Identity formation can be viewed through different models • PYD has different measurable positive outcomes • PYD can contribute to the different aspects of identity formation 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What are some of the positive outcomes that youth experience through PYD? • What is identity formation? • What are sparks? • How are identity formation, sparks, and PYD related? • How do real examples of PYD programs promote sparks? 	
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The major positive outcomes that come from PYD programs • General ideas about models of identity formation • How to identify the important aspects of a PYD program 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Identifying positive outcomes of different PYD programs • Identifying how specific PYD programs meet the goal of supporting identity formation and sparks 	
Stage 2 - Evidence		

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S):</p> <p>No summative assessments for this class period</p>
<p>Participation - see participation rubric in class syllabus for detailed information. Main evaluative criteria include:</p> <ul style="list-style-type: none"> -Prepared for class -Offers feedback to peers and instructors -Participates frequently in discussions and activities 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> -In class interactions in team building activities and icebreakers -Willingness to contribute to discussion of identity development & sparks -Contribution to mini presentation surrounding the 4-H study and effort to understand connection between outcomes and PYD -Ability to identify answers to essential questions through class discussion
Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
<p>Introduce the activities for the day, and the objectives</p> <p>Lesson Intro & Icebreaker - 3 min</p> <p>Start off the day with a rock paper scissors tournament to get everyone moving and excited. Have one person explain how to play rock paper scissors at the beginning. This person determines when to throw your sign, and also whether it is just one game or best 2 of 3. Then, everyone will get into pairs and play rock paper scissors. Winners find winners and then the losers become the cheering section of their team. Then, we move around the room until there is one rock paper scissors champion. Try and have everyone be as high energy as possible.</p> <p>Quick debrief - full class</p> <ul style="list-style-type: none"> • Why is this a good activity to use with youth? • How does it meet our goals of PYD? <p>Continuation of the 4-H Study - 20 min</p> <p>Link to the 4H study: https://4-h.org/wp-content/uploads/2016/02/4-H-Study-of-Positive-Youth-Development-Full-Report.pdf</p> <p>Instructions for activity, copied from Lesson Plan 2</p> <ul style="list-style-type: none"> • We are not going to read the entire study, but we are going to look critically at several parts of it in groups • Find different groups than you had earlier. <ul style="list-style-type: none"> ○ Each birthday season stands in a different corner of the room, and makes four groups. 	

- Together your group has two tasks - 10 minutes to do this!
 - Read the overview of the PYD study - this way everyone has a better idea of what is happening and what it measured
 - Look at 3 outcomes, read those sections, and summarize what the study found. Be ready to share out to the class
 - Summer: PYD, Depression, AEC
 - Winter: Contribution, Risk/ Problem Behaviors, Adult Mentors
 - Spring: Academic Competence, Healthy Behaviors, ISR
 - Fall: SECT, School Engagement, PYD
 - Groups looking at PYD, Depression, and Contribution, be sure to look at the trajectory sections as well!
- When done going over sections:
- Each group then has 3 min to share with the class what they found on each factor. I will summarize the findings on the board
- Discussion - full class **(5 min)**
 - Why were these outcomes chosen?
 - Do all PYD programs contribute to all of these outcomes? Why/ why not?
 - What are some other outcomes that we think could be good measures of PYD?
 - What do you think makes a good PYD program?

Discussion of Arnold on Identity formation - 10 min

- Ask first for two people to share their general thoughts on the article, what did you think, etc.
- Discuss the three reflection questions -
 - Main points
 - Identity formation has to do with exploration and also commitment
 - Youth are striving towards an achieved identity
 - Can also be viewed in the lens of discovery vs creation
 - Occurs during adolescence/ emerging adulthood
 - Isn't stagnant, but forms throughout a lifetime (begins in this stage however)
 - Identity relies on pro-social ideas which is what PYD is (essentially the 5 C's) are prosocial
 - PYD can support exploration of identities, developmental stages (investigating vs commitment), and also can take the context into consideration
 - What sort of activities could you do that help reach the goal of identity formation in youth?
 - Activities that allow them to try new things and to try different things
 - Activities that allow them to think about their values and morals
 - Activities that relate to problem solving and skill building that they can use in other settings to develop their identity

- Activities that take the context into consideration
 - How does this relate to the definition of PYD that you wrote in class on the first day. If you don't remember what you wrote, remember the 5 C's (competence, connection, character, compassion/caring, and confidence)?
- Discuss the last portion of the article - connection to thriving and to sparks - think, pair, share on each of these questions
 - supporting exploration of possible identities
 - identity formation is developmental
 - look at context and role of context in identity formation
 - What is your definition of sparks?
 - Why do you think they matter?
 - If you have a coaching program, say you are a soccer coach, how can you ensure that you are still focusing on identity formation and on sparks (even though you only do one activity?)

Models of PYD Programs by looking at mission statements/ videos - 15 min

Lights On Program in Newark, NJ

- Watch video to introduce - <https://abc7ny.com/society/nj-high-school-opens-doors-every-friday-to-keep-kids-off-streets/5236330/>
- Group class discussion (think, pair, share if that is helpful)
- How do we think this program meets the 5 C's?
- How do we think it relates to identity formation? To sparks?
 - Allows students to find their sparks
 - Room for exploration
 - takes context into consideration
- Read mission statement to find out more about the program and see if our conclusions were correct
<https://www.nps.k12.nj.us/wsd/our-school/vision-and-mission/>

KidSpirit

- Read mission statement off the KidSpirit Website:
- Group discussion (thinking or debriefing in pairs if necessary to begin with)
 - How do we think program meets 5 C's?
 - How does it relate to identity formation? To sparks?

Lesson Reflection:

Overall, it took longer than expected to analyze the 4-H study - possibly because the different outcomes were not clearly explained at the beginning, and the study can be dense at times. However, by the end of the in class discussion, students were able to examine the different outcomes and the differences between 4-H programs and other out of school programs in the positive outcomes they allowed for students. The discussion of the article by Dr. Mary Arnold, linking thriving, sparks, and identity formation was positive in the fact that students were able to connect an achieved identity status with the completion of sparks. However, the knowledge and research behind different theories of identity development was difficult to grasp. The PYD Learning Circles Webinar focused specifically around this article would be helpful to identify as further supplemental learning, and also provides more of a background on identity development that students need in order to fully discuss this topic. This would also be an appropriate time to introduce the thriving model (Fig. 1), as it relates identity development, sparks, and developmental relationships. Although it is not necessary for students to understand all theory behind PYD, it is beneficial to have a grasp of the main concepts. In the future, this lesson may take longer but it would be beneficial to include sparks, the thriving model, and identity development briefly to foster deeper discussions.

Lesson References:

- Kim, C. (5 April 2019). New Jersey high school opens doors every Friday night to keep students off streets. *ABC7NY, WABC*. <https://abc7ny.com/society/nj-high-school-opens-doors-every-friday-to-keep-kids-off-streets/5236330/>.
- Lerner, R.M., & Lerner, J.V. (2013). The positive development of youth: Comprehensive findings from the 4-H study of positive youth development [PDF file]. Medford, MA: Institute for Applied Research in Youth Development at Tufts University. Retrieved from <https://4-h.org/wp-content/uploads/2016/02/4-H-Study-of-Positive-Youth-Development-Full-Report.pdf>.
- OSU KidSpirit . (2020). *About* . Oregon State University KidSpirit. <https://kidspirit.oregonstate.edu/about>

Lesson Plan 4 - FISH Philosophy and Bucket Theory

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <ul style="list-style-type: none"> • SWBAT identify the four components of the FISH Philosophy and discuss how it relates to PYD • SWBAT develop ideas as to how the FISH Philosophy and the Bucket Theory could be incorporated into coaching for youth programs • SWBAT explain the bucket theory and how it relates to teaching empathy and building relationships 	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Incorporate the FISH Philosophy into how they approach coaching with youth and building relationships with them • Incorporate the Bucket Theory into coaching in a PYD Program by using it to teach respect and empathy to athletes • Build relationships with future athletes possibly using the bucket theory or FISH philosophy as models 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The FISH Philosophy is a way to motivate both staff and students by focusing on positivity and positive interactions • The bucket theory is a way of teaching empathy and building relationships with youth 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can the FISH Philosophy apply to working in a youth program? How can it help build relationships with youth? • How can the bucket theory be used to build relationships with youth? • How can the bucket theory be used to teach empathy to youth? • Why are the techniques presented in the FISH Philosophy important to working with youth?
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The four components of the FISH Philosophy and be able to give examples of each of them • What the Bucket Theory is 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Identifying ways to live out the FISH Philosophy in their daily lives and while coaching • Explaining the bucket theory to someone else 	

	<ul style="list-style-type: none"> The tenants of the bucket theory and how they relate to developing empathy and respect in a group setting 	<ul style="list-style-type: none"> Identifying what fills and empties their own buckets and how it reflects in their daily lives
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<p>Completed bucket and FISH Worksheet (Appendix E & F)</p> <ul style="list-style-type: none"> Was it turned in? Were all parts of the FISH worksheet completed, even those that were not discussed in class? Were answers detailed and did they reflect thought and effort put into the assignments? Was the bucket complete with both things on the inside and outside of the bucket? <p>Looking for effort and knowledge of essential questions, there are no right or wrong answers</p>	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Design your own bucket to share with others in the class or with a group of kids Complete the FISH Worksheet both in class and at home, and then submit the completed worksheet (Appendix E). Worksheet and bucket can either be submitted online through Canvas, or turned in on paper copies. Electronic versions of the FISH Worksheet will be available on Canvas, and also electronic blank buckets with the worksheet on a separate piece of paper Include due date of both assignments here - can either be by next class or two classes, depending on the amount of work for the class at the time 	
<p>Participation - see participation rubric in class syllabus for detailed information. Main evaluative criteria include:</p> <ul style="list-style-type: none"> Prepared for class Offers feedback to peers and instructors Participates frequently in discussions and activities 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Class discussion of how the bucket theory might be applied to working with kids Discussion of how bucket theory and FISH Philosophy relates to PYD Discussion of topics that relate the FISH philosophy to working with youth - uses worksheet Ability to answer essential questions 	
Stage 3 – Learning Plan		

*Summary of Key Learning Events and Instruction***Introduce the activities for the day, and the objectives**

Begin the class with an icebreaker - by this point, one of the students should be capable of leading the icebreaker on their own. It is beneficial to select the person that is going to lead the icebreaker in the class before

FISH Philosophy - 30-40 minutes**Introduction - 5 min**

- Who has ever been to Pike Place Market in Seattle and seen them throw the fish? This is their business model, and it can be applied to any program that is providing a service to others - i.e. a youth program!
 - Focuses on four tenants: Play, Be there, Choose your Attitude, and Make their day
 - Developed by ChartHouse Learning after watching and filming the fishmongers at Pike Place Market
 - Used by many different Fortune 500 companies worldwide and by OSU KidSpirit
 - As we go through the video, think through the different questions on the worksheet - we will be discussing it as a class afterwards (Appendix E).
 - Bolded questions in the worksheet should be discussed as a class.
- Show the FISH Philosophy video - about 25 minutes long
- What are some people's initial reactions to the video: ask for three responses, wait for raised hands and then go through these people one by one
- Go through sections of the worksheet as a group: worksheet is attached to this document with sections highlighted, and comments entered for appropriate sections to ask questions about
- Provide clipboards for when students are completing the worksheet, as they should be changing groups frequently
- Rest of the worksheet needs to be completed at home, can either turn **insert due date (next class) here**, or you can submit the worksheet and the bucket on Canvas **by the end of the night**

Bucket Theory

- Introduce bucket theory using bucket ppt as a visual aid (this is not to make this into a lecture but instead to serve those who might learn better visually – Appendix G).
- Notes in ppt suggest when to work in groups and when to work individually
- Hand out paper buckets at the beginning of the ppt (Appendix F), so that they can be referenced - as the notes on the back of the bucket supplement what is shared in the PowerPoint
- After going through ppt, share how full is your bucket for kids (the book)
- Brainstorm in groups how you think the bucket theory could be best taught to kids and how it could help their interactions

- Five minutes to work on their own buckets and then to go around and share buckets with the rest of the class
- Buckets are then taken home, and can either be uploaded to canvas or turned in on paper (they would then be scanned and then returned)

Students are encouraged to share their buckets with family members/ roommates as well

Lesson Reflection:

This lesson could have used more frontloading in terms of the background behind both the FISH Philosophy and the Bucket Theory, and that these are both models and concepts used at KidSpirit, but that they themselves are not necessities of PYD programs. Instead, they can foster the sort of relationships and positive environment necessary to cultivate a support of sparks and the development of the 5 C's for youth involved in PYD. Logistically, it would have been beneficial to spend a little less time on the FISH Philosophy worksheet. Although I believe all of the questions are beneficial to include, some of them are different ways to rephrase thinking, and they could be instead completed on student's own. There also could be greater inclusion of full group discussion, as opposed to simply paired discussion throughout the discussion of the FISH Philosophy worksheet. There are certain questions that are best addressed as a group, and notes on the use of the worksheet are attached. For the bucket theory, the use of the PowerPoint as a visual aid was beneficial, but a different layout than normally used in the class. In the interest of time, a more brief introduction of the bucket theory could be included and students could complete their buckets at home. Having example buckets was very useful to describe to students how to best create their buckets and the level of expected effort. Although buckets were not displayed after they were submitted, it would have been beneficial to do so in order to demonstrate the work that students put in.

Lesson References:

Christensen, J. (Director). (1998). *FISH! Philosophy* [Film]. ChartHouse Learning.

Rath, T., & Clifton, D. (2004). *How full is your bucket: Positive strategies for work and life*. New York, NY: Gallup Press.

Lesson Plan 5 - The 7 Habits of Highly Effective People

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <ul style="list-style-type: none"> • Apply the <i>7 Habits of Highly Effective People</i> to their professional and personal lives • Understand how to apply the 3 interpersonal habits to cooperating in a team coaching environment • Have established personal and professional goals for improvement in regards to the 7 habits 	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Develop a personal mission statement that reflects their coaching philosophy • Create a schedule and system of personal planning that works best for them to meet their goals • Listen with an intent to understand instead of to respond • Coach in response to different learning styles to best adapt to a team environment 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The importance of a personal mission statement to themselves and their organization • Teams work best when you think of creative solutions that play to each other's strengths • To have the best solutions, you must think win/ win 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What core values guide your daily life? How can you use those values to shape your coaching style? • What are your strengths and what are the strengths of others on your team? • How is your time organized? What impact does that have on your life? How can you take control of that? • What is listening with empathy, and how can it help benefit your relationships? • How do the <i>7 Habits of Highly Effective People</i> apply to PYD?
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • What the 7 habits are 	<p><i>Students will be skilled at...</i></p>	

	<ul style="list-style-type: none"> • The difference between P/PC (production/ production capability) • The difference between circle of influence and circle of concern • Strategies for listening for understanding instead of response • The 4 quadrants that time is divided into and how to identify them • Strategies for sharpening the saw and investing in themselves • Strategies for identifying their values and living them out • Strategies for cooperating and utilizing the differences of individuals on a team 	<ul style="list-style-type: none"> • Recognizing what quadrant certain activities live in for them, and the effect this has on their lives • Listening to understand • Explaining the importance of sharpening the saw to others • Thinking towards cooperative solutions between themselves, their co-coaches, and youth
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Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p>-Coaching philosophy includes reference to values, demonstrates significant effort, and references essential components of PYD</p> <p>-24- hour calendar is complete with all roles, goals, and a complete schedule included (Appendix K)</p>	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Personal mission statement (coaching philosophy) - insert due date here (day 7 Habits LP will be completed) • 24 - hour calendar - insert due date here (day the 7 Habits LP is going to be completed)
<p>Participation - see participation rubric in class syllabus for detailed information. Main evaluative criteria include:</p> <p>-Prepared for class</p> <p>-Offers feedback to peers and instructors</p>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Self- evaluation of listening activity (in class) • Participation in partner, and full class discussions • Connection between PYD and 7 Habits • Ability to answer essential questions

-Participates frequently in discussions and activities

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Introduce the activities for the day, and the objectives

Begin each day of this lesson with an icebreaker, and ensure that the previous day you establish who will be leading the next icebreaker - **5 min**

Introduce the 7 Habits for Highly Effective People - 5 min

- A book written by Stephen Covey
- He is an American author, teacher, and lecturer
- Developed the 7 Habits of Highly Effective People based on his knowledge learned in his PhD from BYU, as well as his own personal beliefs
- Focuses on character-centered, principle-centered living, instead of changing personalities, like other self-help books
- These strategies have been extremely influential to many businesses, corporations and individuals
- They also have stood the test of time, as this book was written in 1989 (thirty years ago!) and people are still referring to it and using these habits to live a character-centered life
- We are going to go through the habits one by one- have them all written on the board, so everyone knows what they are called
- Covey’s work is valid and is important, but it is also essential to acknowledge his bias as we move through the habits
 - Best way to do that is to relate what we are learning back to PYD
- Beginning discussion questions:
 - What can we get out of learning these habits?
 - What does this have to do with coaching?
 - What are your initial thoughts so far?
 - Take these suggestions from raised hands, and take about four or five responses.
- We will be using a worksheet to address the 7 Habits (Appendix H)

Address before starting the habits:

- Personality ethic v character ethic

- Personality ethic is changing how the world sees you to be successful and happy. It is often built on image and focused on what Covey calls “secondary characteristics, which are characteristics that are dependent on others (like attitude) instead of dependent on principles of living, which is what the character ethic is focused on
- Focused on effectiveness
 - Effectiveness comes from not just living according to correct principles, but also living a balanced life
- Balance for Covey is called the P/PC balance (production/ production capability)
 - It means focusing both on the long term and the short term to find balanced success, all comes into play in all 7 habits

Habit 1 - “Be Proactive” - 15 min

- Habit 1 begins with thinking deeply about who is responsible for your decisions and how that influences you
- Take a moment to think for yourself - do I typically take responsibility for my situation, or do I view my situation as a product of my environment?
- Give examples
 - I am stressed today because my prof gave us a huge assignment that is due tomorrow
 - I am stressed today because I have other things that are important to me and I am struggling to find time to prioritize this project
 - One of those statements uses reactive language, while the other uses proactive language

Ask class: When you hear the words reactive and proactive, what do you think of?

- Write proactive and reactive on the board, and take hands as to words/ things that students associate with both of those. Try to get about 5-7 words for each one, and then repeat/ rephrase them back to the students

One huge difference between proactive and reactive language is “have” vs “be”

- Ex: I have to do this before I can enjoy this vs I can be happy when I do this - action vs reaction centered

Class activity: Write out a situation in which you responded reactively. How could you have switched this to proactive thinking?

What sort of difference would this have made?

Share this quote:

- This habit is best defined by a quote (found on the top of your packet) “I am what I am today because of the choices I made yesterday,” that person cannot say, “I choose otherwise.”
- Ask for 1-2 people to define that quote for them
- Define quote for yourself

- To me this means that habit 1 is all about recognizing that in order to take charge of your life, you need to be proactive and actively focus on the things that you can control and then take initiative to control them

Circle of Influence v. Circle of Concern

- Many things, however, are not within our control, and it is important to recognize what those are, and then what things we can proactively control instead within our lives
- Things that can be solved by focusing on habits 1-3
 - Focusing your energy here will have a positive impact, and will often lead to a more positive outlook, and an ability to think proactively
- Focusing on the circle of concern is when people are thinking reactively, very little will get done, and it is very difficult to stay positive and motivated when you are not seeing any results
- Write down things that are within your circle of influence and circle of concern - **2 minutes**
 - Give people a chance to share with each other some of the things that are in each area - **1 min**
- When you focus on your circle of influence, both you and others are able to see the impact that you make, which then continues to expand the circle of influence. Others let you into their circle, which can then expand your circle
 - Ex - you and a coworker are not getting along. To expand your circle of influence, you can talk to them about what is bothering you and then work out a plan together on how to address it, and now you've brought them into your circle of influence

Habit 2 - "Begin with the end in mind" - 25 min

Intro: 5 min

Habit 2 is all about taking the time to understand the values that drive your actions, and developing a plan for life that is focused on those values

The idea behind habit two is to center your life on how you want to be remembered, and what kind of legacy you want to leave

One activity that Covey has in the book is to picture your 80th birthday party, and people are all speaking about you. Who would be there and what would they say? And then how can you develop your life to fit along with those thoughts and principles.

To do this, we are going to do an activity with these value cards, and then are going to develop our own personal mission statements. Our mission statements will focus specifically on our coaching/ teaching philosophies

Value card activity - 10 min

- Everyone gets a set of value cards
- Pick top 15 favorites

- Then go to seven
- Then go to three

With the person next to you, explain your top three values and why you chose them

Personal mission statement drafting - 10 min

- Use personal mission statement worksheet for 10 minutes to begin to develop ideas for personal coaching philosophy
 - Worksheet can be found in Appendix I or the 7 habits for highly effective teens workbook
- Clarify modifications that you might need to make sure that it has coaching in mind, instead of just a personal mission statement
 - For example, think about why you feel it is important to work with kids - how does this tie into your values? How do you incorporate your values into your coaching? Why do you want to do what you do?
 - The worksheet is not required to be complete, but it is there to help get you thinking about what is important to you and why.
- A draft of the personal coaching statement is due next week (**insert the date here**). The coaching statements of you and your group will all be incorporated into the final mission statement of your PYD organization that you are designing as a final project. You don't need to worry about this now, this is just the end goal to keep in mind!

Habit 3: Put First Things First - 25 total

Intro to roles: **3 min**

We all have different roles in our lives, and how we invest time in them has a lot to do with our principles and values

Take a second to list all the different roles that you take in your life on your worksheet.

- Example my roles include:
 - Student
 - Sister
 - Daughter
 - Friend
 - Teacher
 - Employee
 - Supervisor
 - Coworker

We can accomplish everything in our roles, live by our values, and do what we've set out to do in our personal mission statements by using time management

Quote from Covey from this habit: “The challenge is not to manage time, but to manage ourselves” (150). The focus is on “enhancing relationships and accomplishing results”

Intro to quadrants: 7 min

- The things that take up your time can be viewed in three different categories - show the quadrant matrix (Appendix J) on the screen
- Think for a second what quadrant you spend your most time in, and what activities that you do regularly in each of the quadrants?
 - Share with the person next to you
 - 1 minute for brainstorming - on the worksheet
 - 3 minutes to share with partners
 - 3 people to share with the group where they think that they spend their time, and what the results are of that
 - Share any patterns that you see coming up when people talk about where they spend their time
 - What happens when we spend more time in quadrant 2?
 - More time for things that enhance our values and principles!
 - Now the challenge is to make time for the quadrant 2 activities that we often neglect, because they are not urgent, which is where the 24 hour calendar comes in.

Intro to calendar: 5 min

- The 24-hour calendar is just a strategy and tool to help you think about where your time goes (Appendix K)
- Helps leave room for more quadrant 2 activities that enhance your values and the values of your PYD organization
- How does this fit into coaching?
 - This is a strategy to help you when you are a coach to ensure that you are leaving time for everything that is important to your coaching and teaching, not just the urgent things
- Explain how the 24 hour calendar works:
 - Should put in all of your appointments and commitments (Quadrant 1 activities)
 - Should put in goals you have for the week that are in Quadrant 2 in five of your roles
 - Should prioritize what quadrant 2 activity or part of an activity that you will focus on each day of the week
 - Should schedule adequate time for all of your quadrant 2 activities
 - Can schedule time for quadrant 3 &4 activities if that makes you feel better (ex: schedule time to check your email each day, so that you do not feel overwhelmed with emails or let that get in the way of other activities)

10 min to complete on your own/ to begin filling it out

Habit 4: Think Win-Win - 25 min total

Intro: 5 min

- Win-Win is all about coming up with solutions that benefit everyone and incorporates a lot of the skills already learned in the first three habits
- Covey details 6 different human interactions – found on pg. 206-214 of *7 Habits of Highly Effective People*
 - In your own chart, write down an interaction that either you have had in the past, that someone else has had, or that you made up that fits into each of those frameworks.
 - Take 3 minutes
 - Keep those interactions in mind, we will come back to them later! Think about the values and reasoning behind each of those that led to that sort of outcome

Character traits: **3 min**

To have a win-win, there are three character traits that one must display

1. Integrity
2. Maturity
3. Abundance mentality

Work with a partner to define these terms together. Students can use the space on their worksheet for brainstorming this - **2 minutes**

Take one hand for the ideas on what each of them is, rephrase each response for clarification and to show students you were listening

Then, share Covey's ideas on each of the three character traits - **2 min**

1. Seeing life as a cooperative arena, not a competitive one. (Integrity)
2. Balancing courage for getting what you want with consideration for what others want. (Maturity)
3. Seeking successful, productive interactions by “filling others buckets/making deposits on others emotional bank accounts.” In doing this, negative energy focused on understanding and resolving issues. (Abundance Mentality)

This video shows Covey keeping these three character traits in mind when working with his son to create a win/ win solution:

<https://resources.franklincovey.com/all-videos/green-and-clean>

Video: about 5 min long

Ask the group, how Covey showed each of the three traits of a win-win agreement. Take three hands, one for each trait.

Steps to a win-win - 5 min

There are 4 steps to a Win-Win, and Covey followed those four steps in the video

Show the steps on the screen:

1. See the problem from the other point of view.
2. Identify the key issues and concerns involved.
3. Determine what results would make a fully acceptable solution.
4. Identify new options to achieve those results.

Ask the class for hands to show at which point Covey demonstrated each step of the Win-Win solution process

Ideas for where each step was in the video - no one answer, these are all options

- See the problem from the other point of view: Tried to reason away why his son had not yet worked on the yard, and then asked him what was up instead of yelling at him right away
- Identify the key issues and concerns involved: Walked with his son to see where he was at in the yard and asked him questions
- Determine what results would make a fully acceptable solution: Offered to help his son since he had time and let his son take initiative
- Identify new options to achieve those results: Let his son take charge of the cleaning of the yard while making sure he understood that his dad was there to help him for the rest of the summer

Now, have everyone revisit one of scenarios that they identified at the beginning of the lesson, where it was not a win-win scenario
Have everyone take 3 minutes on their own to think through what steps it would take to make it a win-win scenario

Habit 5: Seek first to understand, then to be understood - 30 min

Intro: **5 min**

Habit 5 really has 2 parts:

- First seeking to understand
 - Focuses on empathetic listening and really working to listen to what others are saying and to seek to understand their point of view.
- Working to be understood
 - Requires the knowledge and respect from first seeking to understand

Emotional Bank Account - Think of it kind of like a bucket, where when you and another person are cooperating, and there is a strong sense of trust and understanding (a good relationship between you and the other person), then the emotional bank account is very high. Listening empathetically raises the emotional bank account, and it takes a high emotional bank account to have the patience and trust to listen empathetically.

Take **1 minute** to look at the question in the packet about the emotional bank account and to answer it. You don't have to share out loud

Listening activity: **15 min total**

- Group up
 - Everyone stand up and find a partner with shoes that are the same color as yours and stand toe to toe
 - Have one person in the pair raise their hand, then the other person is going to talk first
- The person talking first is going to talk for 1 minutes uninterrupted about something they are excited about this week or month (it doesn't have to be deep)
- The other person cannot respond, they can only listen
 - Then switch people
- After the first person has gone, then take 2 talker hands and 2 listener hands to share how that felt

Introduce the 4 autobiographical responses that often occur when listening to other people:

- Evaluate - we either agree or disagree with what was said
- Probe - ask questions for our own frame of reference
- Advise - give counsel based on our own experience
- Interpret - try to figure people out using our own behaviors and ideas as a frame of reference

- Now the listener cannot interrupt, but reflect what the other person is feeling so they are really seeking to understand.
 - They are still listening with empathy.
 - They can only reflect back what the other person is feeling or saying.
 - If they use one of the four autobiographical responses, the other person can call them out on it.
- Each person gets 1.5 min
- Then take two hands from each talker and listener (different hands) and ask them how that felt and what they thought

Seeking first to understand is all about listening and asking questions and reading body language to fully understand the motives of each individual person and then working with them to be understood yourself

How does it apply: **5 min**

Brainstorm several ideas as to how seeking first to understand (that part especially) can apply to working with kids and in coaching

Ideas we want to come up with:

- Kids deserve to be heard, understood
- People often invalidate the experiences of kids, we want kids to understand that their experiences and ideas are valid
- Kids often have adults in their lives that don't listen to them, we want to listen to them
- When negotiating with kids, we want to ensure that we are listening to their needs and are able to address them, or they will not understand us (seeking first to understand then to be understood)

Do a looks like/ sounds like chart on the board that covers what listening to kids would look and sound like

Wrap up: **5 min**

- Now we want to address the second part, which is working to be understood
 - Best to approach first the ethos (your credibility),
 - Pathos (your sentiment)
 - Logos (logic)
- Important aspect of them is their order.
- When you address your credibility first, and then your emotional alignment with the other person, and then finally the logic of what you are going to say you will get a lot farther

Seeking first to understand is always within your circle of influence, and the more you work to do that, the more that being understood can fall within your circle of influence as well, and less within your circle of concern

Habit 6: Synergize - 15 min

Synergize is all about creative communication and using the strengths of everyone involved to come up with the best possible solutions.

Multiple intelligence activity:

- One way that creative solutions can be generated is by working together within and across different intelligence types
- Different intelligences often bring different ideas to a situation
- Kids have different intelligence types as well

- Explaining things to kids in the way that they learn best, even if it is in contrast to our own intelligence type can often be beneficial
- Have everyone look at the intelligence types on the screen - pulling up any internet graphic of multiple intelligences
- Choose their top three intelligence types
- Have everyone break into groups of 3 or 4
 - Try to get people of different intelligences in each group (not every intelligence type will be represented in each group)
- Have the different groups work through the scenarios in their worksheet
- Give about 3 minutes for each scenario, they don't have to write them down
- Take one group after each scenario to explain their thoughts on it and how they would have approached that situation

Three Scenarios

- How would you create a gym games lesson plan to accommodate for learning style X, Y and Z (top learning style of each of three group members) and make it enjoyable for everyone?
- Your group members are teaching a lesson to the kids on your basketball team before practice about either the bucket theory or the FISH philosophy. How do you structure the lesson to account for different intelligences of the kids, and how do you run the lesson to best utilize each of your strengths based on your top intelligences?
- You're on a task force that has been designed to fight food insecurity on your college campus. Many faculty and students would like to help college students who are struggling with this, but the fees committee is already grappling with a variety of social justice issues to fit into the budget and worries about raising student fees even higher. How do you approach this challenge in a way that can better the situation for everyone and takes into account various perspectives?

Group discussion to wrap up the topic and to conclude why synergy is so important

- Discuss how some situations are easy to handle with different types of people but it gets harder as situations get more complex and wrap up the topic.
- Did you have multiple/ conflicting emotions in any of these situations?
 - Ask for 2 people to share their thoughts on this
- Talk about how it is okay to have 2 conflicting emotions on a topic, and that it is okay for two people to have conflicting emotions as well, these things are all part of synergy.
 - Ex: if you are coming to college for the first time, you can be excited for the new adventure and opportunities AND sad about leaving your friends at home.
- When are other times in life you experience conflicting emotions? Has your perspective changed on this experience?
- How did utilizing different intelligences and strengths benefit your group problem solving process?

- How can using synergy in our problem solving and communication benefit your PYD organization as a whole?
 - Every situation is different - synergy is different with every person and circumstance - accept that and value the differences

Habit 7: Sharpen the Saw -20 min

Intro: 5 min

- Habit 7 is the habit of renewal, and of improving yourself in order to be able to help others
- You cannot manage the first six habits if you are not focused on personal renewal and improvement.
- Tell the story of sharpening the saw
 - 2 people are having a competition to see who can cut down the most trees
 - One cuts trees feverishly, and doesn't stop to sharpen the saw, so then eventually he can't cut down any more trees, and ends up losing the competition
- If you had to think back to the four quadrants, what quadrant do you think that sharpening the saw would often fall under?
 - Habit 2 - which is why it often gets ignored - even though it is so important!

Reviewing the sections: **5 min**

There are 4 different sections of sharpening the saw - write them on the board

- Physical dimension - exercise, nutrition, stress management, sleep
- Mental dimension - reading, visualizing, planning, writing
- Spiritual - core beliefs, purpose, values, soul
- Social - service, empathy, synergy, intrinsic security

There is a spot for sharpening the saw in the 24-hour calendar

take 2 minutes to fill out that section with how you will sharpen the saw within the week that you planned out

Scripting: **12 min**

Sharpening the saw also focuses on scripting others - which is huge to coaching!

There was probably a time in your life when you were struggling, and someone believed in you and then that helped you believe in yourself

Think-pair-share about a time that someone scripted you when you did not believe in yourself

- What was the situation, and how did it make you feel?
 - **1 min to think**
 - **1.5 min each to share (3 min total)**
 - Three people that share out

Now, brainstorm ideas how we can script kids to sharpen the saw

Ideas we are looking for:

- Show them that it is important to prioritize rest and renewal
- Talk about how you take time to sharpen the saw in your own life
- Touch base with kids on how they are working to “sharpen the saw” in their own lives
- Talk about how it is important to renew not just physically, but in other ways as well, like in terms of mental (planning and reading), and social/ emotional (service)

Lesson Reflection:

This lesson took over three 50- minute class periods to teach, and although all of the 7 habits are important and are applicable to coaching in a PYD setting, many topics are addressed in other formats. For example, Habit 5 – “Seek first to understand, then to be understood,” is very similar to active listening and the emphasis on active listening is also found in the lesson on communication. In the execution of this lesson, the third habit on-time management could have been explained more clearly to address why it was helpful when working with kids – that we want kids to understand that their time should reflect their values and their sparks, and to support them in that. Activities addressing the quadrants are helpful to include, but not necessary as it is more focused on personal and professional development instead of on coaching children. All habits are necessary to address, but some could be covered with more brevity at the discretion of the instructor and depending on what other topics are included in the course. When teaching the 7 Habits, ensure that students are moving around the classroom and discussing consistently with different people, and that there is an equal amount of time spent between discussing as a full class, discussing in pairs, and then personal reflection. It is also important to address that while *The 7 Habits of Highly Effective People* is often used in many different businesses and organizations, that it is an older book, and that many of the practices addressed in it still hold true but are often labeled under new names or have updated methods or philosophies. Stephen Covey’s bias is also important to address, as he is a devout Christian, and his Christian ideals are often interspersed throughout this book. It is important to recognize that although the book takes a character approach, that not all people will have the same ideals about “good character,” and that youth in PYD programs need to be allowed to develop their character within their own cultural context.

Lesson References:

Covey, S.R. (2004). *The 7 habits of highly effective people*. New York, NY: Free Press.

Lesson Plan 6 - Introduction to Lesson Planning and Midterm Project

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <ul style="list-style-type: none"> • SWBAT write a lesson plan for an hour long activity with an introduction, body, and closing • SWBAT consider classroom management when writing their lesson plan • SWBAT work as a team to organize their lessons • SWBAT understand different components of a lesson - especially objectives and assessments 	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Write a full lesson plan using a template (appendix number) with a partner for an hour long activity • Instruct a group of 20 campers in an activity for 15 minutes in an engaging way • Explain classroom management techniques and why they are important • Write objectives and then base activities and assessments off of those objectives • Provide feedback to peers on lessons • Engage collaboratively with peers and campers on the midterm teaching day 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Lessons must include objectives, assessments, and activities • How to organize groups of kids and build relationships with attention getters and clear boundaries • Safety is the number one priority when working with youth • Lessons need introductions, bodies, and closings 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What are some strategies for organizing and engaging youth during your activity? • How do these strategies facilitate relationship building with youth? • What should be included in a lesson plan? • Why are objectives important to a lesson? How do you write them? • What is the layout for the midterm coaching day?
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Strategies for engagement • Components of their lesson 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Writing lesson plans collaboratively 	

	<ul style="list-style-type: none"> • How to write an objective • The structure of the ACES midterm day 	<ul style="list-style-type: none"> • Writing objectives and assessments • Including engagement strategies in their lessons
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<p>Rubric (Appendix L) focused mainly on:</p> <ul style="list-style-type: none"> • objectives included and clear • activities appropriate for age group and for timing • classroom management strategies included • assessments relevant to objectives 	<p>PERFORMANCE TASK(S): Completed lesson plan for midterm activity - rough draft (due next class)</p>	
<p>Participation - see participation rubric in class syllabus for detailed information. Main evaluative criteria include: -Prepared for class -Offers feedback to peers and instructors -Participates frequently in discussions and activities</p>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Participation in icebreaker and in class discussions about lesson plans • Ability to work with peers on lesson planning • Group cooperation while lesson planning • Ability to answer essential questions 	
Stage 3 – Learning Plan		
<i>Summary of Key Learning Events and Instruction</i>		
<p>Introduce the activities for the day, and the objectives</p> <p>Begin the class with an icebreaker - by this point, one of the students should be capable of leading the icebreaker on their own. It is beneficial to select the person that is going to lead the icebreaker in the class before</p> <p>Introduction to what will happen at the ACES Day midterm (this is specific to Fall 2019 - include details here of what will happen during each cycle of the course) - 5 min</p> <ul style="list-style-type: none"> • We will all be working in partners to write this lesson plan • Each PAIR will turn in one lesson plan • There will be about 20 kids (as of right now) in each group 		

- We will be leading the activities from 10:00-10:40, and will then help the group transition to their next activity
- You are required to dress up in a Halloween costume appropriate for kids
- Typically, the activity lasts from 9:45-10:40, so it doesn't quite line up with our times. As soon as you get here, you will go straight to your assigned room to start the activity - more on this next week!
- There will be six of you in each group at any given time, two of you will be leading an activity, and the other four will be interacting with the kids. There will also be KidSpirit staff there. They will be able to help you, but will also be taking notes on what you did well and how you can improve
- Draw names for partners, and assign groups 1 - all about owls, 2- scoring goals

Lesson Plans - 20 min

- Each pair will turn in a plan that details everything that they would do IF they were teaching this activity for an entire hour
- You will only be leading for about 15 minutes (1-2 activities), but we want to practice planning for the beginning, middle, and end. Work together with everyone leading your same activity to generate the whole lesson plan, as each group will only lead one part of it and can be an expert on that section.

Things a lesson plan has:

- Objectives
 - What you want the students to learn
 - Can often be based on standards (ex if you are a PE teacher there are standards written out)
 - Can also be based on standardized skills - ex USAG
 - Written in the form of an "I can," or more formal SWBAT
 - Helpful to use terms from Bloom's taxonomy - pull up on screen (from internet) - action verbs
 - Students need to work at all levels of the taxonomy
 - Helpful to work from the bottom and then go up
 - Think of what change you want to make - if you are teaching soccer, what change do you want them to make in their soccer skills?
 - Should have two or three objectives for your lesson
 - Don't just have to be skills based - ex can be "SWBAT increase their heart-rate while playing owl-related tag games"
- Assessments
 - How you will measure what they learn
 - Will most likely be informal for ACES days, but can also be formal in real life - ex a tryout, a physical fitness test, a competition, etc.

- How you will see whether or not your students met the objective
- Ex if the objective is to learn how to dribble, then the assessment is being able to dribble the ball down the field and try to shoot it into the goal
- Brainstorm good assessments for each of the topics
- Lesson Intro
 - PE: often a game to warm up/ stretch the body
 - Lessons - often a discussion about what you know/ don't know about a topic and how to find out more
 - Then introduce what we are going to do today - give students a road map to follow
- Lesson Body
 - Introduction/ practice of a skill - ex in basketball could teach how to dribble, practice dribbling, and then play a game with dribbling where it is a race
 - Integrating the skill into other skills - ex if teaching dribbling, then might have to dribble and then shoot
 - Games that incorporate many of the skills - ex a final basketball game that includes everyone
 - Have enough activities planned to take up more class time than you would have thought necessary
 - Transition as needed
- Closing
 - Recap of what was learned
 - Clean-up

Lesson Plans need to demonstrate how the classroom will be managed and how expectations will be set. Brief tips - will cover more in the next lesson:

Classroom management

- Attention getters
- Setting boundaries
- Safety rules
- Introduce yourself
- Give jobs to the other people in the room - other classmates and also KS staff
- Alternative activities
- Giving kids options

Show template and go over sections - **5 min**

Appendix M

Time for lesson planning in class with partner - **remainder of class time**

Reminders:

- Only leading 15 min of activity (so pick your best one), but we will all have a full lesson plan written out to practice the process
- Rough draft of lesson plan needs to be done before you come to next class
- Will have about 10 minutes to work and then will be going over classroom management, the evaluation, and then peer review of the lesson plans
- Will NOT have time to do the entire thing on Tuesday
- Will have to turn in the final lesson plan you are going to teach on Tuesday night at 11/59pm (maybe Wednesday, get class feedback), I will comment on lesson plans before you teach them to give you ideas!

Lesson Reflection:

When teaching this lesson, it was helpful to spend additional time discussing exactly how to construct a lesson plan. Using the same template as I have used for my own lessons for these lesson plans was beneficial, as it gave students the opportunity to begin with the objectives and then center their activities around it. For this particular lesson, we assigned students different topics, and some of them were more difficult to adapt physical activities to than others. In the future, it would be helpful to give students the opportunity to design their own activities that they can excel at, and to possibly group themselves based on what they had coached in the past. It would also be beneficial for at least a portion of this lesson to be on adapted physical activity, and working with students with disabilities. Having an adapted physical activity student come lecture would be helpful, as would reaching out to Jennifer Beamer, PhD, in the College of Public Health and Human Sciences. When structuring how the midterm day would go, we had one student lead the introduction, one the body of the lesson, and one a closing of the lesson, and all of their lessons had to build off of each other. When introducing the activity, it would be beneficial to have students in the number of groups as there are going to be lessons, and then to have them collaborate on the entire body of the lesson together, planning on having pairs of students lead each group. That way, students' lessons would flow together more cohesively for the benefit of the youth participants. Slides or another visual that demonstrated the structure of the day, and also breaking down the different components of the lesson would be helpful. If an ACES day was not available, a midterm lesson could also be held at an Adult Night Out at KidSpirit, a free day, or possibly as an extra practice for a local sports team such as a soccer, basketball, or baseball team.

Additional Resources on adapted physical activity:

- International Classification of Funding, Disability, and Health: <https://www.who.int/classifications/icf/en/>
- NCHPAD website has tons of resources on Adapted Physical Activity: <https://www.nchpad.org/>

Lesson Plan 7 - Lesson Planning and Preparation for Midterm Project

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <ul style="list-style-type: none"> • SWBAT write a lesson plan for an hour long activity with an introduction, body, and closing • SWBAT consider classroom management when writing their lesson plan • SWBAT work as a team to organize their lessons • SWBAT provide constructive feedback to peers on their lesson plans using a rubric 	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Write a full lesson plan using a template (Appendix M) with a partner for an hour long activity • Instruct a group of 20 campers in an activity for 15 minutes in an engaging way • Explain classroom management techniques and why they are important • Write objectives and then base activities and assessments off of those objectives • Provide feedback to peers on lessons • Engage collaboratively with peers and campers on the midterm teaching day 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Lessons must include objectives, assessments, and activities • How to organize groups of kids and build relationships with attention getters and clear boundaries • Safety is the number one priority when working with youth • Lessons need introductions, bodies, and closings • Feedback should be activity instead of person focused, and should be clear and concise 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What are some strategies for organizing and engaging youth during your activity? • How do these strategies facilitate relationship building with youth? • What should be included in a lesson plan? • Why are objectives important to a lesson? How do you write them? • Does your midterm lesson plan fit the rubric requirements? If not, how can it be improved?
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Strategies for engagement • Components of their lesson 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Writing lesson plans collaboratively 	

	<ul style="list-style-type: none"> • How to write an objective • The structure of the ACES midterm day 	<ul style="list-style-type: none"> • Writing objectives and assessments • Including engagement strategies in their lessons • Providing feedback to peers on their lessons
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<p>Rubric (Appendix L) focused mainly on:</p> <ul style="list-style-type: none"> • Objectives included and clear • Activities appropriate for age group and for timing • Classroom management strategies included • Assessments relevant to objectives 	<p>PERFORMANCE TASK(S): Completed lesson plan for midterm activity - final draft due evening after this class</p>	
<p>Participation - see participation rubric in class syllabus for detailed information. Main evaluative criteria include: -Prepared for class -Offers feedback to peers and instructors -Participates frequently in discussions and activities</p>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Participation in icebreaker and in class discussions about lesson plans • Ability to work with peers on lesson planning • Group cooperation while lesson planning • Ability to provide constructive and positive feedback to peers on lesson plans • Ability to answer essential questions 	
Stage 3 – Learning Plan		
<p style="text-align: center;"><i>Summary of Key Learning Events and Instruction</i></p> <p>Introduce the activities for the day, and the objectives</p> <p>No time for icebreakers on this day in order to allow for plenty of time for midterm lesson plans</p> <p>Review of Assignments for This Project - 3 min</p> <ul style="list-style-type: none"> • Final Draft of Lesson Plan needs to be submitted tonight by 11:59pm on Canvas • Reflection on your coaching opportunity (respond to the prompts) will be due on Sunday at 11:59pm after the midterm (Appendix L) 		

- Final Lesson Plan - make edits based on your experience, feedback from peers and instructor on draft, etc. due following week on Canvas

Review Rubric - 5 min

Go over each section, ensure that students understand what is expected of them. Offer examples of each type of thing if needed (Appendix L)

Review classroom management techniques - 7 min

Brainstorm different ways to help “control a group of kids” and write ideas on board

Ensure that they are including how they are going to manage behavior in their lesson plan

Ideas to address

- Bag of tricks
- Attention getters
- Addressing your rules at the beginning
- Knowing names
- Making boundaries a part of the activity
- Clear options

Work time:

10 min to work on lesson plan with partner

Peer review 15-20 min (start 15 min before class ends at the latest)

- Will pair up groups with those doing the other lesson
- Each pair will review the lesson plan of the other pair and will score them on the rubric
- Will write at least one thing they did well, one thing they could improve on, and one suggestion for something else to include on the back of the rubric
- Will have 5 min for each lesson plan, and will give them the rubric when they are done
- Will review all three lesson plans from the other activity

Answer any remaining questions, remind about attire for ACES day, and what time to arrive

Reminder that final lesson plan is due on Canvas tonight at 11:59pm

Lesson Reflection:

When conducting this lesson, it was very helpful for students to have time to work and complete their lesson plans. In future classes, the plan is to only have the number of groups as there are lessons, and then that entire group would work together to create a full lesson plan, with an introduction, lesson activities, and a conclusion. Because of this, the peer review will look a little bit different. Groups will be assessing the entire lesson plan, not just the section worked on by a specific group. They could still use the same rubric to make this assessment, and it will be helpful for the entire group to receive feedback. It is also important to be clear about how much feedback is expected on the rubrics that students will be using - feedback should be specific to the activity and not vague. If there is time remaining at the end of this lesson after the peer review of the plans, it would also be beneficial for students to practice teaching their lesson to the next group, in order to gain experience explaining their instructions and seeing how clear they were. Overall, having this additional day before the midterm was beneficial for giving students the opportunity to develop their lessons further and to review the expectations for the midterm lesson plan.

Lesson Plan 8 - Midterm Coaching Day

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <ul style="list-style-type: none"> • SWBAT write a lesson plan for an hour long activity with an introduction, body, and closing • SWBAT consider classroom management when writing their lesson plan • SWBAT teach a lesson to a group of youth for 15 minutes and ensure their safety • SWBAT cooperate with peers to engage with youth while teaching 	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Write a full lesson plan using a template (Appendix M) with a partner for an hour long activity • Instruct a group of 20 campers in an activity for 15 minutes in an engaging way • Explain classroom management techniques and why they are important • Write objectives and then base activities and assessments off of those objectives • Provide feedback to peers on lessons • Engage collaboratively with peers and campers on the midterm teaching day 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Lessons must include objectives, assessments, and activities • How to organize groups of kids and build relationships with attention getters and clear boundaries • Safety is the number one priority when working with youth • Lessons need introductions, bodies, and closings 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What are some strategies for organizing and engaging youth during your activity? • How do these strategies facilitate relationship building with youth? • What should be included in a lesson plan? • Why are objectives important to a lesson? How do you write them? • How can you best engage a group of youth during a lesson?
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Strategies for engagement • Components of their lesson 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Writing lesson plans collaboratively 	

	<ul style="list-style-type: none"> • How to write an objective • The structure of the ACES midterm day • Safety and instructing expectations for the teaching day 	<ul style="list-style-type: none"> • Writing objectives and assessments • Including engagement strategies in their lessons • Collaborating to engage students • Explaining instructions and boundaries in a clear way •
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<p>Rubric (Appendix L) focused mainly on:</p> <ul style="list-style-type: none"> • objectives included and clear • activities appropriate for age group and for timing • classroom management strategies included • assessments relevant to objectives 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Completed lesson plan for midterm activity - final draft due five days after midterm lesson day - gives opportunity to edit based on experience and also feedback from peers 	
<p>Participation - see participation rubric in class syllabus for detailed information. Main evaluative criteria include: -Prepared for class -Offers feedback to peers and instructors -Participates frequently in discussions and activities</p>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Engaging students in lesson • Focus on objectives and safety while teaching • Participating in activities of other instructors • Energy and excitement, arrived in costume • Ability to answer essential questions 	
Stage 3 – Learning Plan		
<p><i>Summary of Key Learning Events and Instruction</i></p> <p>Students should arrive and a picture of everyone in attire will be taken 5 minutes before the class starts</p> <p>Send students out to different groups based on lesson</p> <ul style="list-style-type: none"> • Each pair of students instructs for their portion of the designed lesson 		

- Other students participate as assistant coaches and facilitate the lesson
- Students cooperate with each other to engage students
- Instructor should move between each group taking notes and providing feedback on head instructor rubric (Appendix N)
 - Additional KidSpirit instructors will provide feedback to each students as well
- Ensure that students introduce themselves and thank participants at the end

Lesson Reflection:

Overall, the midterm coaching day was a success! It was difficult to get people started and assigned to their appropriate groups. In the future, it would be better to have students arrive 15 minutes before class began (if possible) in order to organize the class and send them off to their groups. It was also hard, as the instructor, to bounce back and forth between the different groups to evaluate and give them feedback. Although the KidSpirit staff were also providing feedback to the students, it would have been more effective if they were provided with guidelines on what sort of feedback would be best to give the students in order to help them improve their instructing abilities. Staff should have provided feedback using the KidSpirit Head Instructor Feedback form (Appendix N), which focuses on clarity of instructions, setting expectations, enforcing attention getters, and level of engagement of participants. In addition to having more KidSpirit staff prepared to give feedback, it would also be beneficial to prepare students to give feedback to each other - not following a specific rubric, but just in terms of the different lesson aspects we discussed when planning the lessons such as engagement of the group, voice volume and tone, and use of attention getters and enforceable statements. Preparing participants before they are introduced to the students would also be beneficial in allowing the participants to provide feedback on their experience to the students, and also in managing their expectations for the class time.

Lesson Plan 9 - Assertive Communication

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <ul style="list-style-type: none"> • SWBAT evaluate what they did well and what they should improve upon from the midterm teaching day activity • SWBAT explain the components of assertive communication and to communicate their needs using I statements • SWBAT use enforceable statements when acting out scenarios to demonstrate how to enforce expectations and boundaries with kids • SWBAT explain why assertive communication is important to PYD programs 	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Evaluate both positive and constructive feedback from the midterm teaching day • Demonstrate their synthesis of course topics in the final project • Use enforceable statements and assertive communication when acting out a scenario • Demonstrate use of I statements • Explain why assertive communication is useful when working with kids 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Assertive communication can help communicate boundaries and expectations to kids, setting them up for success • Assertive communication models competence and confidence to youth • I statements, enforceable statements, and active listening are all ways to communicate assertively 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can you communicate boundaries and expectations to be enforceable? • How can you communicate your needs clearly and with kindness? • Why is assertive communication important to PYD programs? • How could your performance on the midterm teaching day have been improved? • What would your ideal PYD program look like?
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The difference between enforceable and not enforceable statements 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Communicating their needs and communicating feedback using 	

	<ul style="list-style-type: none"> • How to communicate using I statements • The important principles of assertive communication • How assertive communication fosters the 5 C’s in adults and youth • What is included in the final project 	<p>assertive communication techniques</p> <ul style="list-style-type: none"> • Explaining how assertive communication connects to PYD • Using enforceable statements when talking to youth
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<p>Rubric & Instructions (Appendix O & P)</p> <ul style="list-style-type: none"> • Inclusion of all required documents • Presentation is focused on how program builds relationships with youth and fosters 5 C’s • Presentation is engaging and well executed • Personal coaching statement clearly communicates PYD values • Budget clearly explains why PYD and individual program is important 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Final project - presented during week 10, documents due last class day of finals week 	
<p>Participation - see participation rubric in class syllabus for detailed information. Main evaluative criteria include:</p> <ul style="list-style-type: none"> -Prepared for class -Offers feedback to peers and instructors -Participates frequently in discussions and activities 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Participation and enthusiasm in assertive communication scenario • Providing feedback to themselves and peers on the midterm teaching day • Participating in I statement and assertive communication activities and discussions • Ability to answer essential questions 	
Stage 3 – Learning Plan		
<i>Summary of Key Learning Events and Instruction</i>		

Introduce the activities for the day, and the objectives

Begin the class with an icebreaker - by this point, one of the students should be capable of leading the icebreaker on their own. It is beneficial to select the person that is going to lead the icebreaker in the class before.

Debrief ACES Day - 7 min

- **Talk with partner first, then whole class discussion**
 - What went well
 - What did not go well
 - Something you would keep the same
 - Something you would do different
 - Things that surprised you
 - Things you still want to learn or want more help on now that you've had that experience
- Overall, whole group feedback from me and KS supervisors
 - There was a lot of standing and waiting while kids were doing the activities - be sure you are engaging with all of the kids at all times, especially not in your own activities
 - Instructions were relatively clear, but in some instances could have been more clear
 - More enthusiasm!
 - Really good awareness of safety and giving boundaries
 - Some groups used attention getters/ words to say which was great!
 - Owl group did a really good job of associating with the theme
 - A lot of groups focused on asking kids what they liked - while this can be helpful in learning their sparks, it takes a while so if you are ever in that instance again where you only are working with a kid or group of kids for a day, it is okay if you are unable to create a spark
- Will be sending individual feedback to each group through Canvas
- Final lesson plan is also due tonight on Canvas - only one person needs to upload it

Introduce Final Project - 10 min

- Share the handout that explains instructions (Appendix O)
- Share rubrics for each assignment (Appendix P)
- Will have about 1.5 days to work on it in class
- Presenting during week 10
- Draw names for partners

- About 5 min for brainstorming with partner

Assertive Communication Guidelines - 10 min

- Go over assertive communication handout (Appendix Q)
 - Review main points
 - Provide examples from own life as an employee
 - Use examples to explain the differences in speech
 - Can be really useful when in a confrontational situation - as someone's boss, or teacher, etc.
 - Can also be helpful with kids - because they need that sort of assertive language or it is not clear to them

Enforceable Statements

- Have class brainstorm enforceable statements you can make with kids - they might need to talk to their partners first
- Then have them go over the enforceable statements handout that compares statements (Appendix R)
- Have each pair come up with one or two enforceable statements on their own, and compare them to a non-enforceable statement

"I Statements" - 5 min

- I statements are a good way to practice saying what you think and feel, but it directs it towards you
 - I always think of I statements as assuming positive intent, because they do not place blame but instead make it about you and your feelings
 - Use with kids and with adults
 - I feel, when you, because, I need you to
 - Give at least three examples
 - Everyone writes 5 - 3 to kids and at least one or two towards other people in your life
 - Practice saying them to a partner

Assertive Communication practice and role play with the scenarios - remainder of time

- Each pair will have a scenario (Appendix S)
- They will all get the chance to talk through it with their partner
- We will then perform these scenarios in the next class
 - Try to make the scenario engaging and interesting
 - Do not need to do actual, intense role play - act as "normal" kids/ staff
- After scenario, rest of class will provide one piece of constructive and one piece of positive feedback for each student

Lesson Reflection:

This lesson was a successful summary of the different aspects of assertive communication, and provided students with skills they used throughout the remainder of the course. It also allowed them the opportunity to establish different ways that they might teach assertive communication skills to kids and also to actively engage in their conversations with youth. This is one of the most powerful aspects of building relationships with youth, and is therefore essential to a PYD program. The final project placement is also flexible, but it is essential to introduce the project at least three weeks before the deadline, as students need appropriate time to complete the activities. Organizing all of the rubrics and documents for the final project in the same easily accessible place on Canvas would be beneficial as well. The role play of the assertive communication scenarios was helpful, but it would have been more effective if students had been actively engaged the entire time. To do so, I think a brief discussion of the energy level necessary in good role play would have been helpful, setting the expectation that students should be prepared to put effort in to the demonstration they are leading. Providing personal examples of assertive communication and the benefits of it would also be helpful and impactful to students.

Lesson References:

Fay, J. (2020). *How to create a love and logic classroom*. Love and Logic. <https://www.loveandlogic.com/pages/how-to-create-a-love-and-logic-classroom>.

Lesson Plan 10 - Growth Mindset

Stage 1 Desired Results			
<p>ESTABLISHED GOALS</p> <ul style="list-style-type: none"> • SWBAT understand the difference between growth and fixed mindsets • SWBAT evaluate what mindset they currently reside in, why that might be, and how they will actively move themselves towards a growth mindset • SWBAT identify the words and actions associated with growth mindsets • SWBAT understand how mindsets can develop in children and how to positively influence them to develop growth mindsets 	Transfer		
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Evaluate their own mindset • Write about how they will change their own mindset for the better • Positively influence kids’ mindsets when speaking with and about them 		
	Meaning		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Fixed mindsets make it difficult to reach your goals and be “successful” • Fixed mindsets are focused on the idea that intelligence and talent are fixed and can never improve • Mindsets are influenced by your environment • A lot of talk you give to yourself and to others influences your mindset </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What is the difference between a fixed and a growth mindset? • What is your mindset currently like? • How can you build a growth mindset? • How can you teach children to also have a growth mindset? • How does a growth mindset relate to PYD? </td> </tr> </table>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Fixed mindsets make it difficult to reach your goals and be “successful” • Fixed mindsets are focused on the idea that intelligence and talent are fixed and can never improve • Mindsets are influenced by your environment • A lot of talk you give to yourself and to others influences your mindset 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What is the difference between a fixed and a growth mindset? • What is your mindset currently like? • How can you build a growth mindset? • How can you teach children to also have a growth mindset? • How does a growth mindset relate to PYD?
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Fixed mindsets make it difficult to reach your goals and be “successful” • Fixed mindsets are focused on the idea that intelligence and talent are fixed and can never improve • Mindsets are influenced by your environment • A lot of talk you give to yourself and to others influences your mindset 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What is the difference between a fixed and a growth mindset? • What is your mindset currently like? • How can you build a growth mindset? • How can you teach children to also have a growth mindset? • How does a growth mindset relate to PYD? 	
Acquisition			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Characteristics of different mindsets • Examples of how mindsets affect success, performance, and everyday life • How their actions could be contributing to the growth of mindsets in children </td> <td style="width: 50%; vertical-align: top;"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Giving feedback in a growth mindset way • Recognizing when their own mindset is fixed • Consciously choosing to change their mindsets for the better </td> </tr> </table>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Characteristics of different mindsets • Examples of how mindsets affect success, performance, and everyday life • How their actions could be contributing to the growth of mindsets in children 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Giving feedback in a growth mindset way • Recognizing when their own mindset is fixed • Consciously choosing to change their mindsets for the better 	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Characteristics of different mindsets • Examples of how mindsets affect success, performance, and everyday life • How their actions could be contributing to the growth of mindsets in children 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Giving feedback in a growth mindset way • Recognizing when their own mindset is fixed • Consciously choosing to change their mindsets for the better 		
Stage 2 - Evidence			
Evaluative Criteria	Assessment Evidence		
	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • No assigned performance tasks today 		

<p>Participation - see participation rubric in class syllabus for detailed information. Main evaluative criteria include:</p> <ul style="list-style-type: none"> -Prepared for class -Offers feedback to peers and instructors -Participates frequently in discussions and activities 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> -Participation in class discussion of mindsets -Participation and enthusiasm in communication scenarios -Ability to discuss with peers different aspects of their own mindsets -Ability to answer essential questions
<p>Stage 3 – Learning Plan</p>	
<p><i>Summary of Key Learning Events and Instruction</i></p>	
<p>Begin the class with an icebreaker - by this point, one of the students should be capable of leading the icebreaker on their own. It is beneficial to select the person that is going to lead the icebreaker in the class before</p>	
<p>Finish Communication Scenarios - 10 min</p>	
<ul style="list-style-type: none"> • Get with partners and refresh what your scenario was - 2 min • Each group will perform their scenario • Debrief activity - what was hard about these assertive communication scenarios, what was easy? Might need to think, pair, share to best understand them • Ask two or three people which strategy stood out the most to them • Main takeaways - assertive communication can be difficult and can feel confrontational, but is a really positive way to say what you have to say, and there are a bunch of strategies to do so - focuses on Habit 5 - Seeking to be understood 	
<p>Growth Mindset</p>	
<p>Introduction - 10 min</p>	
<ul style="list-style-type: none"> • This lesson, and much of the work on growth mindsets, is based on the research of Dr. Carol Dweck. She wrote a book, called <i>Mindset</i>, that I highly recommend. It is not as dense or as long as the 7 Habits book and really forced me to evaluate my own mindset and ideas, as well as how what I say could be influencing the mindsets of others. • Introduce learning and how we learn new things - that it requires a mindset! Ask questions <ul style="list-style-type: none"> ○ How do we learn new things? ○ Why is having a growth mindset valuable to learning? ○ How does understanding a fixed and growth mindset help us meet our goals? 	

- How does understanding a fixed and growth mindset help us in our jobs and specifically working with youth and our peers?
- Think, pair, share on all of these questions - want to challenge the class to have a discussion today
 - Points to hit on: we learn by building one thing on top of each other, and by thinking and knowing that we can consistently and actively improve
 - Everyone started out somewhere, no one was just born into greatness
 - Opportunities, resources, and effort all play a role in developing a mindset
 - In our job - want to help kids build growth mindsets - everything you say has an impact on them! Ex: from a young age, even toddlers embody the mindset that you take on.
 - Dweck uses the example that when kids are judged and/ or punished for their mistakes, they think that it reflects on their character and often interpret it as an inability to grow and improve - instead they should interpret it as what it is, just a mistake

Definitions of the 2 Mindsets - 15 min

- Watch book summary on YouTube of Mindset book - **7 min** with takeaways
 - 3 Main takeaways from the video <https://www.youtube.com/watch?v=EvIF5VUOJc0>
- After watching it - how would you define both a growth and fixed mindset
- Write on board - **3 min**
 - Words associated with growth mindsets and actions - mistakes are opportunities for learning, learning can happen slowly, success is possible with effort (not necessarily you can do anything, but you can do anything you want to do)
 - Words associated with fixed mindsets and those actions - failure defines you, blame, mistakes are failures, innate talent, measured by your success
 - Write statements that demonstrate each of the mindsets and write them on sticky notes, then put them on the board in each of the section - each person should come up with four or 5 (statements you've either heard kids say or have said yourself)

Your own mindset - 10 min

- Have everyone take the mindset quiz to evaluate where their own mindset is at (Appendix T)
- Debrief it with a partner
 - Was your mindset what you thought it was? Yes or no, and why was that?
 - Are there areas where you feel like your mindset is more growth/ more fixed?
- How do we learn? - think of a time that you learned something new - we learn by making mistakes and then building new connections and growing our brains

- Have people think with a partner and come up with a personal example of a time they were challenged, and then were able to learn something new - might have needed help from others, have to put in effort, and use different problem solving strategies
- Then have people share their stories out- 2 or 3
- Show the growing your own mindset video - <https://www.youtube.com/watch?v=aNHas97iE78>
- Have people make a plan for how they will take their fixed mindset in a certain area and turn it into a growth mindset - then share with a partner and then share out

Lesson Reflection: This lesson had a very positive impact on the students, as many of them referenced it as one of their favorite lessons throughout the course. Although many had heard of the growth mindset before, they had not explored it as in depth. It was very beneficial to have read Dweck's book, *Mindset*, before writing this lesson, and I would recommend that anyone else who teaches this lesson has at least reviewed this book first. When having students evaluate their own mindsets, it would be helpful to emphasize that it is very possible to have a growth mindset in some respects, and a fixed mindset in others. The communication scenarios and debriefing each of them took significantly longer than what was originally planned, so the mindset lesson could easily stretch over two days. The best way to break it up is to first discuss what the different mindsets are on the first day, and then to address growing your own mindset on the second day. Connecting the mindsets to how you can communicate mindsets to kids is also an important aspect of this lesson that can be covered more in depth, as well as the importance of modeling growth mindsets for kids. Because this activity is more personal, it might be beneficial for students to think through the different activities and questions on their own, and share out only if they are comfortable.

References:

Better than Yesterday. [Username]. (2016, Dec 14). *Growth Mindset by Carol Dweck (animated book summary) - Growth Mindset and Fixed Mindset*. [Video]. YouTube. <https://www.youtube.com/watch?v=EyIF5VUOJc0>.

Dweck, C. (2016). *Mindset: The new psychology of success*. Ballantine Books, Penguin Random House, LLC.

Quality Insolvency Services Ltd. [Username]. (2016, Oct 25). 4 Steps to developing a Growth Mindset. [Video]. YouTube. <https://www.youtube.com/watch?v=aNHas97iE78>.

Lesson Plan 11 - Feedback and Growth Mindsets

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <ul style="list-style-type: none"> • SWBAT understand the importance of a growth mindset to learning and identify the characteristics of a growth mindset • SWBAT evaluate their own mindset and how to improve it to be a growth mindset instead of a fixed mindset • SWBAT give effective feedback and to consider a growth mindset when giving that feedback • SWBAT plan and execute leading easy games for the entire class during the next class period to gain practice with lesson planning and giving instructions 	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Write feedback sentence starters using the skills they've learned • Evaluate their own mindset and how to improve it • Plan a game to lead during the next class period • Give positive and constructive feedback to peers and others in their lives 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Mindsets can change, and we can work on developing a growth mindset by considering how we learn • We can give feedback from a growth mindset lens • Feedback should be focused on the action instead of the behavior 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How do you give feedback that is both positive and constructive? • Why is feedback important? • What is feedback? • What does a growth mindset have to do with feedback? • How do we grow and improve our mindsets?
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The identifying features of a growth mindset • The importance of growth mindsets in feedback • The different components of clear and enforceable feedback 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Giving and receiving feedback to each other • Giving feedback in a growth mindset setting • Identifying how to improve their mindset 	

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
Mini lesson plan (Appendix U) <ul style="list-style-type: none"> • Submitted on time • Includes objectives, assessments, and activity JYD Article reflection (Appendix V) evaluated using reflection rubric (Appendix A) <ul style="list-style-type: none"> • Summarizes main points of article • Connects article to PYD • Explains application to own coaching future • Shows clear effort and is submitted on time 	PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Game day mini lesson plan due before next class • Reflection on any article from the <i>Journal of Youth Development</i> due tonight on Canvas
Participation - see participation rubric in class syllabus for detailed information. Main evaluative criteria include: <ul style="list-style-type: none"> -Prepared for class -Offers feedback to peers and instructors -Participates frequently in discussions and activities 	OTHER EVIDENCE: <ul style="list-style-type: none"> -Participation in class discussion of mindsets -Writing 3 pieces of feedback and sharing them with a partner -Writing sentence starters on the whiteboard -Ability to discuss with peers different aspects of their own mindsets -Ability to answer essential questions
Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
Start the class off with a game - 5 min	
Finish Mindset Activities - 10 min - copied from Lesson Plan 10	
<ul style="list-style-type: none"> • We finished last class with a test about what our mindsets were and how that compared to what we thought they were • Take a second to jot down notes/ find the mindset quiz to remind yourself what we covered • How do we learn? - think of a time that you learned something new - we learn by making mistakes and then building new connections and growing our brains <ul style="list-style-type: none"> ○ Have people think with a partner and come up with a personal example of a time they were challenged, and then were able to learn something new <ul style="list-style-type: none"> ▪ Might have needed help from others ▪ Have to put in effort 	

- Use different problem solving strategies
- Then have people share their stories out- 2 or 3
- Show the growing your own mindset video - <https://www.youtube.com/watch?v=aNHAs97iE78>
- Have people make a plan for how they will take their fixed mindset in a certain area and turn it into a growth mindset - then share with a partner and then share out

Growth Mindset Related Feedback - 15 min

- When giving feedback, we want to incorporate all of the communication skills and growth mindset skills that we have just learned!
- Focus feedback on the action not on the person
- Use I statements instead of you statements - especially when giving feedback to parents or guardians
- Growth mindset feedback - want to focus positive feedback on the effort not on the talent or the person
 - Focus on the effort not on innate talent or ability
 - Praise how hard people worked not how the skill looks
 - Why? How does this relate to PYD?
- When giving feedback on positive or negative behaviors, what is important to remember?
 - Ask class for responses
 - Focus on the behavior not the person
 - Reaffirm positive behaviors
 - Use enforceable statements
 - Ask questions - but don't make your directions a question
- Sentence starters: make two columns on the board for constructive vs positive feedback - **5 min**
- Have people write at least three or four sentence starters for feedback that incorporates all of those things - **5 min**
- Have everyone write at least three pieces of positive and three pieces of constructive feedback using a growth mindset. One must be for someone else in the room

Game Day - Next Class - 5 min to introduce

- Wanted practice with giving instructions and leading different games
- Will have the opportunity to do this again during next class (with just our class and maybe some volunteers as well)
- Partners (just so everyone has time go to)
 - Can pick your own partners, but it has to be someone you haven't worked with yet
- Combination of indoor and outdoor, active vs non-active games

- Can be any game that we have not already played yet
- Will have to turn in a mini lesson plan (just objectives, assessments, and directions) using the template on Canvas to get your participation points for the day (Appendix U)

15 min - prep time

- Time to plan a game with your partner
- Take a poll to see who is playing outside and who will be playing inside games
- Have everyone share out what their game is
- Submit the mini lesson plan **Before next class** to get points for the day!

Closing:

- Reminder of assignments - JYD Reflection due tonight
 - Let me know if you have questions, or are struggling with the assignment at all
- Upload a mini lesson plan on Canvas for Thursday if you want to get full points for the day!
- Be working on your final project - reminder that we will not have a ton of time in class to work on it (probably about a day and a half) so be prepared to have it completed by week 10 (time will go by super fast, so just be aware of that!)

Lesson Reflection:

This lesson was a collection of small activities, and although it was not one cohesive topic, it was beneficial to have this time to wrap up several different topics we had discussed. This would be a good place to incorporate additional topics in the future if necessary, such as equity in PYD, additional topics related to sparks or thriving, or additional aspects of classroom management. This could also be a time where students could have discussed the journal articles they read from the *Journal of Youth Development*, in order to bounce ideas off of each other and to be introduced to new topics. When teaching this lesson, there was not enough time to practice feedback with different sentence starters directed towards each other. Although this activity would have been helpful, the class definitely understood what was expected of them when giving feedback without it, and much of the feedback provided on the game day was growth-mindset centered feedback. It could be removed or included in the future, at the discretion of the instructor. For the game day, a mini lesson plan could have been defined more clearly, as students ended up submitting a variety of things that did not necessarily prepare them to teach their lessons. At this point there were also a lot of assignments, as we were reaching the end of the term, so it was beneficial to have reminders of what was due. It would have also been good to send out these reminders as announcements on Canvas, especially if due dates changed or if students appeared to be having a hard time sending in assignments.

Lesson References:

Dweck, C. (2016). *Mindset: The new psychology of success*. Ballantine Books, Penguin Random House, LLC.

Quality Insolvency Services Ltd. [Username]. (2016, Oct 25). 4 Steps to developing a Growth Mindset. [Video]. YouTube.
<https://www.youtube.com/watch?v=aNHas97iE78>.

Lesson Plan 12 - Game Day

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <ul style="list-style-type: none"> • SWBAT plan and execute leading easy games for the entire class during the next class period to gain practice with lesson planning and giving instructions • SWBAT provide peers with feedback on their games, both positive and constructive • SWBAT center feedback on a growth mindset • SWBAT lead games that foster the 5 C's and engage youth (and adult participants) 	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Lead games to the entire class that are engaging and communicated clearly with clear objectives and assessments • Submit lesson plans that include objectives, activities, and assessments • Give feedback to peers using a growth mindset lens • Participate in games led by their peers 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Feedback should be centered around effort and can be both constructive and complimenting • Feedback can contribute to helping others build growth mindsets • Objectives are helpful in generating clear and engaging games • Activities should be centered around activities that youth (or peers) are passionate about 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What components of a game make it engaging? • How can we communicate instructions and ideas for an activity clear enough for others to understand? • How can feedback contribute to building growth mindsets?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The objectives, assessments, and activities of each of their games 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Instructing their lessons with engaging and clear instructions

	<ul style="list-style-type: none"> • How to communicate constructive and complimentary feedback to their peers 	<ul style="list-style-type: none"> • Providing feedback to their peers focused on effort and growth mindset
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<ul style="list-style-type: none"> • Worksheet should be completely filled out • Feedback should be growth-mindset centered • Both constructive feedback and complimentary feedback should be included 	PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Feedback worksheet completed and turned in during next class 	
Participation - see participation rubric in class syllabus for detailed information. Main evaluative criteria include: -Prepared for class -Offers feedback to peers and instructors -Participates frequently in discussions and activities	OTHER EVIDENCE: -Participation in class games and in giving feedback -Providing feedback to peers -Leading games to peers -Respectfully participating -Ability to answer essential questions	
Stage 3 – Learning Plan		
<i>Summary of Key Learning Events and Instruction</i>		
Introduce the activities for the day, and the objectives <ul style="list-style-type: none"> • Get started right away, so each group has time to lead their game • Draw names of which group will go first • Have group introduce the name of their game and the objectives when explaining it • Each group leads game for about 7 minutes (including instruction time) and then groups have time to jot down quick feedback notes • Feedback worksheets will have to be completed at home, and turned it at the next class • Utilize KidSpirit staff to play games as well, and to fill out feedback worksheets for each game 		
Feedback worksheet:		

- Create template before class begins
- Have a spot for each pair of partners
- Have a line to write the name of game
- Leave space for constructive feedback
- Leave space for positive feedback
- Put due date on top of form

Lesson Reflection:

Game day was very popular with all of the students! They were excited to be instructing again and to get to work with their peers. Inviting KidSpirit staff to attend the day was also beneficial, as they were able to provide very clear constructive feedback for each of the students. The games were creative and allowed students to work with different partners, and a break from the typical class activities. It would have been helpful to clarify the difference between the icebreakers and the game day activity - as many of the activities that students did were more similar to ice breakers than to full lessons. In providing feedback to each other, many of the students were very specific, and used the skills they developed in the growth mindset lesson. It would have been beneficial to specifically require growth mindset centered feedback. The application of the game day to PYD should have also been addressed, to remind students that they should be practicing incorporating opportunities to focus on the 5 C's throughout their games and lessons. Assigning each group one of the 5 C's to focus on in their lesson would have been another way to incorporate PYD principles more concretely in this lesson as well.

Lesson Plan 13 - Classroom and Behavior Management

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <ul style="list-style-type: none"> • SWBAT understand how to use love and logic to enforce boundaries and empower kids through their choices and decisions • SWBAT evaluate difficult situations using love and logic and the principles of PYD • SWBAT explain how love and logic fosters building relationships with youth • SWBAT explain guidelines for choices with youth 	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Act out scenarios that utilize love and logic • Think through difficult situations that challenge programs and how to meet those challenges using PYD • Use enforceable choices to empower youth while still maintaining boundaries and safety • Explain the importance of love and logic and how it applies to PYD 	
	<i>Meaning</i>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Love and logic focuses on consequences with empathy, guided choices, and using shared thinking • There are difficult situations that every program will be presented with that require compassion and consideration of program values to solve • Choices empower youth to try their best and inspire confidence and competence </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can love and logic empower youth? • How can using love and logic support developing relationships and support PYD principles? • How would you handle difficult situations while considering your values and the values of your program? • How can you use choices and consequences with empathy to support boundaries with youth? </td> </tr> </table>	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Love and logic focuses on consequences with empathy, guided choices, and using shared thinking • There are difficult situations that every program will be presented with that require compassion and consideration of program values to solve • Choices empower youth to try their best and inspire confidence and competence
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<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The principles of love & logic teaching • How to set boundaries and limits that still give youth autonomy 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Using love and logic to communicate boundaries and consequences for youth • Setting enforceable limits for youth 	

	<ul style="list-style-type: none"> • How they might respond personally to a difficult situation that questions the programs’ values • How to communicate with youth and express guidelines using love and logic 	<ul style="list-style-type: none"> • Responding to difficult program situations with compassion • Explaining how PYD is related to love and logic
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Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
-Handout is completed on time -Demonstrates accurate knowledge of notes taken in class -Clear solutions that focus on love and logic principles -Understanding of how love and logic relates to PYD	PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Behavior management notes sheet - due during next class or on Canvas that day (Appendix W)
Participation - see participation rubric in class syllabus for detailed information. Main evaluative criteria include: -Prepared for class -Offers feedback to peers and instructors -Participates frequently in discussions and activities	OTHER EVIDENCE: <ul style="list-style-type: none"> • Participation in group brainstorming of solutions and participation in class discussion • Feedback on other group’s performance on their solutions • Creative solutions that acknowledge that the situation is hard, but that it is solvable with skills that we have obtained so far in class • Ability to cooperate with peers • Ability to answer essential questions

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Start with a game - **5 min**

Review of game day - **3 min**

Ask for 3 people to share what they learned

Review of rest of the term - 3 min

- We will be having two work days to work on the final
- Be sure you are looking at the rubric

- Email me with questions or be prepared to ask questions in class
- Next class we will quickly discuss our articles from the *Journal of Youth Development* in pairs

Love and Logic - 10 min intro

Introduce love and logic and limit setting worksheet (Appendix X)

- When a child is in a situation of defense, their reaction is fight or flight. We want to diffuse the situation by listening and sharing choices
- Limits are a great way to go about this
- Using enforceable statements (Appendix R)
 - Want to provide limits that share responsibility - what they can do vs what they can't do
 - Want to have choices within your limits
 - Choices create situations in which children are forced to think.
 - Choices provide opportunities for children to make mistakes and learn from the consequences.
 - Choices help us to avoid getting into control battles with children.
 - Choices provide opportunities for children to hear that we trust their thinking abilities.
 - Creates a feeling of empowerment
 - Why is this important for PYD?
 - Want choices instead of threats:
 - Example of a threat: ‘
 - “You can either clean your room or lose your right to watch TV.”
 - Example of a choice:
 - “Would you rather clean your room on Saturday or Sunday?”
 - “Would you rather clean your room or rake the lawn so I’ll have time to clean your room?”
 - “Do you think you will be spending your allowance on fun things this week or paying someone to do your chores?”
 - Do you want to settle the problem yourselves, or draw straws to see who sits by the window for your timeout?”
- Guidelines for choices
 - Avoid open ended questions like “do you want to....”
 - Give acceptable time limits
 - Choose choices that you are okay with

- Don't pick a choice that you are not willing to let the child live with the consequences of
- Be willing to give the choice to the child if they do not pick it themselves
- Delivery is important. Try to start your sentence with:
 - You're welcome to _____ or _____.
 - Feel free to _____ or _____.
 - Would you rather _____ or _____?
 - What would be best for you _____ or _____
 - The best time for choice is when things are running smoothly so you avoid a power struggle and establish choices as positive options.
- Consequences with Empathy
 - Listen and demonstrate empathy and understanding while letting campers know their behavior is not condoned.
 - Let the consequences do the teaching.
 - When appropriate involve the campers in the process.
 - Discuss the choice they made for their behavior and help them to come up with an appropriate consequence.
- Shared Thinking - 3 min
 - By asking questions and sharing control with the camper you can give them a chance to come to the desired decision.
 - Model how to act in a stressful situation by demonstrating control and empathy.

Love & Logic Scenarios - 15 min

- Handouts: Love & Logic Scenarios & Problem Solving with Love & Logic (Appendix X)
 - Ask for a volunteer to break the staff into groups of 4 to 5.
 - Using the principles of love and logic how would you approach each of the following situations?
 - **5 min to discuss, 7 min to share with the entire group**
- Scenarios**
- Billy refuses to make a bead necklace. He throws the beads on the floor and storms into the hallway. How do you address this situation?
 - Lilly starts crying in class. When you ask her what is wrong she tells you Jade invited the rest of the class to her birthday party this weekend but Lilly wasn't invited. How do you address this situation?
 - Kai will not stop swinging his golf club around while you are trying to give directions. How do you address this situation?
- Discuss their ideas for each situation with the full group.
 - When a child is put in a situation of defense their general reaction is fight or flight
 - Instead we want to diffuse the situation by listening, sharing choices and reducing power struggles.

Dilemmas and Deliberate Practice - 15 min

- PYD is all about building relationships with kids and ensuring that they feel valued
- There are a lot of competencies that are associated with PYD, and we have discussed a lot of them
 - Curriculum (program activities)
 - Safe and [Inclusive](#) Environment
 - Child and Adolescent Development
 - Cross-Cultural Competence
 - Connecting with Families
 - Connecting with Communities
 - Health, Safety, and Nutrition
 - Professionalism
 - Professional Development
 - Program Management
- Competencies might not always be enough
- Kids live in a complicated world, and some of the best ways to prepare yourself for difficult situations is to think through them and to give each other feedback

Deliberate practice - **5 min** to discuss with your group, then share out

- What would you do in these situations?
- How can you incorporate love and logic into each scenario?
- How can we practice and prepare to deal with these dilemmas while still considering PYD?
- Each group will take a scenario and explain them
 - Pushing personal or professional boundaries:
 - Sean asks you for a ride home.
 - Nicole asks you to go with her to the prom
 - In conflict with program/agency rules:
 - Will brings a knife to the program in case he has to defend himself on the way to the center.
 - Crossing cultural norms and expectations:
 - Naima wants to participate in the leadership training, but her parents do not approve because they do not see this as appropriate behavior for a girl.

If there is time at the end - complete worksheets and turn them in and then also get with partner to continue to work on final project

Lesson Reflection:

It was helpful to have Janet assist with teaching this lesson - in the future I think it would be beneficial to either have Janet, or someone in her role from KidSpirit or even potentially a skills trainer from Old Mill there to assist with the lesson. The point of the lesson is not to teach students to be behavior management experts, but instead to give them the opportunity to observe some different situations and to learn a few basic techniques. Instead of focusing solely on Love and Logic, introducing the topic as being essentially limit setting and then incorporating both the ideas of Love and Logic, and the concrete steps of ACT Limit Setting would be helpful. The scenarios that are already available for this lesson are all good examples, and could use ACT limit setting to better structure how to give kids these choices. The role play was difficult to get participation and buy-in for, but I am confident that if the precedent was set in the class for consistent and active participation, that students would be able to role play in the future. I think for the other portion of the lesson, students could develop different classroom management techniques and introduce some of them that set clear expectations, or introducing very briefly Collaborative Problem Solving would be beneficial. CPS is definitely not something that can be mastered in one class period, but having staff brainstorm a couple of different ways to approach scenarios with a CPS approach would be helpful. The deliberate practice activity was okay, but I do not think it accomplished what was desired from this lesson, which was for students to have a more broad understanding of different techniques they could use to manage a group that are still youth-centered and focus on developing relationships and strengths. In the future I would not include this portion of the lesson, and would instead focus on other classroom management techniques.

Ideas for future changes to this lesson and possible available resources:

- Collaborative Problem Solving Video: <https://www.youtube.com/watch?v=zuoPZkFcLVs>
- ACT Limit Setting Introduction - (Appendix Y)
- CHAMPS - a strategy for organizing and frontloading boundaries in the classroom - <https://minds-in-bloom.com/introduction-to-champs/>
- Addressing frontloading in the classroom, attention getters, making clear objectives, engagement strategies, how to adapt lessons to diverse learners or to groups of kids who are struggling to focus, and scaffolding (anything not covered before midterm teaching day)

Lesson Plan 14 - Final Project & Presentations

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <ul style="list-style-type: none"> • SWBAT explain how an article they read from the <i>Journal of Youth Development</i> is related to PYD and why it was interesting to them • SWBAT design their own PYD program and explain its connection to PYD theory discussed in class (5 C's, identity development, sparks, thriving) • SWBAT complete coach profiles and personal coaching statements that reflect the values of their PYD organization • SWBAT write a funding proposal that explains why their organization meets the values of a PYD organization and why it should receive funding • SWBAT present their PYD program and explain its importance in a PowerPoint to the class 	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Synthesize their understanding of PYD principles into a final project presentation centered around a program proposal • Communicate how their staff embodies PYD through a personal coaching mission statement and a coach profile • Explain why PYD programs are important by writing a funding proposal to a potential donor to their program • Present their program in a final presentation to their peers 	
	Meaning	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • PYD programs are all different but they all embody the 5 C's, and focus on empowering youth, building resiliency, and fostering relationships • PYD programs can receive funding based on their values and principles • Staff at PYD programs strive to set role models for community youth • PYD programs can have strong positive impacts on the communities they serve </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What makes the program you designed a PYD program? • Who would fund your PYD program? Why? • What characteristics does a staff in your PYD program have? • How does your program support building relationships with youth and the 5 C's? • How can you present your program to your peers? </td> </tr> </table>	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • PYD programs are all different but they all embody the 5 C's, and focus on empowering youth, building resiliency, and fostering relationships • PYD programs can receive funding based on their values and principles • Staff at PYD programs strive to set role models for community youth • PYD programs can have strong positive impacts on the communities they serve
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Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The background and purpose of their program • Why their program supports PYD and how it does so 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Communicating their program goals and outline to peers and instructors in both writing and oral presentations 	

	<ul style="list-style-type: none"> • Why someone might fund their program • The characteristics of staff at their program and why they want them to embody those characteristics 	<ul style="list-style-type: none"> • Giving constructive and positive feedback to peers on their programs • Explaining why and how their program supports PYD
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<p>Final project & Presentation Rubrics (Appendix O & P) Centers around</p> <ul style="list-style-type: none"> • Inclusion of all required documents • Presentation is focused on how program builds relationships with youth and fosters 5 C's • Presentation is engaging and well executed • Personal coaching statement clearly communicates PYD values • Budget clearly explains why PYD and individual program is important <p>JYD Article reflection (appendix number of prompts) evaluated using reflection rubric (Appendix V)</p> <ul style="list-style-type: none"> • Summarizes main points of article • Connects article to PYD • Explains application to own coaching future • Shows clear effort and is submitted on time <p>Course feedback survey (Table 2)</p> <ul style="list-style-type: none"> • Completed on time 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> -Final project document submission - due last class day of finals week -Final project presentation - during week 10 -<i>Journal of Youth Development</i> Article Review -Course feedback survey - due last class day of finals week 	
<p>Participation - see participation rubric in class syllabus for detailed information. Main evaluative criteria include:</p>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> -Actively working and cooperating with their partner during group time 	

<p>-Prepared for class -Offers feedback to peers and instructors -Participates frequently in discussions and activities</p>	<p>-Participation in pair and whole class discussions about <i>Journal of Youth Development Articles</i> and how they relate to PYD and program goals -<i>Actively listening</i> and providing feedback on the presentations of other groups -Ability to contribute to questioning other groups in order to provide feedback and gain deeper understanding of their presentations -Ability to answer essential questions</p>
<p>Stage 3 – Learning Plan</p>	
<p><i>Summary of Key Learning Events and Instruction</i></p>	
<p>Introduce the activities for the day, and the objectives</p>	
<p>Day 1 - Work Day and Discussion of <i>Journal of Youth Development</i> Article -10 min</p>	
<ul style="list-style-type: none"> • In pairs, explain your <i>Journal of Youth Development</i> Article to your project partner • What were the main points of your article? • How did your article relate to PYD? • How will you use this information from this article in your future career? • Pick three people to share about their articles with the class and compare these articles to each other 	
<p>Time to work for rest of class period - instructor available to answer questions</p>	
<p>Day 2 - Work all day on final project</p>	
<p>Day 3 - Three groups present final project</p>	
<ul style="list-style-type: none"> • Will draw names for who will present first, and will have already picked who is presenting each day • Groups will present • Peers will provide feedback on feedback worksheet for each pair (Appendix Z) to receive participation points for the day • If time, instructors will share overall feedback with the group • Instructors will evaluate students using rubric (Appendix P) 	
<p>Day 4 - Three remaining groups will present final project</p>	
<ul style="list-style-type: none"> • Will draw names for who will present first, and will have already picked who is presenting each day • Groups will present • Peers will provide feedback on feedback worksheet for each pair (Appendix Z) to receive participation points for the day • If time, instructors will share overall feedback with the group 	

At end of last day

- Thank students for participation in the course
- Remind to complete course feedback survey
- Remind to turn in all documents for final on last class day of finals week

Lesson Reflection:

The final project allowed students to really synthesize all of their learning on PYD thus far. Some aspects of the final project should have been emphasized more clearly and given more focus, as the class was designed to emphasize the principles of coaching in PYD. The activity where students asked for funding for their program ended up receiving too much emphasis, as students got caught up where the funding was going to come from, instead of the emphasis of this assignment, which was to explain why your program was important and what mattered about it. The most emphasis during the presentation and as part of the assignment should have been on the program proposal, as that is where students were able to communicate their learning about PYD from throughout the term. Providing the rubric for the presentation and the project at the very beginning would have been beneficial, as that would have allowed students to focus their work. Students provided clear feedback to their peers, and having them take notes during the presentations by completing a worksheet allowed for engagement. The documents for the final project should have been due on Tuesday of finals week, instead of Thursday, as it was difficult to have enough time to grade them all, especially as a student. Overall, the final project was successful, and a similar format should be used in the future to allow for students to combine all of their learning from the term into a project that they created.

Appendix A

**Oregon State University
 College of Public Health and Human Sciences
 PAC 299: Coaching and Leadership in Youth Development Programs
 Term: Fall 2019**

Credit Hours: 1
Room: Langton Hall, Room 127
Schedule: Tuesdays and Thursdays 10:00-10:50, September 26th - December 5th

Course Instructor: Karen Swanger **TA: Kiley Pugh**
Office Location: Langton 125 **pughki@oregonstate.edu**
Mailbox Location: Langton 123 **Office: Langton 125**
E-Mail: karen.swanger@oregonstate.edu **Office Hours: By appointment, call KidSpirit at 541-737-5437 or email**

COURSE DESCRIPTION:

Develop skills applicable to working with youth in sport and recreation such as written and oral communication skills, project and lesson management, and planning and organizing skills.

Prerequisites: **None** **Co-requisites:** **None**

LEARNING RESOURCES:

Appropriate facilities are available to support this class, and an instructor is on staff. Practice is instructor led and directed. There is no required equipment for this class. All athletic equipment required will be provided by the PAC Department or OSU KidSpirit.

All handouts, worksheets, and course materials will be provided in class and available on Canvas. Any handouts, slides, or videos not available on Canvas can be viewed by students by setting up an appointment with the instructor or teaching assistant.

There will be some articles that will be required reading for the class. Links will be available on Canvas under files to the readings.

A basket or locker in the basement of Langton Hall may be checked out using <https://apps.ideal-logic.com/osufsf>. You will need to create an account using your ONID, you should select the current term you are taking classes. Baskets are free of charge for students. However, premium lockers and towel service will cost extra and may be billed to your student account.

The **Physical Activity Course Office** is located in Langton Hall, Room 123. Phone: 541-737-3222. More information can be found on our website at <http://health.oregonstate.edu/pac>, or Facebook at <https://www.facebook.com/OregonStatePAC/>

COMMUNICATION:

Please post all course-related questions in the Q&A Discussion forum so that the whole class may benefit from our conversation. I will reply to course-related questions and email within 24-48 hours. Please email the teaching assistant and instructor for matters of a personal nature. In-person meetings are always available and encouraged as well. However, due to the difficulty of scheduling, in-person meetings are available by appointment only.

COURSE POLICIES:

- **Required Attire: Students must wear clothing and footwear appropriate for movement. Athletic wear and closed-toed shoes are recommended but not required. Students will be notified on days where athletic wear will be REQUIRED for participation.**
- **Late Work: Late work is accepted. There is a 20% deduction per day late, up to 4 days late. Work will not be accepted after 5 days late. For example, an assignment turned in 3 days late could receive a maximum of 40% of the possible points. One turned in 4 days late could receive a maximum score of 20%. It is better to turn in an assignment late instead of not at all, as there are still points available!**
- **Respect of peers, instructors, and course materials and equipment is expected. Everyone is at different points in their learning and coaching experience and it is essential that this course is treated as a learning opportunity for all, including the instructor. Please refrain from rude or offensive comments and be aware of the different backgrounds and experiences of everyone in the class. Communication with honesty, kindness, and empathy is expected.**

- **Refrain from using foul language or gestures and behave with professionalism within the lens of youth programs. The intent of this course is to prepare students to work in a youth coaching environment where professionalism is expected at all times.**
- **Please refrain from eating large meals or working on other classwork during this class. If you must eat, clean up after yourself!**
- **The use of electronic devices for educational purposes is permitted. Please refrain from personal messaging or calls during class and ensure that your electronic devices are not distracting to the learning of others.**

CANVAS:

This course will use an online portal where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments and quizzes.

STUDENT LEARNING OUTCOMES:

This course fulfills the Baccalaureate Core requirement for the Fitness Requirement. The Fitness requirement of the OSU Baccalaureate Core specifies that students take HHS 231, Lifetime Health and Fitness, a 2 credit lecture course. In addition, students must take a 1 credit lab and may choose from HHS online lab or any PAC class. A previously taken PAC class will satisfy this Fitness requirement. The Bacc Core Fitness requirement, objective #3 will be assessed in the PAC class or HHS241, while HHS231 assess the Bacc Core Fitness requirement objective #1 & #2. The following learning outcome (#3) is being assessed in accordance with this requirement:

Through regular and sustained engagement, demonstrate the knowledge, skill, and ability to participate in a selected physical activity for health, fitness, sport, or recreation.

The additional learning outcomes will assess student's completion of the BACC Core Learning Objective above:

- **Define Positive Youth Development (PYD) and identify the components and positive outcomes of a successful PYD program**
- **Understand how to foster PYD when working with diverse populations and learners**
- **Demonstrate knowledge of classroom management and communication practices for working with youth**
- **Become familiar with the essential aspects of culture in a PYD program using OSU KidSpirit as a model**
- **Develop a lesson with activities appropriate to coaching a variety of recreational sports for a variety of age groups**
- **Demonstrate knowledge of the components of a quality lesson and how to evaluate student progress within a lesson**

COURSE CONTENT: Various topics related to coaching in a positive youth development program will be covered. These may include but are not limited to:

- **Definition and purpose of Positive Youth Development Programs**
- **FISH Philosophy**
- **The Bucket Theory of Positive Emotions**

- *The 7 Habits of Highly Effective People*
- Lesson Planning
- Growth Mindset
- Communication skills
- Behavioral tools and techniques
- Opportunities for practice, feedback, and evaluation

EVALUATION OF STUDENT PERFORMANCE:

1. **Participation: Two-Thirds (67%) of the grade will be assessed based on participation. Participation includes daily points for attendance and in-class participation, and completion of in-class assignments. There are a total of 200 points available for participation. There will be extra credit opportunities available to boost the participation score only.**
 - a. **Each day up to 10 participation points will be awarded. Participation points are awarded for being in class, and on time, participating and engaging in discussions, being prepared with necessary readings, ready for discussion, and offering peer and instructor feedback. A rubric for participation points is provided below:**

10 points	In class and on time, prepared for class with necessary assignments completed, participating frequently in discussions and activities, offering opinions and feedback to peers and instructor
8 points	In class and on time, participating in discussions and activities sometimes, prepared for class
6 points	In class, participating in discussions and activities a little, late to class, prepared for class
5 points	In class, participating in discussions and activities rarely, late to class, somewhat prepared for class
3 point	In class, participating in discussions and activities rarely, unprepared, very late
0 points	Not in class, sleeping in class, unprepared, rude or disrespectful to peers

- b. **Up to 20 points of extra credit will be available to make up participation points ONLY. Extra credit can be earned by:**
 - i. **Completing an additional lesson plan for an activity using the same guidelines as the Midterm Project Lesson Plan for the KidSpirit ACES day**
 1. **Due Sunday, 12/5 at 11:59pm on Canvas**
 2. **Worth 20 points**

ii. Volunteering for an additional hour during the KidSpirit ACES days on either 10/30, 10/31, or 11/1 AND submitting a reflection on your experience

- 1. Reflection due Sunday, 11/3 at 11:59pm**
- 2. Must notify instructor that you would like to participate in this extra credit opportunity NO LATER THAN 10/20 by 11:59pm BY EMAIL**
- 3. Each hour of volunteering is worth 10 points**

2. Skill-building and Reflection: One-Third (33%) of the grade will be based on assignments, projects, and assessments. There are a total of 100 points available for skill building and reflection. These assignments/ projects will be completed mainly outside of class and will make up the majority of this score. Assignments reflections, and projects will be based on your development and understanding of skills and on personal reflection, not on memorized facts.

a. Assignments and worksheets: Assignments and worksheets are an opportunity to practice skills or to organize notes and thoughts on a topic. Descriptions and directions for each assignment will be provided in class, as well as detailed on Canvas. Assignments are worth between 5-10 points, and point values are available on Canvas, as well as in the Course Calendar. Assignments are graded on a rubric, available in the assignment descriptions. All in-class worksheets and assignments can be submitted on paper or electronically.

b. Reflections: All reflections are worth 5 points and are an opportunity to share your thoughts on the topic, provide feedback on the process or on your completion of the projects, and to offer your feedback on the content, instructing, and assignments as a whole. Prompts for each reflection are available in the Canvas assignments. All reflections will be graded on the following rubric:

5 points	Submitted on time, addresses all aspects of the prompt, offers thoughtful, detailed, and thorough responses. Provides both constructive and positive feedback when asked. Uses correct grammar, and conventions.
4 points	Addresses most aspects of the prompt, offers thoughtful and detailed responses, provides either constructive or positive feedback when asked. Uses correct grammar and conventions.
3 points	Addresses some aspects of the prompt, responses may be lacking in detail or clarity. Provides either constructive or positive feedback when asked. May not use correct grammar or conventions.
2 points	Addresses few aspects of the prompt. Responses may be lacking in detail or clarity. Does not provide feedback when asked. May not use correct grammar or conventions.
1 point	Reflection does not address the prompt, includes very little detail, and does not provide feedback when asked. Does not use correct grammar or conventions.

0 points	Reflection is not submitted.
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- c. Midterm and Final Projects: There will be one midterm project and one final project for this course. The midterm and final projects will both be graded on rubrics, provided in the assignment descriptions.
- i. The midterm project will consist of creating a draft of a lesson plan that includes objectives, activities, and assessments for a physical activity, executing this lesson plan during one of the KidSpirit ACES days or in a comparable environment with children, and submission of an edited lesson plan and a reflection on the process. This will be an individual assignment. More details will be provided in class and can be found under the assignment description on Canvas.
- i. The final project will consist of designing a physical activity-based Positive Youth Development Program. This program design will include a mission statement, program goals, activities, costs, and possible funding sources. The final project will consist of a draft, presentation of program with a visual component, final submission of program plan, and a reflection on the process. This will be a group assignment with one score assessed for all group members on the presentation and final program plan, and individual grades on the reflection. More details will be provided in class and can be found under the assignment description on Canvas.

TOTAL POINT BREAKDOWN:

<u>Category</u>	<u>Points</u>
Participation	200
Reflections	25
Assignments	30
Midterm Project (First and Second Draft)	15
Final Project & Presentation	30
Total	300

GRADING SCALE

A	93%	B	83-86%	C	73-76%	D	63-66%
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%
B+	87-89%	C+	77-79%	D+	67-69%	F	0-59%

COURSE CALENDAR

The course calendar can be found below in a separate document on Canvas. Due dates, course topics, assignments, reflections, and projects are all subject to change at the instructor's discretion.

RISK, RESPONSIBILITY, AND FEES

Risk is associated with many of life's activities including the OSU Physical Activity Course (PAC) Program. The College of Public Health and Human Sciences and the Department of Nutrition and Exercise Sciences will minimize these risks by providing safe activity areas, adequate equipment, and capable instruction.

It is highly recommended that you give very serious consideration to providing yourself with a student health/accident insurance policy. These are available through the University, private carriers, or in many cases, through a family policy. If uninsured, relatively minor accidents and/or health problems can lead to great expense.

If you have a condition that might affect or be affected by participation in this activity class, please inform your instructor either verbally or in writing. If you have a condition that might require special accommodations or concern, please indicate this to the instructor either verbally or in writing immediately. If you become ill during class, notify the instructor immediately. Please do not leave class before doing so.

Should you become ill or get injured and not be able to fully participate in classes, there are alternatives to allow you to still get credit. One option is to attend PAC 100, Adapted Physical Activity. This can be arranged through your instructor; please communicate with them if you have a problem during the term.

All activity courses in PAC have an additional fee to offset the high cost of the program. Fees are not necessarily connected directly to the specific class but go to support all aspects of the program. Refunds of the PAC fee follow the University guidelines for refunds. Fees are billed to student accounts.

NON-CREDIT STUDENTS

Non-Credit students are strongly encouraged to participate fully in the course, including regular attendance and digital learning activities. It is expected that you will adhere to the same policies and expectations that are outlined in this syllabus. Agreement with the following statements is part of Non-Credit Registration:

- Because of the progressive nature of instructional physical activity courses, if my lack of attendance or participation during the term impacts my ability to safely engage and participate within the course at any point during the term, I may be asked to sit and observe the course until I am able to safely and fully participate in the course.
- Additionally, I will participate in a manner consistent to OSU's Core Values of: Accountability, Diversity, Integrity, Respect, and Social Responsibility. If at any time I disregard or break one of the core values I may be asked to leave and not return to the class.
- Each course may have additional rules or policies that students must follow, it is expected that students both for-credit and non-credit will adhere to individual instructor expectations as detailed in the syllabus.

- Non-credit students will be asked to participate in the final and midterm projects, and the course evaluation. They will not be assessed on these assignments, but should use them as a learning opportunity. Because of the collaborative nature of these assignments, participation is required. Non-credit students are asked to attend class on a regular basis to learn different course topics and be given the opportunity to practice their skills.

STUDENT EVALUATION OF TEACHING:

The online Student Evaluation of Teaching system opens to students the Monday of dead week and closes the Monday following the end of finals. Students will receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the learning experience of future students. Responses are anonymous (unless a student chooses to “sign” their comments agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.

STUDENTS WITH DOCUMENTED DISABILITIES

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

DIVERSITY STATEMENT

The College of Public Health and Human Sciences strives to create an affirming climate for all students, including underrepresented and marginalized individuals and groups. Diversity encompasses age, appearance, color, ethnicity, gender, migration status, national origin, physical or mental ability, race, religion, sexual orientation, socioeconomic background, and veteran status. We believe the value of diversity is realized through the synergy, connection, acceptance, and mutual learning fostered by meaningful interactions within our communities.

EXPECTATIONS FOR STUDENT CONDUCT

The Student Conduct Code establishes community standards and procedures necessary to maintain and protect an environment conducive to learning, in keeping with the educational objectives of Oregon State University. Academic or Scholarly Dishonesty is prohibited and considered a serious violation of the Student Conduct Code. It is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another. See the following link for additional information: <http://studentlife.oregonstate.edu/code>

RELIGIOUS HOLIDAY STATEMENT

Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

POSTING OF COURSE DOCUMENTS

For the purpose of this course, any student who posts or retrieves lecture slides, assignments (completed or not), exams, or any other course material in or from any repository unauthorized by the instructor—online or physical—will be reported for academic misconduct. This policy is meant to ensure the integrity of the course and aligns with Oregon State University’s Academic Misconduct policies concerning “Assisting” and “Cheating.”

BASIC NEEDS STATEMENT

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in a course, is urged to contact the Human Services Resource Center (HSRC) for support (hsrc@oregonstate.edu, 541-737-3747). The HSRC has a [food pantry](#), a [textbook lending program](#), and other resources to help such as access to a kitchen, a shower facility, washers/dryers, and lockers. Visit the HSRC website at <http://studentlife.oregonstate.edu/hsrc> for more details about benefits available to all students at OSU.

REACH OUT FOR SUCCESS

University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it’s important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about resources that assist with wellness and academic success at oregonstate.edu/ReachOut. If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255)

Appendix B

Course Outline - subject to change

	Date	In Class	Topics	Assignments
Week 0	Thursday, 9/26	-Introduction -What is Positive Youth Development?	-Team Bonding -Definition of Positive Youth Development and brainstorming activity -Syllabus review	-Personal Introduction -Due 9/29 on Canvas by 11:59pm - 5 points - Read Arnold article and Canvas reflection -Due 10/3 at 10am on Canvas -5 points
Week 1	Tuesday, 10/1	Why PYD Programs	-Benefits of PYD programs -Evaluating the 4-H study -Introduce Final Project	
	Thursday, 10/3	Components of a PYD Program	-Comparing and contrasting different PYD programs -5 C's of PYD -KidSpirit and 4-H as a model -Discuss Arnold article	
Week 2	Tuesday, 10/8	FISH Philosophy and Bucket Theory	-FISH Philosophy video -FISH Philosophy discussion worksheet -Bucket theory introduction and activity	-Completed bucket and FISH Worksheet -Due 10/15 in class or submitted on Canvas by 10am -5 points each
	Thursday, 10/10	7 Habits of Highly Effective People	-Habits 1-3 -Connection to building relationships with youth	-Personal Coaching Philosophy Draft -Completed 24-Hour calendar -Due 10/22 at 10 am in class -5 points
Week 3	Tuesday, 10/15	7 Habits of Highly Effective People	-Habits 3-5	

			-Connection to building relationships with youth	
	Thursday, 10/17	7 Habits of Highly Effective People	-Habits 5-7 -Connection to building relationships with youth	
Week 4	Tuesday, 10/22	Coaching Lesson Plan Midterm Project	-Introduction to midterm project -Objectives and assessments -Structuring a physical activity lesson	
	Thursday, 10/24	Coaching Lesson Plan Midterm Project	-Classroom management -Brainstorming of activities for all learning styles -Time in class for lesson planning	
Week 5	Tuesday, 10/29	Coaching Lesson Plan Midterm Project	-Time in class for lesson planning -Lesson plan peer review	-Final lesson plan draft -Due Tuesday 10/29 at 11:59pm on Canvas -5 points
	Thursday, 10/31	OSU KidSpirit ACES Day - teaching opportunity	-Leading physical activity at KidSpirit -Practical experience	-Reflection on coaching opportunity -Due 11/3 at 11:59pm -5 points -Final lesson plan with edits -Due Tuesday 11/5 at 11:59pm on Canvas -10 points
Week 6	Tuesday, 11/5	Growth Mindset	-Evaluating your own mindset -Reviewing <i>Mindset</i> by Carol Dweck -Teaching growth mindset	
	Thursday, 11/7	Communication	-”I” statements -Limit Setting -Making plans	-Read any article from the <i>Journal of Youth Development</i>

			-Assertive communication -Communication practice -Evaluation Practice	and write a short reflection -Due Tuesday, 11/12 at 11:59pm on Canvas -5 points
Week 7	Tuesday, 11/12	Feedback	-Feedback and PYD -Practice giving growth mindset feedback -Review of objectives and engagement strategies -Short preparation of games for game day	
	Thursday, 11/14	Game Day!	-Playing short active games -Leading and providing feedback on games	-Peer feedback worksheet on short active games -Due 11/19 in class or on Canvas -5 points
Week 8	Tuesday, 11/19	Behavior tools	-Overview of different behavior and classroom management strategies from a PYD perspective	-Completed behavior management notes sheet -Due 11/21 in class or on Canvas by 10am -5 points
	Thursday, 11/21	Engaging learners and Sparks	-Review of how skills tie into PYD - Thriving model of 4H -In-class time to work on final project	
Week 9	Tuesday, 11/26	Final Project	-In-class time to work on final project	
	Thursday, 11/28	No Class - Thanksgiving Break		
Week 10	Tuesday, 12/3	Final Project Presentations	-Groups will present their final projects -Peer evaluation of final projects	-Presentation of PYD program design -Graded in class either Tuesday, 12/3 or Thursday, 12/5 -10 points

	Thursday, 12/5	Final Project Presentations	-Groups will present their final projects -Peer evaluation of final projects -Course evaluations	-Completed course evaluation -Due Thursday 12/5 in class or on Canvas by 11:59pm -5 points
Finals Week	Tuesday, 12/10	No Class		
	Thursday, 12/12	No Class		-Final Project and Reflection -Due 12/12 at 11:59pm -20 points

Appendix C

Personal Introduction Assignment Instructions

I'd love to know a little more about you! Please introduce yourself in about a paragraph. Include what you are studying, and what you think you might be interested in as a career. Please also include why you are taking this course and what you are hoping to get out of it. If there is anything else you would like me to know about you, please include that here as well. I look forward to getting to know you more this term!

Appendix D

“Supporting Adolescent Exploration and Commitment: Identity Formation, Thriving, and Positive Youth Development” Reflection Instructions

Please read the article entitled "Supporting Adolescent Exploration and Commitment: Identity Formation, Thriving, and Positive Youth Development" by Dr. Mary Arnold. The article can be found under Flies > Readings > Arnold on Identity Formation.

Arnold, M.E. (2017). Supporting adolescent exploration and commitment: Identity formation, thriving, and positive youth development. *Journal of Youth Development*, 12(4), 1-15. <https://doi.org/10.5195/jyd.2017.522> (Links to an external site.).

Then, please answer these questions in a couple sentences. Your reflection does not have to be long, it is just to formulate some ideas!

1. What were some of the main points of the article? Pick 3 or 4
3. What sort of activities could you do that help reach the goal of identity formation in youth?
4. How does this relate to the definition of PYD that you wrote in class on the first day. If you don't remember what you wrote, remember the 5 C's (competence, connection, character, compassion/caring, and confidence)

Appendix E

FISH! Catch the Energy. Release the Potential.

This video is about seeing how a fish market in Seattle transformed itself from an organization that was ordinary to being world famous by following four principles:

1. Play
2. Make their Day
3. Be there
4. Choose your attitude

How does the FISH! Philosophy relate to working in a PYD Program?

How does the FISH! Philosophy relate to your life?

What would a PYD Sports program be like if it were world famous?

What actions are aligned with being a world famous youth program?

What would my actions be if I was employed by a world famous youth program?

Play

A significant part of our life is spent in a work setting. Work can be fun, enjoyable, even energizing. Finding ways to have more fun while accomplishing tasks and goals may even lead to increased productivity. Play is tapping into your natural way of being creative and having fun. It allows curiosity and enthusiasm to flow in childlike wonder without being childish. Play is an attitude you can bring to everything you do.

Play encourages creativity and fun through:

- **Curiosity.** Play is the spirit that drives the curious mind, as in “Let’s play with that idea!” It unleashes our imagination as we search for what makes things “tick.”
- **Freedom to innovate.** It’s fun trying to find a better or new way when you aren’t worried about being criticized, ridiculed or punished. In Play-full environments, a mistake is acknowledged and valued as a way to learn. It means you were striving, and reaching for goals.
- **Freedom to be you.** Play is being secure to be you and engage others – not being cautious or scripted, but being natural, lighthearted friendly, spontaneous and helpful.
- **Trust and the playing field.** When there is mutual agreement about the boundaries of “playing field” (what’s allowed and/or what is “out of bounds”), everyone feels more confident to create. The more trust, the more playing field can expand.
- **Environment.** How playful and colorful is the physical and emotional space in which you work? Does it feel safe? Does it promote creativity and trust

Your experience with Play and Work

1. **Identify times you had fun at work; or, times in which work felt playful.**

2. Recall a time in which you were a customer and the person/organization engaged in an appropriate, playful way that allowed you to walk away feeling good about the experience.

Brainstorm Activity

In small groups, list examples of how you can make work more playful. Have a member of your group record. If it’s not you, you may still want to record some of the ideas for your future reference.

- | | | |
|----------|----------|----------|
| 1. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | 8. _____ |
| 3. _____ | 6. _____ | 9. _____ |

3. What do you love to throw yourself into? When do you feel really alive? You probably are playing! What areas of your work feel heavy or not enjoyable? What might be possible if you looked at these areas from a place of childlike wonder?

4. What might you do differently if you played with ideas from a place of childlike wonder?

5. Play and creativity happen when people feel safe to be themselves and to take the risk necessary for learning. What are you doing to, or willing to do, to help create a more trusting work environment? How does this support “Play” for youth in your program?

Make their Day –it’s about being engaged

Is finding simple ways to connect with others, to serve or delight them in meaningful way.

Make Their Day reminds us to serve by:

- **Valuing and recognizing people.** One the best way to make someone’s day – or month, year. Or life-is simply to value them. Simple gestures, such as appreciation and giving people voice, fulfill emotional needs that are important for job satisfaction and success.
- **Being genuinely selfless.** It’s about contributing to someone else’s life, not because you want to gain something out of it, but because that’s the persons you want to be. Make Their Day takes some effort, but it feels so good that it produces more energy than it consumes.
- **Being aware,** How do people need picking up? How do they want to be delighted? Before you Make Their Day, you have to Be There-You need to know and understand them.

1. When youth enter my program I can make their day by:

2. When my co-workers enter my program I can make their day by:

3. When you make someone’s day, what “plus” does this add to your life?

4. Who do you find it hard to work with or hard to enjoy doing? How might you use “Make their Day” to change your perspective towards them?

5. How well do you know how others like to have their day made? What do you know are some “for-sures” with youth? What are some “for-sures” with coworkers? What are some new ideas to try?

6. What are some things you will do for youth in your programs (as well as family and friends) to Make Their Day?

7. Make a list of three people whose day you will make by the end of next week. If possible make someone you rarely acknowledge.

Be There – is being emotionally present for people. It’s all about Focus

Being There is about being fully present. It’s about the ability to clear the multiple things you’re thinking about or doing and putting them into the background while focusing on the person or group that one’s engaged with in the moment. It’s a powerful message of respect that strengthens relationships.

Be There builds relationships by:

- **Being fully present.** It’s about staying connected and open to the people around you, and ready to experience the moment with them.
- **Listening to understand, not just to reply.** It requires quieting the “stories” in your head about the other person-all the past experiences, feelings and judgments that influence how you hear.
- **Taking action based on awareness.** It means noticing what another person’s needs are and setting aside your own needs, temporarily, to focus on serving them.

1. When somebody is fully present, what is she/he doing?

2. Describe a time when you were fully present for a co-worker or a customer.

3. What are some ways you will **Be There** for your coworkers and youth as well as family, friends, and others?

Choose your Attitude - the choices you make matter

Choose your Attitude means taking responsibility for how you want to show up in the world. While you can't control what happens to you, you can decide who to respond. You control your attitude—your attitude doesn't control you.

Choose your Attitude helps you to:

- **Become Aware.** The first step in choosing your attitude is to be clear about what your attitude is and to accept that you are the one who is choosing it.
- **Make a conscience choice.** Once you understand that your choice impacts everyone around you, you can ask yourself, "Is my attitude helping my team or my customers? Is it helping me reach my goals? Is it helping me to be the person I want to be?"
- **Live in alignment with your intentions.** Making conscious choices focus our decision-making so we can live more "on purpose." Living purposefully anchors us to our values and keeps us steady no matter what situation arises.

1. Create a list of attitudes and how they help you create the life and relationships you want. What impact would these attitudes have on the people around you?

2. In what areas of your life or work do you feel stuck? What choices do you have?

Areas I feel stuck?

Choices I can make:

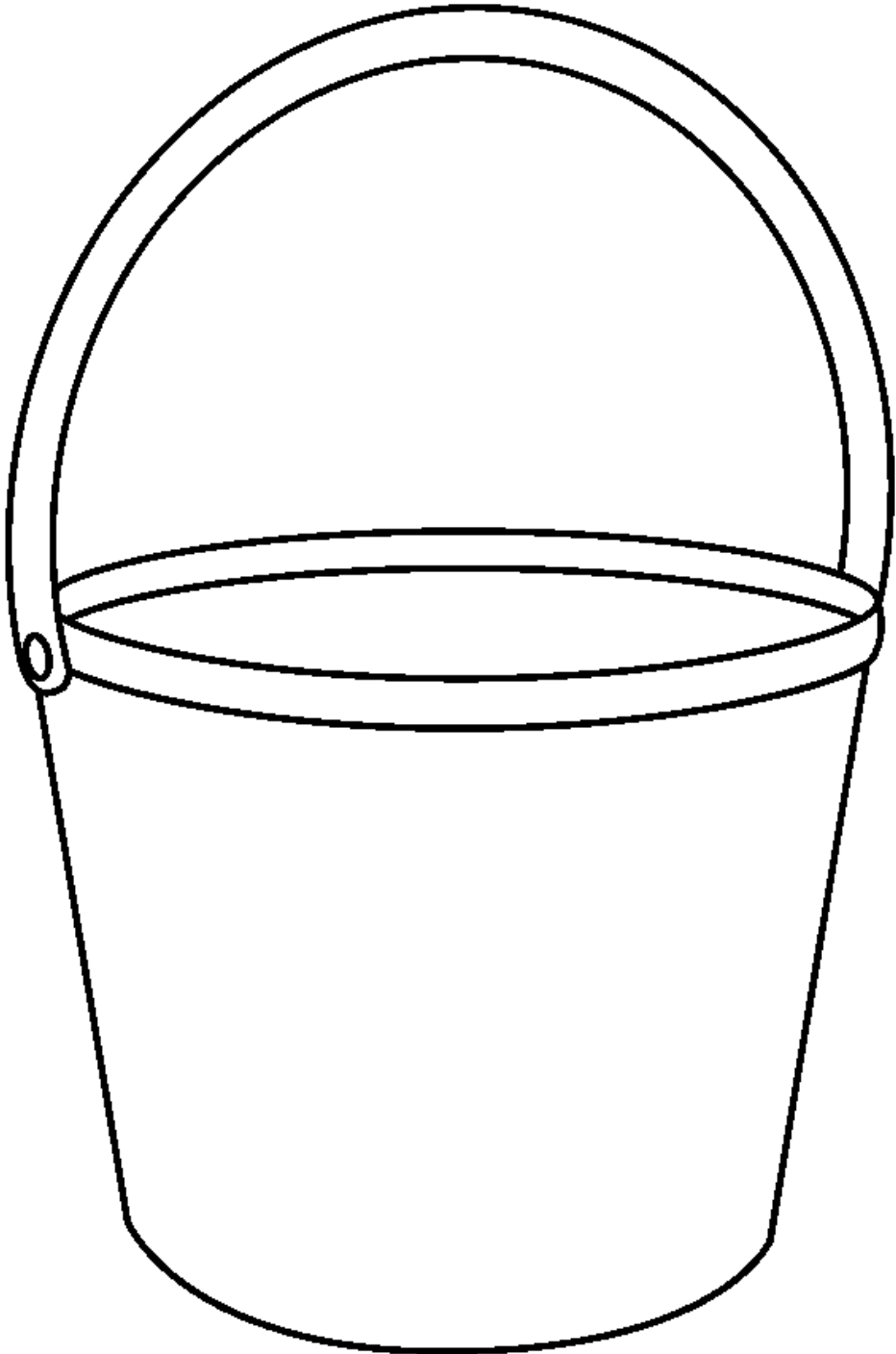
3. What goals do you have? Are you satisfied that your choices are helping you reach your goals? Where might you make changes?

4. What actions will you take to help you live more in alignment with the attitudes you listed above?

5. How can choosing your attitude positively influence youth in your program?

6. What are strategies that you can use to teach youth to choose their attitudes?

Appendix F
_____ 's Bucket!



Based on *How Full is Your Bucket?* By Tom Rath & Donald Clifton, Ph.D

Imagine you have an invisible bucket – with every interaction the level of water in your bucket rises and dips. How we feel and how we will behave at any given moment is dependent upon how much or how little we have in our buckets. Everybody's bucket is different and unique.

Choices we Face Every Day...

- We can fill on another's buckets, or we can dip from them
- It's an important choice- one that profoundly influences our relationships, productivity, health, & happiness

A Full Bucket or an Empty Bucket?

- A full bucket gives us a positive outlook & renewed energy; every drop in that bucket makes stronger & more optimistic.
- An empty bucket poisons our outlook, saps our energy & undermines our will. An empty bucket also helps us learn more about ourselves and to build tools to protect our buckets.

Five Strategies for Increasing Positive Emotions

- 1) Prevent Bucket Dipping
 - a) Be aware – ask/catch/stop dipping
 - b) Stay clear of long handled dippers
 - c) Score your interactions
- 2) Shine a Light on What is Right
 - a) Assume Positive Intent – positive attitude
 - b) Every time you fill a bucket, you are setting something in motion
 - c) When your bucket is filled, accept it & fill their bucket by saying thank you
- 3) Make Best Friends
 - a) Fill from the beginning – keep high emotion bank accounts
 - b) Let people know your appreciate and care. Listen with unconditional positive regard. Encourage them, support their endeavors.
 - c) Create positive interaction with acquaintances – even strangers
 - d) Learn names
- 4) Give unexpectedly
 - a) Doesn't need to be big
 - b) The gift doesn't have to be tangible either. It can be a gift of trust or responsibility
 - c) Look for opportunities to give out of the blue – smiles, hug, funny trinket, phone call, book or article, card..
- 5) Reverse the Golden Rule
 - a) Do until to other as they would do to them
 - b) Individualize your bucket

Take the Bucket Challenge!

Appendix G

5/13/20

The Bucket Theory

From "How full is your bucket: Positive strategies for work and life" by Tom Rath and Don Clifton

1

Buckets and Dippers

- Imagine... everyone has a bucket and also a dipper.
- Your bucket is filled by ideas and things that bring you positive emotions
- Dippers can be used to add or take away from others buckets
- This then reflects back to your own bucket

2

Power of Positivity

- Negativity kills
 - American POWs in the Korean War were psychologically tortured to erase all hope and positivity
 - Highest death rate of POWs in all wars fought by the US
- High levels of positivity can have the opposite effect
- Praise and Recognition increase positivity in the workplace
 - Positivity leads to higher productivity
- A culture that praises effort and hard work can increase positivity

3

Make the Most of each Moment

- Approximately 20,000 individual moments each day
- 5 positive interactions for each negative interaction
- Positivity grounded in reality

4

5/13/20

Strategies for Increasing Positive Emotions: Prevent Bucket Dipping

- Score each interaction
 - Did it add or take away from other people's buckets?
 - How can you tell?
 - Are they adding or taking away from your bucket?
- Avoid long-handled dippers

5

Shine a Light on What is Right

- Assume positive intent
- Accept it when your bucket is filled and show gratefulness
 - Then you have the positive energy to fill the buckets of others!

6

Make Best Friends

- Close relationships begin with positive interactions
- Start by telling the people that are most important in your life that they matter, and expressing gratitude for them
- Make an effort to learn something new about everyone that you work with

7

Give Unexpectedly

- People prefer unexpected gifts
- Gifts don't have to be tangible to fill buckets
 - A smile
 - A statement of gratitude
 - Sharing something personal or entrusting someone with a great responsibility

8

5/13/20

Reverse the Golden Rule

- Treat people how they want to be treated
- Individualization in bucket filling is essential
- Praise and express gratitude in a setting that people respond best to
 - Written praise can be especially meaningful and permanent

9

References

Rath, T., & Clifton, D. (2004). *How full is your bucket: Positive strategies for work and life*. New York, NY: Gallup Press.

Goellin, M. (2007). Book summary on *How full is your bucket: Positive strategies for work and life* by Tom Rath and Donald O. Clifton. Retrieved from <http://mlhingsalis.blogspot.com/2007/08/book-summary-on-how-full-is-your-bucket.html>.

Rath, T. (2019). Spend life studying what is right with people. Retrieved from <http://www.brwath.org/whats-right/>.

10

Appendix H

The 7 Habits of Highly Effective People - by Stephen Covey

You don't need to turn this in! All homework assignments detailed in this lesson are due (insert date here) and can be submitted in class or on Canvas! The packet is just for brainstorming your ideas while we go through this lesson.

The 7 Habits is based on research, and is a “principle-centered approach” to effective living that is used in corporations, schools, universities, and homes.

Habit 1: Be Proactive

Be Proactive is the foundation of all the other habits. It is the habit where you learn to take responsibility for your life and education more than ever before. Until a person can say deeply and honestly, “I am what I am today because of the choices I made yesterday,” that person cannot say, “I choose otherwise.”

What words do you associate with proactivity?

What words do you associate with reactivity?

What is a scenario that you responded to recently where you thought reactively instead of proactively?

How could you have changed this situation to be proactive?

List things that are within your circle of influence, and those that are within your circle of concern

Circle of Concern:

Circle of Influence:

Habit 2: Begin with the End in Mind

Begin With the End in Mind is the habit of personal vision. It's about identifying your dreams and goals, and planning your experience.

Values:

- 1.
- 2.
- 3.

Personal Mission Statement: Use the worksheet from "7 Habits of Highly Effective Teens" (even though it's meant for teens it's really helpful). You are developing your personal coaching philosophy statement. Things to consider:

- Why you want to be a coach/ teacher
- How you will coach with your values in mind
- How you want to be remembered as a coach (think 80th birthday party)

Homework: Write a draft of your personal coaching philosophy in whatever format you see fit (poetry, prose, paragraphs, outline, etc.). This will be due on 10/22, either on Canvas or in class that day.

Habit 3: Put First Things First

Put First Things First is the habit of turning a vision into action.

Your time can get pulled in a lot of different directions and when focusing on planning, it is important to think about relationships and results

To get started, brainstorm some of the roles you take on in your life

What quadrant do you often live in? What effect does this have on your life?

What are typical activities that you do in each quadrant:

Quadrant I - Important, Urgent	Quadrant II - Important, Not Urgent
Quadrant III - Not Important, Urgent	Quadrant IV - Not Important, Not Urgent

Activity: Complete 24-Hour Calendar for a week of fall term including:

1. At least three roles with at least one goal for each
2. All scheduled weekly occurrences (i.e. lecture, work shifts, meetings)
3. All major goals scheduled into your calendar
4. Priorities for each day of the week that help align with your goals

Habit 4: Think Win/Win

Win-Win is an outcome where the concerns of both parties are addressed and there is a mutual benefit to those involved. Win-win requires a balance of courage and consideration and for all people involved, conscious deposits into the emotional bank accounts of others, and mastery of the private victories and true independence of the first three habits.

Win-Win	Win-Lose	Lose-Win
Lose-Lose	Win-Win or No Deal	Win

Character Traits of a Win-Win Mindset - identify in your own terms

Integrity:

Maturity:

Abundance Mentality:

Steps to a Win-Win - how did Covey demonstrate each of these steps during the “Green and Clean Video?”

- 1) See the problem from the other point of view, in terms of the needs and concerns of the other party.
- 2) Identify the key issues and concerns involved.
- 3) Determine what results would make a fully acceptable solution.
- 4) Identify new options to achieve those results.

Take one of your scenarios from the first activity, and use the steps of a win-win to outline how it could be turned into a win-win scenario:

Habit 5: Seek First to Understand, Then to Be Understood

Seeking first to understand, then to be understood is all about listening with empathy by staying unbiased and/or aware of your biases, not assuming, and using reflective questions to understand the other person's point of view. Only when you are actually listening with empathy can you add to the emotional bank account (bucket) of another person.

Emotional Bank Account: Select a relationship in which you sense the emotional bank account is in the red. Try to understand and write down the situation from the other person's POV. In your next interaction, listen for understanding, comparing what you are hearing with what you wrote down. How valid were your assumptions? Did you really understand the person's perspective?

Seek First to Understand: How does this apply most to working with kids?

What does listening to kids look like?

What does listening to kids sound like?

Then, Seeking to Be Understood: How are ethos, pathos, and logos involved?

Habit 6: Synergize

Synergize is the habit of working with others to create new and better solutions. "Alone we can do so little, together we can do so much." -Helen Keller

What sort of environment do you think you need in order to have truly synergistic solutions?

Intelligence Types: One form of diversity we often overlook is the different ways people learn. Below are eight types of intelligence. Read the descriptions on the screen, then circle and number what you believe are your top three intelligence types.

Spatial
Linguistic
Logical-Mathematical
Kinesthetic
Musical
Interpersonal
Intrapersonal
Naturalist

Scenarios:

- How would you create a gym games lesson plan to accommodate for learning style X, Y and Z (top learning style of each of three group members) and make it enjoyable for everyone?

- Your group members are teaching a lesson to the kids on your basketball team before practice about either the bucket theory or the FISH philosophy. How do you structure the lesson to account for different intelligences of the kids, and how do you run the lesson to best utilize each of your strengths based on your top intelligences?

- You're on a task force that has been designed to fight food insecurity on your college campus. Many faculty and students would like to help college students who are struggling with this, but the fees committee is already grappling with a variety of social justice issues to fit into the budget and worries about raising student fees even higher. How do you approach this challenge in a way that can better the situation for everyone and takes into account various perspectives?

Importance of Synergy

What are some instances in your life where you allowed yourself to accept conflicting emotions about a situation?

How did utilizing different intelligences and strengths benefit your group problem solving process?

How can using synergy in our problem solving and communication benefit your PYD organization as a whole?

Habit 7: Sharpen the Saw

Sharpening the saw is investing in and valuing your own personal well-being in order to continue with the other six habits and encompasses the physical, mental, spiritual, and social/emotional areas of your life. You can find balance in renewal and help script others to do the same, by consistently reflecting a clear image of yourself and others.

Sharpening the Saw

What are some ways that you personally sharpen the saw in each of the four categories?

- Physical

- Mental

- Spiritual

- Social/ Emotional

Fill out the four sharpen the saw categories in your 24 hour calendar in the upper left corner with how you will sharpen the saw for a week of the term in the physical, mental, spiritual, and social/emotional aspects of your life.

Scripting Others

“At some time in your life you probably had someone believe in you when you didn’t believe in yourself, they scripted you. What was the situation, and did that make a difference in your life?” How can we script kids to sharpen their own saws and to believe in themselves based on all we’ve learned?

References

Franklin Covey Co. (2018). Green and Clean [Video File]. Retrieved from <https://www.franklincovey.com/the-7-habits/habit-4.html>.

Franklin Covey Co. (2002). *The Seven Habits of Highly Effective Teens: Ultimate Activity Guide*. West Valley City, UT: Franklin Covey Co.

Covey, S.R. (2004). *The Seven Habits of Highly Effective People*. New York: Free Press.

Covey, S. (2014). *The Seven Habits of Highly Effective College Students: Succeeding in College, and In Life*. West Valley City, UT: Franklin Covey Co.

Appendix I

Handout to use for *7 Habits of Highly Effective People* Habit 2

The Great Discovery

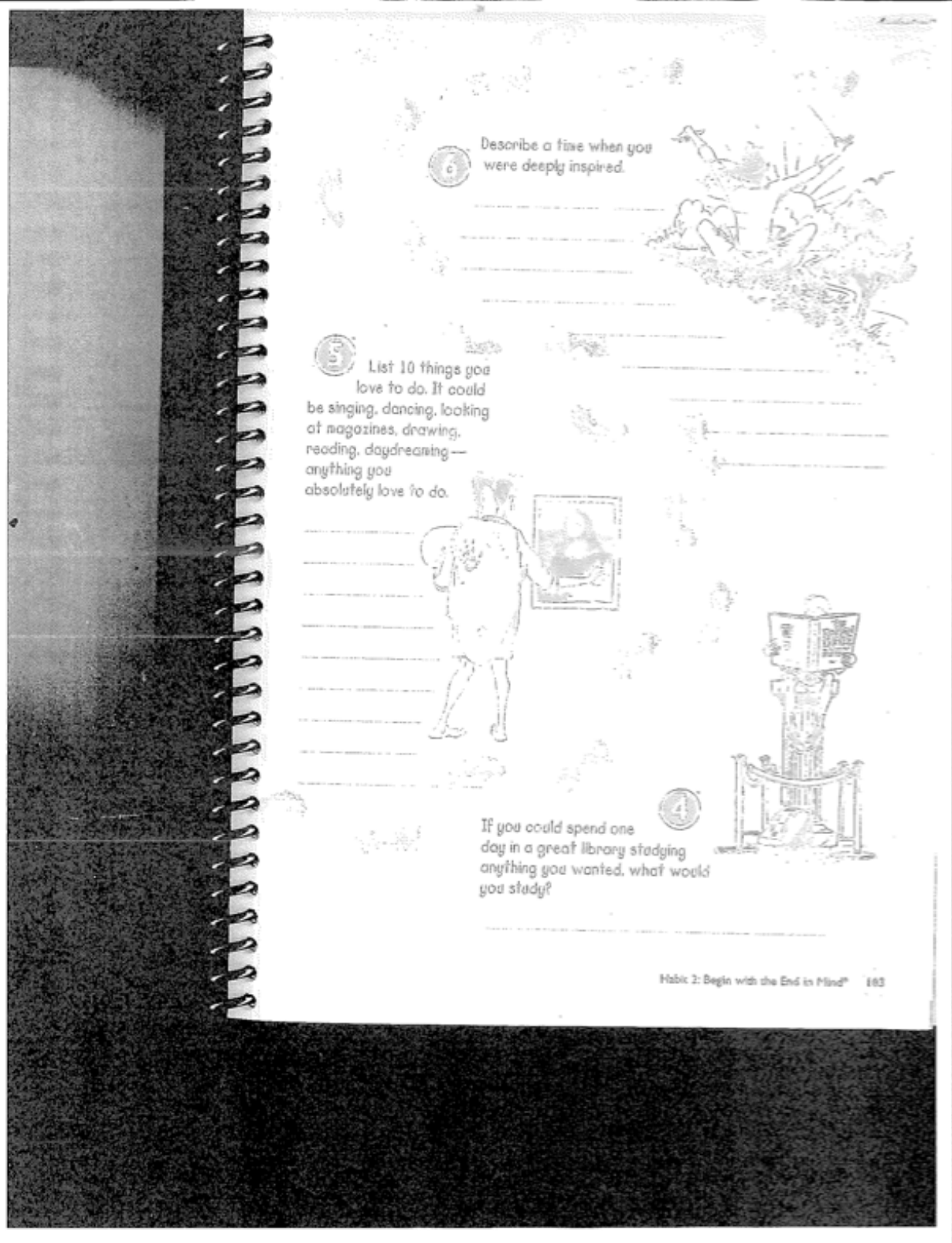
Start here!

1 Think of a person who made a positive difference in your life. What qualities does that person have that you would like to develop?

2 Imagine yourself in 20 years. You are surrounded by the most important people in your life. Who are they and what are you doing?

3 If a steel beam (six inches wide) were placed across two skyscrapers, for what would you be willing to cross? A thousand dollars? A million? Your pet? Your brother? Fame? Think carefully.

102 Habit 2: Begin with the End in Mind



3 Describe a time when you were deeply inspired.

5 List 10 things you love to do. It could be singing, dancing, looking at magazines, drawing, reading, daydreaming—anything you absolutely love to do.

4 If you could spend one day in a great library studying anything you wanted, what would you study?



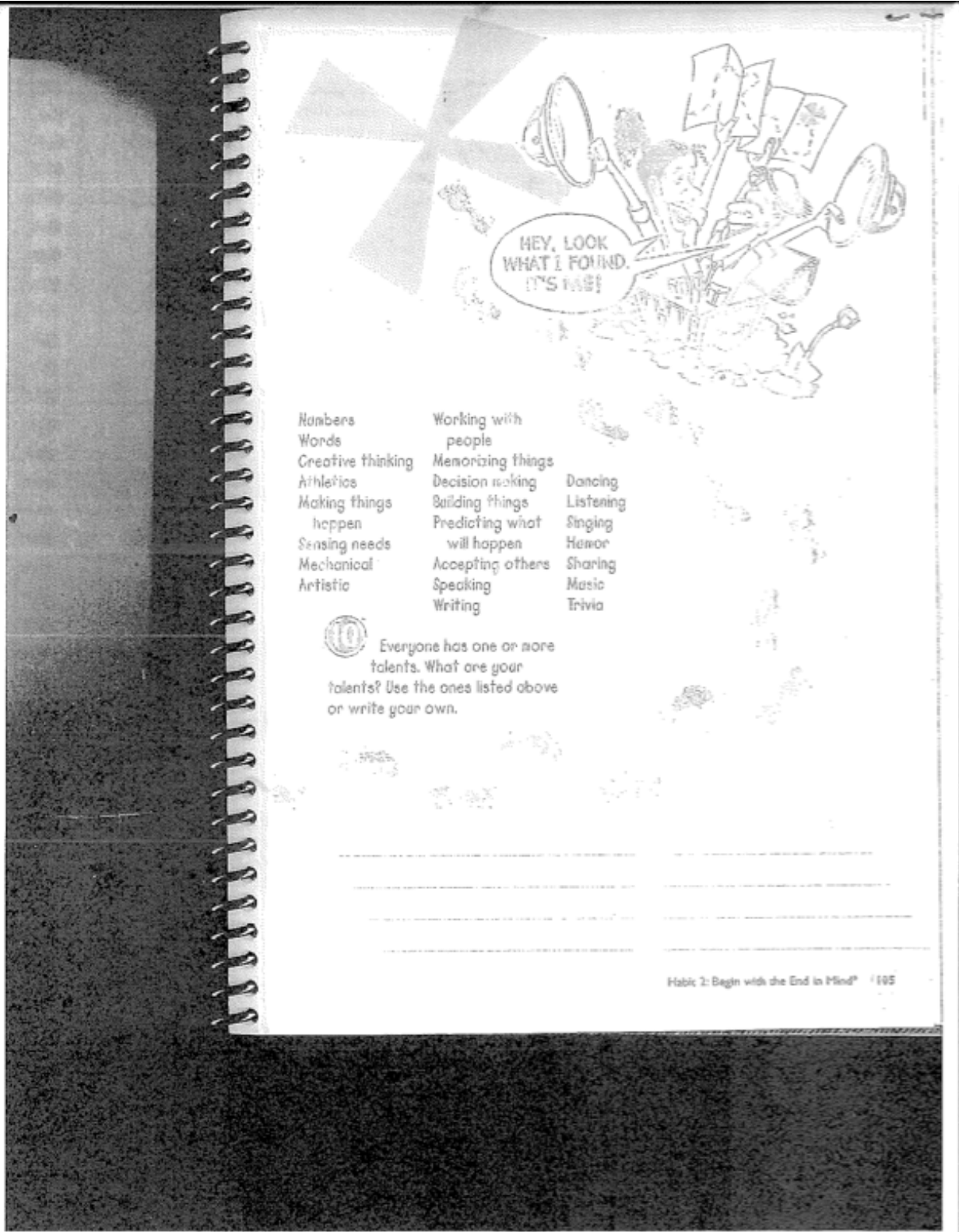
7 Five years from now, your local paper does a story about you and they want to interview three people—a parent, a brother or sister, and a friend. What would you want them to say about you?

8 Think of something that represents you—a rose, a song, an animal. Why does it represent you?





9 If you could spend an hour with any person who ever lived, who would it be? Why that person? What would you ask?



- | | | |
|----------------------|-----------------------------|-----------|
| Numbers | Working with people | |
| Words | Memorizing things | |
| Creative thinking | Decision making | Dancing |
| Athletics | Building things | Listening |
| Making things happen | Predicting what will happen | Singing |
| Sensing needs | Accepting others | Humor |
| Mechanical | Speaking | Sharing |
| Artistic | Writing | Music |
| | | Trivia |

10 Everyone has one or more talents. What are your talents? Use the ones listed above or write your own.

Appendix J

4 Quadrants of Habit 3 for *The 7 Habits of Highly Effective People*






	Urgent	Not Urgent
Important	<ul style="list-style-type: none"> • Crises • Pressing problems • Deadline-driven projects, meetings, reports <p style="text-align: center; font-size: 2em; font-weight: bold;">I</p>	<ul style="list-style-type: none"> • Preparation • Prevention • Planning • Relationship building • Re-creation • Values clarification <p style="text-align: center; font-size: 2em; font-weight: bold;">II</p>
Not Important	<ul style="list-style-type: none"> • Needless interruptions • Unnecessary reports • Unimportant meetings, phone calls, mail, e-mail • Other people's minor issues <p style="text-align: center; font-size: 2em; font-weight: bold;">III</p>	<ul style="list-style-type: none"> • Trivia, busywork • Irrelevant phone calls, mail, e-mail • Time wasters • Excessive TV, Internet, relaxation <p style="text-align: center; font-size: 2em; font-weight: bold;">IV</p>

Appendix K

24-Hour Calendar for Habit 3 of *The 7 Habits of Highly Effective People*

24 Hour Calendar

Name: _____

Week of:				Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Today's Priorities (add your daily priorities here)										
Habit #7: Sharpen the Saw	Weekly Goals	Military Time	Analog Time							
Appointments/Commitments										
Physical:		2400	12:00 AM							
		0030	12:30 AM							
		0100	1:00 AM							
		0130	1:30 AM							
Spiritual:		0200	2:00 AM							
		0230	2:30 AM							
		0300	3:00 AM							
Mental:		0330	3:30 AM							
		0400	4:00 AM							
		0430	4:30 AM							
		0500	5:00 AM							
Social & Emotional:		0530	5:30 AM							
		0600	6:00 AM							
		0630	6:30 AM							
		0700	7:00 AM							
Roles	Weekly Goals	0730	7:30 AM							
		0800	8:00 AM							
		0830	8:30 AM							
		0900	9:00 AM							
		0930	9:30 AM							
		1000	10:00 AM							
		1030	10:30 AM							
		1100	11:00 AM							
		1130	11:30 AM							
		1200	12:00 PM							
		1230	12:30 PM							
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		1330	1:30 PM							
		1400	2:00 PM							
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		1930	7:30 PM							
		2000	8:00 PM							
		2030	8:30 PM							
		2100	9:00 PM							
		2130	9:30 PM							
		2200	10:00 PM							
		2230	10:30 PM							
		2300	11:00 PM							
		2330	11:30 PM							
		2400	12:00 AM							

Appendix L

Final Lesson Plan Rubric

<p>Objectives: Did lesson plan include clear objectives that focused on the goal of the activity? Were objectives attainable by students? Are objectives phrased as “I can” statements/ SWBAT? Are objectives focused on skill building similar to what is expected from a PYD program?</p>	0-2pts
<p>Complete lesson: Are activities included for each portion of the lesson (introduction, body, and closing)?</p>	0-1pt
<p>Timing: Are approximate times included for each activity? Does the lesson fill about an hour?</p>	0-1pt
<p>Resources: Are roles and specific duties included for assistants/ camp counselors?</p>	0-1pt
<p>Assessments: Are assessments included? Are assessments directly connected to the lesson? Are there both formal (formative) and informal (summative) assessments? How are the assessments measured - how does the student know they have met the objective?</p>	0-2pts
<p>Classroom Management: Are techniques included for engaging and keeping the attention of the class? Are safety requirements addressed?</p>	0-1pt
<p>Activities: Is the content developmentally appropriate for the age group? Are modifications included for diverse learners? Are skill progressions evident in the lesson? Are the activities fun and engaging for the campers?</p>	0-2pts

Coaching Opportunity Reflection Questions

- 1) Reflect on your experience - what went well and what would you do differently next time? Did your lesson plan prepare you for coaching? What would you change about your lesson plan and what would you do differently?
- 2) Relation to PYD- How were you able to incorporate some of the philosophies and research we have been talking about into your teaching? What ideas about PYD would you like to learn more about, or what do you think that you still want more teaching on?
- 3) How did this coaching experience compare to experiences that you may have had in the past?

Appendix M

KidSpirit Lesson Plan Template

CREATION OF POSITIVE YOUTH DEVELOPMENT CERTIFICATE

157

Instructor: Term: Day of the week:	Group: Activity: Location:	Needed Equipment (Include how many): Where to Find Equipment:
Daily Learning Target: Campers will...		Campers "I Can" statement: I can...
Camp Counselor/CIT/TL Role:		Safety (Include safety within your lesson):
Lesson Body Objective(s): Students will be able to... How will you assess that students have met the objective?	Details:	
How will you close the lesson and reinforce the objective?	Details:	
Scaffolds/Notes:		

Appendix N

Teacher: _____ Lesson: _____ Teach Score: _____ LP Score: _____
 Date: _____ # of Students: _____ Class: _____

(4) EXCEEDS expectations (3) MEETS expectations (2) NEEDS improvement (1) Does not meet

PLANNING (and Preparation) for INSTRUCTION		ENGAGING students in Planned Learning Activities	
	Was the lesson plan well thought out and turned in on time?		Activities were engaging for all participants
	Was content developmentally appropriate with modifications for learners?		Uses attention getting techniques to ensure everyone is listening
	Did head instructor demonstrate an accurate understanding of subject matter		Models desired movements (i.e., hustle, arm placement, etc.)
	Was equipment placed out for easy distribution & collection?		Gauges participants engagement & transitions to new activities as needed
	Roles for assistants identified in lesson plans		
	Plans include activities scheduled for each portion of the lesson		
	Skill progressions are evident in lessons		
ESTABLISHING & MAINTAINING Classroom Climate & Management		EVALUATION/ASSESSING student progress	
	Demonstrates eager genuine interest to making campers/staffs day		Used questions to assess student learning (during lesson and/or closure)
	Consistent start & stop signals AND scans/waits & gives FB after freeze		Follows through when expectations are not met
	Consistent prompt to wait for "GO"		Cues, Prompts, FB focused on/directly connected to Objective
	Positioned yourself to effectively monitor all participants		Provides clear objective & opportunities for students to self-assess
	Moves throughout area & gives FB during practice		
	Space is physically safe for all participants		
COMMUNICATION with Camp Counselors & Participants		PROFESSIONAL Behavior and Demeanor	
	Clearly communicates their expectations of behavior & classroom procedures to participants		Strong teacher presence (poise, authority, confidence)
	Communicates needs/expectations to all assistants, clearly identifying their role in the scheduled activity		Professionally dressed in KidSpirit attire
	Conversation topics during class are relevant to the lesson		The class began and ended on time
	Speaks in an engaging voice		Was on time and set up for scheduled class
	Visibly enthusiastic when communicating with participants		

Areas of Strength	Areas for Improvement

Appendix O

PAC 299: Coaching in Youth Programs Final Project

The final project for this class will be to design and present your own PYD program. Partners will randomly be assigned for this project. Several assignments are involved, and will be submitted as the final product.

- **Program proposal:** A one-page double-spaced (at least) report detailing the name of your program, the target population, and the activities. Discuss why your program is important to the community, and who it will serve. Think about what positive outcomes your proposal could relate to, and how it would do this.
- **Coaching personal mission statement:** The coaching statements of all of your staff (your group members). These will have been developed during the 7 Habits of Highly Effective People lesson, but must be turned in again as a part of your final project.
- **Coach profile:** Write a job description and a profile of one of your coaches. Think of it as how you would advertise this coach on your program's website. It could include, but is not limited to, the background of the staff you are looking for, qualities they might possess, activity specialty, why they want to work there, and what they think the importance of PYD is.
- **Funding proposal:** Write at least a one-page (double spaced) letter to potential donors or grant funding sources explaining why your program should receive funding. Include a paragraph about who might fund your program. This can be in general terms, you do not need to include the names of specific grants or anything like that.
- **Presentation:** The presentation can be any sort of visual presentation (PowerPoint, poster, video presentation, website) that showcases your program. Although it should not include, word for word, the text of all of the previous assignments, it should really showcase what your program is about and why it matters. Your presentation should be 15-20 minutes in length, and should be well planned and thought out. It should give anyone who might see a good idea of what your program is and why it is important to the community.
- **Reflection:** A short reflection (no more than one page) will be submitted with the final project. Each person will write a reflection. The reflection should address the process you took as the project was done, and how you worked together as a team. It should address how you think you performed on the project, what you would improve next time, and whether or not you think this project was beneficial to your understanding of PYD and of how to work with kids. The reflection is all about thinking about your thinking!

Presentations will be in class on either 12/3 or 12/5

All assignments due in ONE document on Canvas on Thursday, 12/12 at 11:59pm

Rubrics for each assignment will be available during Week 7 and will be posted on Canvas

Appendix P

Final Project Assignment Rubric

<p>Program Proposal: Program is clearly related to PYD and the relationship is explained. Connections are made to at least one course topic such as 5 C’s, FISH Philosophy, Bucket Theory, 7 Habits of Highly Effective People, Growth Mindset, etc. The who, what, when, where, and why of the program are addressed. The positive outcomes that the program relates to are addressed. Proposal is at least one-page long (double-spaced).</p>	<p>0-4 points</p>
<p>Coaching Personal Mission Statement: Two coaching personal mission statements are included (one for each person in the group). The mission statement reflects coach’s values and motivation for coaching in a PYD setting. It describes how they will coach in order to leave the sort of legacy they desire.</p>	<p>0-4 points</p>
<p>Coach Profile: Profile thoroughly describes the characteristics of a coach that you would like to work for your program. At least four main points are included about the staff. These could be the background of the staff that you are looking for, qualities they might possess, activity specialty, why they want to work there, or what they think the importance of PYD is.</p>	<p>0-4 points</p>
<p>Funding Proposal: Proposal addressed why the program should receive funding, and who should fund it. It should reflect the importance of your program to your focus group and should be realistic as to the price. Proposal should be at least one page (double-spaced).</p>	<p>0-3 points</p>
<p>Reflection: Each reflection will be scored individually. Reflection addresses the process each person took to complete the project, and whether or not the project was beneficial to learning about PYD. Reflection should address what learning throughout the course was applicable to the project. Reflection is made by each group member on their contribution to the project. This is the place to address whether or not each person contributed equally to the work of the project. Reflections can be submitted as part of the entire assignment, or individually. Reflection is about a page long (double-spaced).</p>	<p>0-3 points</p>
<p>Feedback Worksheets: Feedback worksheets are complete. Specific constructive and positive feedback is given to each group. Feedback focuses on the project instead of the person, and is relevant and helpful. Follows guidelines for feedback discussed in class.</p>	<p>0-2 points</p>

Final Presentation Rubric

Timing: Presentation is between 15-20 minutes long. Time is used adequately to address all topics of the presentation. Time is allowed for questions at the end.	0-1 point
Visual Appeal: Presentation is creative and easy to follow. If slides are used, minimal text is used on slides. Pictures or diagrams are used to enhance the presentation.	0-2 points
Speaking: There is an equal share of both partners speaking. Instead of reading off of presentation, presenters elaborate on information featured in the visuals to inform the audience more about their PYD program. The audience is engaged in the presentation by the presenters, by asking questions, encouraging discussion, or by an activity.	0-2 points
Connection to PYD: Presentation clearly describes how the program meets the guidelines for a PYD program. Connections are made to topics discussed in class such as FISH Philosophy, 5 C's, Growth Mindset, etc.	0-2 points
Coaching Profile: Presentation describes the kind of staff that work at the program, why they do it, and what their mission might be. Should showcase how these staff will make the program successful and meet the definition of a PYD program.	0-2 points
Program Introduction: The presentation introduces the main aspects of the program - such as who it serves, what activities it might have, and a general idea behind the funding of the program.	0-1 points

Appendix Q

Assertive Communication (from Texas Women's University web page 6/3/06)

Here are some tips on how to communicate more assertively with others:

Think and talk about yourself POSITIVELY.

- Eliminate adding qualifying statements to your opinions or requests (e.g., “you’ll probably think this is crazy, but...”, “...I guess”, “but that’s just my opinion”).
- Reduce tag questions (e.g., “does that make sense?”, “is that okay?”).

Consciously take responsibility for yourself and avoid taking responsibility for others.

- Eliminate “should”, “ought to”, and “have to”.
- Practice using the phrase “I choose to”.

Giving and getting information

- Recognize yes/no questions. When you are asked a yes/no question respond with a yes/no answer. You do not need to elaborate upon or justify any response you give.
- Recognize information questions. Give as much information as you feel comfortable in response to the question but don’t feel you have to justify your answer.

“I” statements

- Avoid using “you” statements that distance you from your feelings. Instead, use statements that begin with “I feel _____”.
- Avoid using “you” statements that accuse. Many people interpret statements that begin with “you” as blaming and often become defensive in response.

Giving and receiving constructive feedback

- Talk about the behavior, not about the person. Be as specific as possible.
- Balance positive and constructive interactions
- Learn to discriminate between something that is **your** problem from something that is **their** problem.

Feeling talk

- Specify feelings (e.g., I see, I hear).
- Practice “I feel...” statements rather than using “I think...” statements.
- Recognize that no one can tell you how to feel. There are no right or wrong feelings, feelings just are.

Statements without explanations

- You have a right to your opinions and decisions.
- A simple “no” is enough, without excuses.

Persistence

- Use the broken record technique: repetition of a simple statement of fact (e.g., “I am not available at 2:00, our original time is better for me”).

Use fogging: reflect what the other person has said and then say “but” before you say your statement. When you use fogging, you show that you are listening to the other person

Assertive Communication

Ask for what you want, not what you think you can get!

1. Enter the situation with a goal in mind.
2. Have confidence in your judgment.
3. Be firm with your directions while still communicating respectfully.
4. To avoid confusion, be clear with your request.
5. Don't be afraid to ask for back up.

Appendix R

The Art of Enforceable Statements

Unenforceable

Enforceable

Please sit down. We are going to start now.	We will start as soon as you are sitting down.
Pay Attention!	I'll start as soon as I know you are with me.
Keep your hands to yourself	You are free to stay with us when you keep your hands to yourself.
You need to show some respect.	I'll be glad to discuss this when respect is shown.
Raise your hands.	I will be happy to call on and listen to those who are raising their hands
You can't go outside without your coat.	Feel free to go outside as soon as your coat is on.
Don't come back to the circle till you knock it off.	Feel free to come back to the circle as soon as you remember how to follow circle time rules.
Stop arguing with me!	I'll be glad to discuss this with as soon as the arguing stops.
If you forgot your homework you will just have to take a 0.	I am sorry you forgot your homework. I bet you will remember how important it is to bring it from now on.

Taken from Jim Fay, *Love and Logic*

Appendix S

Assertive Communication Scenarios

Participant: You are an unruly tennis participant who finds it hard to listen to directions from your instructor. You are committing what your instructor deems “unsafe behavior” by recklessly swinging your racquet around but you see it as if you are just having fun.

Staff: You notice that your student is being unsafe and using the equipment improperly. It is your job to make sure your student stops this behavior and understands the consequences of this behavior.

Parent: You are a parent who has come to view your 8 year old daughter participate in her gymnastics class. Your spouse unfortunately could not make it so you bring a video camera to tape your child. You are faced with opposition from one of the instructors but you do not understand why you can't videotape your daughter.

Staff: You notice a parent trying to videotape his/her daughter in your gymnastics class. Because some of the participants in the class do not have permission to be photographed or videotaped, you must try to get the parent to quit.

Staff 1: You are working on a project in the office and desperately need to use a computer. All of the computers are being used for KidSpirit purposes except for one which is being used for personal reasons. The person using the computer is explaining that he needs to use the computer for his homework.

Staff 2: You are a staff and you are using the computer in the KidSpirit office for personal reasons. You have homework due in 20 minutes so you need to do it now. Your computer at home is on the fritz and you really don't want to go anywhere else because it's raining outside.

Parent: You are a passive-aggressive parent who has just been told by a staff that your child, Shaggy, twisted his ankle in gymnastics. You are very angry and know the staff was not paying enough attention to safety issues. You tell the staff “oh its ok you were probably absent that day at training.”

Staff: A student in your gymnastics, Shaggy, twisted his ankle while jumping off a small mat. You went over safety rules earlier in the day and performed proper first aid. You tell the parent at the end of the day and they make remarks that make you feel like you didn't do your job right, even though you know you took all the necessary precautions to avoid the injury and gave proper care once it happened.

Camper: You didn't get much sleep last night, and you really just want to lay down during soccer and take a nap. You know that it's against the rules but you're super tired and it doesn't seem fair that the other kids know a lot about soccer and you don't. You don't want to participate because you are tired and don't want to seem dumb because you don't understand the rules.

Staff: A camper in your group does not seem to want to participate. They dragged their backpack all the way to the soccer field. When you ask them what's wrong, they just say that soccer is boring and dumb and that they hate it and you for making them do it. They won't sit near you and move about 5 feet away each time you get closer.

Camper: You are a super helpful camper and want to prove to the staff how much you know. To do so, you tell the other kids what to do, and when they don't listen you get mad at them. You are just trying to do your best and help them do the activity – but they don't seem to want your help.

Staff: You are teaching basketball and you have one kid that always takes the ball out of other kids hands to try and show them what to do. But, he is kind of rude about it and does not always give the best advice. Another kid started crying because he didn't get a chance to play with this kid consistently taking the ball out of his hands.

Appendix T

Growth Mindset or Fixed Mindset

Self-assessment : Read each statement and decide if it is TRUE or FALSE, circle your answer.

1. If I had to work hard at something, it means that I'm not smart
TRUE or FALSE
2. I like to try things that are hard
TRUE or FALSE
3. When make a mistake, I get embarrassed
TRUE or FALSE
4. I like to told I'm smart
TRUE or FALSE
5. I usually quit when something gets difficult or frustrating
TRUE or FALSE
6. I don't mind making mistakes. They help me learn.
TRUE or FALSE
7. There are some things I'll never be good at.
TRUE or FALSE
8. Anyone can learn something if they work hard at it
TRUE or FALSE
9. People are born stupid, average, or smart, and can't change it
TRUE or FALSE
10. Doing my best makes me proud, even if it's not perfect
TRUE or FALSE

How many odd-numbered statements did you think were true? _____

How many even-numbered statements did thin were true? _____

Appendix U

Game Day Lesson Plan Mini Lesson Plan Instructions

Please jot down a brief lesson plan of what game you and your partner will be leading on Thursday, 11/14. You will have about 10 minutes to explain and then for us to play your game.

Please include:

- Objectives
- Assessments
- Instructions
- Safety concerns/ explanations

You MUST have a lesson plan submitted here before class on Thursday to get points for the day. Only one person in the pair needs to submit their lesson plan. I am looking forward to reading your plans and for us all to play games on Thursday!

Appendix V

***Journal of Youth Development* Article Review Instructions**

Please find a primary source article from the *Journal of Youth Development*. This means that the article will have been written by the researchers and will be about their research (not an article summarizing or reviewing someone else's research). Then, please answer the following questions regarding your article:

1. Summarize the main points of the article - what was the research, and what were their conclusions?
2. How does the article you read relate to PYD?
3. How will you use the information you found in this article in the future as a coach or a teacher?

Please include the citation for the article you read in APA.

You can find articles on the website of the *Journal of Youth Development*, or through the OSU Library Search Engine. Please let me know if you need any help finding an article or if you have any questions!

Appendix W

Behavior Management Notes Worksheet

Name:

Love and Logic

Why do we often use choices when working with children?

What are some guidelines or rules to follow when presenting choices to children?

Why is it important to give children shared control of the situation?

What was your love and logic scenario?

How did your group come up with a reasonable solution?

Deliberating Dilemmas

What are some competencies that you think are associated with working in a PYD program?

Why are these competencies not always enough?

What was your group's scenario?

How did you solve it?

What was feedback that another group gave you on your solution?

Appendix X**Problem Solving with Love & Logic**

1. What is the problem?
 - a. Is it a safety, respect or responsibility problem?
 - b. Is it internal or external? Is there paperwork?

2. How do you feel about what happened?
 - a. Happy, sad, angry, confused, frustrated, afraid

3. What are possible consequences?
 - a. Time out to think
 - b. Removal from the area until trust is rebuilt
 - c. Removal from classmates until trust is rebuilt
 - i. Apologize
 - ii. Walk with an adult
 - iii. Community service

4. What are possible solutions?
 - a. Is it safe?
 - b. How might other people involved feel?
 - i. Is it fair?

5. Is the solution working? If not, what can you do?

Scenarios

Billy is extremely upset that his gymnastics group is not going to bars today and refuses to participate in anything else during class. How do you address this situation?

Lilly starts crying in your lunch group. When you ask her what is wrong she tells you that some of the campers are playing foursquare and won't let her play. How do you address this situation?

Kai will not stop swinging his bat while you're giving directions. How do you address this situation?

Appendix Y

ACT Limit Setting

A: Acknowledge the feeling

When children hear that you know how they are feeling, they are more likely to feel seen and understood. It is important to connect the feeling to the behavior.

Child example: “I know that you are so angry and want to hit me...”

Teen example: “I know that you are angry that you cannot sleep over at Kara’s house this weekend...”

C: Communicate the limit

Children have a right to their feelings, but they don’t have a right to behave destructively or disrespectfully.

Child example: “...but I’m not for hitting.”

Teen example: “...but we are committed to have dinner with your grandparents for their anniversary on Saturday night.”

T: Target alternatives

There’s nothing wrong with the impulse/desire, but it needs to be expressed safely/responsibly. Additionally, the child should feel like they have a part in the decision-making process.

Child example: “You can choose to hit the teddy bear or you can choose to hit the pillow.”

Teen example: “You can choose to have Kara over Sunday afternoon or you can choose to have her over next weekend.”

Other Limit Setting: *If....then, When....then, First....then* Offer replacement behavior!

Appendix Z

Final Project Peer Evaluation Form

Name: _____

Presentation Content: How the presentation addresses connections to PYD and course material. Were concepts covered in class addressed? Did program adequately meet the definition of PYD? Were details included about the ideal staff of the program, their motivations, and coaching/teaching style?

Presentation Delivery: How the presentation looked and sounded. Was visual presentation clear and easy to read? Was there an adequate balance between text and visual media? Were different visual mediums such as videos, pictures, or charts used to enhance the presentation? Did presenters speak clearly and elaborate on their visual mediums? Did both presenters speak about equally?

Presenter Names: _____

PYD Program name or focus area: _____

Positive Feedback on Presentation Content:

Constructive Feedback on Presentation Content:

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PYD Program name or focus area: _____

Positive Feedback on Presentation Content:

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Appendix AA

Annotated List of References

Arnold, M.E. (2016, October). Session one: Setting the stage for positive youth development [Webinar]. *2016-2017 PYD Learning Circles*. Retrieved from https://media.oregonstate.edu/media/t/0_4j7k15mp.

Dr. Arnold is a professor and researcher at Oregon State University, who focuses her research on Positive Youth Development Programs, with a special emphasis on 4-H. She developed the 4-H Thriving Model, based on the concept of thriving identified by Benson & Scales, which is a comprehensive framework for how 4-H can meet the goals of a PYD program. She is considered an expert in the field of PYD and 4-H. This webinar is the first in a series of webinars on PYD that were conducted by Dr. Arnold for training of 4-H volunteers and educators on the importance of PYD programs and on helping youth build meaningful relationships with adults. This particular webinar addressed the definition of PYD and the general components of a PYD program. It also introduced the Developmental Relations Theory of Dr. Richard M. Lerner, and explained how the theory can be used to support the Thriving Model of 4-H. Basic knowledge of a PYD program, and also of different theories and models that can be used to support them is integral to coaching in this setting and to building the best possible relationships with youth.

Arnold, M.E. (2016, October). Session two: Getting to the thriving: Identity formation as Positive Youth Development [Webinar]. *2016-2017 PYD Learning Circles*. Retrieved from https://media.oregonstate.edu/media/t/0_rjfmucr1.

In the PYD learning circles videos, Dr. Arnold addresses the 4-H community, focused especially around the connection between identity formation and thriving. This learning

circles video is based off of Arnold's paper on identity development and thriving, however, it outlined in more concrete terms the different theories of identity development, both by Erickson and Marcia. These theories of identity development focus on different stages, highlight the stages where adolescents often are, and the influence that PYD can have on their development. Watching this video was helpful in understanding identity development theories in greater detail, and contributed to the discussion and lesson that the Coaching for Youth Programs class had on identity development.

Arnold, M. E. (2017). Supporting adolescent exploration and commitment: Identity formation, thriving, and positive youth development. *Journal of Youth Development, 12*(4), 1–15. <https://doi.org/10.5195/JYD.2017.522>.

In this paper, Dr. Arnold identifies many of the different connections between PYD and other developmental outcomes for youth. She summarizes some of the research on youth identity development, especially that done by Erickson and Marcia, and relates the theories of youth identity development to the outcomes of PYD. The conclusion here is that youth are able to fully achieve their identity development with the support and positive relationships fostered through PYD. This article also provided a good overview of the various theories of identity development. The Coaching for Youth Programs course investigated and analyzed this article, and evaluated how identity development was related to PYD and how they as coaches could support this identity development. Because of the wide breadth of this article, students in the course were able to gain a broad understanding of identity development and its relationship to PYD.

Arnold, M.E. (2018). The 4-H thriving model: Predicting the impact of 4-H on positive youth development. [PDF file]. Oregon State University Extension Service.

<https://oregonstate.app.box.com/s/zic7atlnomdy033vemjrz4axsgso2ra>.

Much of Dr. Arnold's work centers around the thriving model, and how it relates to other aspects of PYD such as identity development, sparks, and then how it is incorporated into different programs. Dr. Arnold developed this brochure on thriving in the context of 4-H for use in 4-H organizations throughout the country. The brochure relates the thriving model developed by Benson & Scales to the outline of 4-H, and identifies the different developmental outcomes of PYD that are associated with each of the 4-H's. It includes a diagram of the thriving model, incorporating the developmental context, PYD, and sparks into the model. The brochure was useful for including an image of the thriving model in the thesis document.

Benson, P.L. (2008). Recognize the power of Sparks. In P.L. Benson, *Sparks: How parents can help ignite the hidden strengths of teenagers* (pp. 17-29). San Francisco: Jossey Bass.

This chapter from Benson's book on sparks and how they contribute to adolescent development focused specifically on how to help youth find their sparks. The main concept discussed here was how youth are much more likely to develop a spark if it is supported by adults with whom they have positive relationships. PYD can help support this development of sparks by allowing youth to investigate different passions and interests and by reaffirming the interests of youth. This chapter from Benson's book was very informative, as it was designed for the audience of parents and youth professionals, instead of from a research perspective. This research was especially helpful when teaching about sparks and their importance in the Coaching for Youth Programs class,

and in understanding their importance and the relationship between sparks, thriving, and PYD.

Catalano, R.F., Berglund, M.L., Ryan, J.A.M., Lonczak, H.S., Hawkins, J.D. (2004). Positive youth development in the United States: Research findings on evaluations of positive youth development programs. *The ANNALS of the American Academy of Political and Social Science*, 591(1), 98-124. <https://doi.org/10.1177/0002716203260102>.

This research by Catalano was focused on the different positive outcomes of PYD programs, and offered definitions for the various outcomes that strength-based programs can have for youth. It then evaluated a variety of PYD programs and assessed their different capacities to meet all of these outcomes. It established different common themes in each program, including pro-social norms, self-efficacy, and competence. This research was beneficial in understanding what some of the desirable characteristics of PYD programs were, and how to best foster them in PYD programs. When teaching the Coaching for Youth Programs course, this research was beneficial in explaining potential features of different PYD programs, and for identifying how PYD programs can support youth.

Chlup, D. T., & Collins, T. E. (2010). Breaking the ice: Using ice-breakers and re-energizers with adult learners. *Adult Learning*, 21(3-4), 34–39. <https://doi.org/10.1177/104515951002100305>.

This article was beneficial, as it focused specifically on the benefits of icebreakers with adult learners. It was very influential in determining a pedagogical approach to beginning class each day, and how to engage students in connecting with each other. The purpose of icebreakers in the classroom became two-fold - both to provide examples for what

coaches could use with youth in the future, and to build and foster collaboration and connection within our classroom as well. Examples of different icebreakers that were effective for use with adults were also included. Although our course used icebreakers established mainly for children, the theory behind using them was influential in establishing the structure of the course.

Christensen, J. (Director). (1998). *FISH! Philosophy* [Film]. CharterHouse Learning.

John Cristensen is a filmmaker who in 1998 came across the Pike Place Fish Market. Enamored by their successful business model, Cristensen began filming the fishmongers and analyzing how they made their otherwise mundane work more interesting. Christensen and ChartHouse learning established four principles that were making the Pike Place fish market so successful. Today, the FISH! Philosophy is a business model used by Fortune 500 companies, large corporations, and also OSU KidSpirit, and is focused on positivity and positive interactions in the workplace. Cristensen is the CEO of ChartHouse learning, which offers leadership training and counsel to businesses big and small internationally. This video is just one kind of business model to help create a positive atmosphere in the workplace and with clients. Although it is not founded in PYD, it is helpful in explaining the kinds of skills needed to build relationships with students.

Covey, S.R. (2004). *The 7 habits of highly effective people*. New York, NY: Free Press.

Stephen Covey was an educator, lecturer, and business professor at Utah State University. His most famous work, *The 7 Habits of Highly Effective People*, focuses on character development as a solution to both personal and cooperative dilemmas. Covey, a member of the Church of Jesus Christ of Latter Day Saints, includes many traditionally

Christian values and life outlooks as part of his goals. Covey argues for seven habits that will alter both first how people see themselves, and then how they work with others, centered around values and principles that guide everyday life. Although Covey's work is antiquated, it has been used for the past 40 years by businesses, schools, and countless other programs to alter the mindset of the employees to focus on values-based interactions and to take responsibility for their lives. This book was used to teach several lessons throughout the course, and allowed students to evaluate their values and how as coaches they could help youth understand and live by their own values. PYD is centered around helping youth develop their identities, and values are a large part of that. This book was very useful in taking a values-based approach, however the next time it is taught it will be beneficial to compare and include more recent practices into the different habits. Additionally, Covey's bias as not a researcher but a Christian educator will be more thoroughly evaluated and considered throughout teaching the book.

Damon, W. (2004). What is positive youth development? *The ANNALS of the American Academy of Political Science*, 591(1), 13-24.
<https://doi.org/10.1177/0002716203260092>.

William Damon is a professor of education and an expert in adolescent development at Stanford University. He is an expert in PYD, and this article explained in detail the basics of what PYD is and the research behind it. It focused on the different interactions that youth have with their communities and how that influences their identities. Damon referenced Benson & Scales frequently in this work as well. The article focused on youth as a resource and how they can benefit their communities when a strength-based approach is used. Overall, this article was beneficial in explaining the benefits of PYD on

youth and their communities, and in supporting the importance of PYD for future research on the topic.

Dotterweich, J. (2015). Positive youth development 101: A curriculum for youth work professionals. [PDF file]. ACT for Youth: Center of Excellence.

http://actforyouth.net/resources/pyd/pyd_pyd101curriculum.pdf.

ACT for Youth: Center of Excellence is a curriculum designed by Cornell University that covers the basics behind PYD. It is intended for volunteers and community professionals who are going to work in PYD programs, and who desire to gain a basic understanding of PYD. Analyzing this curriculum was helpful in determining what sort of courses and topics should be addressed both in the Coaching for Youth Programs course, and throughout the PYD certificate outline. This curriculum offered ideas of what could be included in especially in the programming course of the PYD certificate, and also summarized different positive outcomes that could be included in the Coaching for Youth Programs course.

Dweck, C. (2016). *Mindset: The new psychology of success*. Ballantine Books, Penguin Random House, LLC.

Carol Dweck is a psychologist at Stanford University, who's research focuses specifically on mindsets and the mindset trait. Her research stems from how people develop growth mindsets, and the different impacts this can have on success throughout various facets of life. Dweck's research centers around the psychology of success and on qualitative and quantitative examples of growth mindset. This entire book was influential in explaining why growth mindset is such an essential aspect of PYD, because it allows youth to build resiliency and confidence, and contributes to the 5 C's and eventually positive healthy

adult behaviors. It was also beneficial to understand for a lesson on growth mindset, to explain to students the research behind it and how it could be applied to both PYD and to their personal lives.

Erikson, E. H. (1950). *Childhood and society*. New York: Norton.

Erikson is considered one of the most prominent developmental psychologists in the field of identity development. He is best known for his psychosocial stages, where each stage is a conflict that is faced. In adolescence, youth face an identity crisis, and the resolution of their crisis is dependent on their success in previous stages and the support they receive. Erikson was also essential in identifying the importance of hope in resolving the identity crisis of adolescence, and sparks can easily support the persistence of hope.

Examining a portion of Erikson's work was beneficial in understanding in further detail the relationship between PYD and identity development, and how to help youth foster their own identities.

Fay, J. (2020). *How to create a love and logic classroom*. Love and Logic.

<https://www.loveandlogic.com/pages/how-to-create-a-love-and-logic-classroom>.

Jim Fay is the leading developer of Love and Logic, a curriculum centered around the whole child, and focused on having consequences with empathy that are communicated to children. His theories are used in classrooms and homes throughout the world. They center on setting enforceable boundaries and limits for youth, and on clearly communicating expectations with empathy. Love and logic is a useful tool in a PYD program because it centers on the youth, and allows adults to build relationships with youth when interacting with them. Fay's work on enforceable statements was used in teaching classroom management as well as assertive communication during the Coaching

for Youth Programs course, and gave students the opportunity to focus their instructions towards youth in a compassionate way.

Great Plains IDEA. (2020). *Youth Development Online Master's Degree*. Great Plains IDEA.

<https://www.gpidea.org/program/youth-development>.

The Great Plains Interactive Distance Education Alliance is a coalition of Midwest universities that offer online curriculums and programs concurrently. The Youth Development Online Master's Degree is available online throughout universities in this alliance, and investigating its components was helpful in understanding what could contribute to a PYD certificate. There were a variety of different courses and tracks, which influenced the establishment of several of the courses to be included in the PYD certificate. It also described various different topics that could be included in these courses, such as adolescent development, policy, cultural contexts, grant development, and many more topics. Although not all of these topics were addressed in Coaching for Youth Programs, the Master's Degree available from Great Plains IDEA was able to serve as a model for additional topics to be covered throughout the PYD certificate.

Jones, K. A., Vermette, P.J., & Jones, J.L. (2009). An integration of "backwards planning" unit design with the "two-step" lesson planning framework. *Education*, 130(2), 357–360.

This article was influential in explaining the benefit of lesson planning by focusing first on the objectives and the assessments and then establishing the different activities that help support students in meeting these objectives. This was the approach used to develop lesson plans for the Coaching for Youth Programs course, and was also the recommended form of lesson planning used when students in the course were writing their own lesson plans. This approach to lesson planning was beneficial in helping establish the objectives

of each lesson, and keeping the curriculum centered around the objectives of the course, and was also helpful when students were drafting their own lesson plans in connecting their desired outcomes to the activities of each lesson.

Kim, C. (5 April 2019). New Jersey high school opens doors every Friday night to keep students off streets. *ABC7NY, WABC*. <https://abc7ny.com/society/nj-high-school-opens-doors-every-friday-to-keep-kids-off-streets/5236330/>.

This newspaper article featured on an ABC news affiliate detailed an influential PYD program focused especially towards high-risk New Jersey High Schoolers. The article provided information on the Lights On Program, an afterschool program focused specifically on building relationships with high-risk high schoolers and helping them to identify their sparks. This program served as a strong example of what PYD could look like outside of coaching, and was shared as part of the curriculum of Coaching for Youth Programs. It allowed students to identify different aspects of PYD such as sparks and the 5 C's in program models, and to help establish what would be important in their own youth programs when designing PYD programs as a final project.

King, A. (1993). From sage on the stage to guide on the side. *College Teaching*, 41(1), 30–35. <https://doi.org/10.1080/87567555.1993.9926781>.

Alison King is a researcher and instructor at California State University, who's research focuses on best practices of teaching college students. This article discussed a pedagogical shift from lecturing, to allowing for student-centered learning, which was already becoming more popular in K-12, but which can also effectively be used at the college level. The article discussed different methods that allow for more student-centered learning, based on the constructivist theory of teaching. Many of these methods

were employed in the pedagogy of the Coaching for Youth Programs class. One of the most widely discussed strategies in the article was guided reciprocal peer questioning, which served as a model for the final project activity in the course.

Lerner, R. M., Fisher, C. B., & Weinberg, R. A. (2000). Toward a science for and of the people: Promoting civil society through the application of developmental science. *Child Development, 71*(1), 11–20. <https://doi.org/10.1111/1467-8624.00113>.

Dr. Lerner is one of the leading experts in PYD, and has been investigating PYD and developmental outcomes for much of his career. This article and research focused on how applied developmental science could lead to positive outcomes for at risk youth, and how it could be used to influence policy and programs to support youth from any background. The focus was on using developmental science in a social justice lens, to promote collaboration and development of strengths for all youth. This article was especially helpful in defining the 5 C's and how they may eventually lead to a 6th C of contribution, and is one of the contexts in which this language was used. Lerner's work here lays a foundation for the importance of applying developmental sciences to working with youth in all situations, and promoting positive outcomes through PYD.

Lerner, R.M., & Lerner, J.V. (2013). The positive development of youth: Comprehensive findings from the 4-H study of positive youth development [PDF file]. Medford, MA: Institute for Applied Research in Youth Development at Tufts University. Retrieved from <https://4-h.org/wp-content/uploads/2016/02/4-H-Study-of-Positive-Youth-Development-Full-Report.pdf>.

Richard and Jaqueline Lerner are experts in the field of youth developmental psychology and in PYD. Their research focuses on applied developmental science, relational

developmental systems, and youth development. Based on the relational developmental systems theory, they conducted the largest study of PYD to date, the 4-H study of PYD. This study compared a plethora of positive and negative outcomes for youth among those who participated in 4-H PYD programs, and those who were members of other outside of school programs, and was monumental also because of its longitudinal nature. Not only does it encapsulate the positive effects that PYD can have on youth, it also highlights some of the main outcomes of PYD programs, and the introduction briefly explains some of Lerner's research on PYD and on building relationships with youth. Examining this study was beneficial not only in personally understanding PYD and the positive outcomes associated with it, but also for students in the Coaching for Youth Programs class to analyze to assess on their own some of the outcomes of PYD programs, while using 4-H as an example and model program.

Lerner, R.M., Wang, J. Chase, P.A., Gutierrez, A.S., Harris, E.M., Rubin, R.O., & Yalin, C.

(2014). Using relational developmental systems theory to link program goals, activities and outcomes: The sample case of the 4-H study of positive youth development. *New Directions for Youth Development*, 144, 17-28. <https://doi.org/10.1002/yd.20110>.

In one of Lerner's many publications, the link between relational developmental systems theory and PYD was clarified. Relational developmental systems theory is essentially the theory developed by Lerner and other researchers to link positive interactions and relationships with youth to their positive outcomes. This paper used the 4-H study as a model, and identified how 4-H programs lead to positive outcomes through the relational developmental systems theory. It was very beneficial in understanding some of the

associations between PYD and youth development, and also provided a helpful graphic to understanding this relationship that was included as Figure 2 in the document.

Lynch School of Education and Human Development. (n.d.) *Certificate in Positive Youth*

Development. Boston College: Lynch School of Education and Human Development.

<https://www.bc.edu/content/bc-web/schools/lynch-school/academics/certificate-programs/certificate-positive-youth-development.html>.

The Lynch School of Education and Human Development offers a research-based certificate of PYD, that focuses on adolescent or college student development, research behind PYD, and diversity in higher education. It is designed to equip students with the knowledge necessary to work in PYD programs and to influence policies affecting youth.

The program is chaired by Jaqueline Lerner, an expert in PYD and one of the principal investigators of the 4-H study of PYD. Exploring this website was beneficial in understanding what courses may be useful in a PYD certificate and what material would be beneficial to cover in a course on PYD if Oregon State were to continue to be a pioneer in youth development and research with the PYD certification and curriculums.

Marica, J. E. (1983). *Some directions for the investigation of ego development in early adolescence*. *Journal of Early Adolescence*, 3, 215-223.

Marcia is a developmental psychologist, who's work centers around identity development. He is most famous for his theory of identity development that centers around four identity statuses, some of the most prominent work in identity development. Marcia theorizes that identity development requires both commitment and crisis, and that both exploration and commitment are necessary to have an achieved identity status. This identity status theory is helpful for understanding PYD because achieved identity is a

goal of all adolescents, and PYD provides the platform for youth to both explore and commit to different identities. Marcia's work is supplemental and adds further to the identity theories of Erickson, and reading these works together was beneficial in better understanding identity development.

McDonald, J. T. (2016). Point of view: What does formative assessment look like in the college science classroom? *Journal of College Science Teaching*, 45(6), 2.

https://doi.org/10.2505/4/jcst16_045_06_8.

Jim McDonald is an expert on science teaching practices and on including formative assessment in teaching. Although this course was not a science course, it was often investigation and research-based. This short article by McDonald presented many of the benefits of formative assessment, such as allowing students to develop their own theories and then for teachers to see and understand those theories in order to assess where students are at. The article provided one example of a situation where formative assessments were used to examine phases of the moon, but did not offer much else in terms of examples of how formative assessments could be used in the classroom, and further analysis and personal experience was needed. However, McDonald's expertise on the benefits of formative assessments were definitely applicable to the college classroom and allowed students to investigate ideas without the pressure of summative assessments, and for myself as the instructor to adjust according to their feedback.

Office of Population Affairs. (2020, Sept. 9). *Positive Youth Development*. HHS.gov.

<https://www.hhs.gov/ash/oah/adolescent-development/positive-youth-development/index.html>.

This website, developed by the Office of Population Affairs, focuses on the highlights of Positive Youth Development such as the definition and practices to implement it. The Office of Population Affairs administers the Title X family planning program, and other programs that relate to pregnancy and pregnancy prevention. They advise the Secretary of Health on adolescent health and other population related issues. This website focused specifically on PYD and how it related to positive health outcomes for adolescents, including positive reproductive health outcomes. The information on this website can be used to define PYD and to develop an action plan for programs wanting to follow a PYD model. It is supported with additional research which can be utilized to support additional lessons on the theory of PYD and the purpose behind it.

Oregon State University. (2020). *About the College*. College of Public Health and Human Sciences. <https://health.oregonstate.edu/about>.

Oregon State University's own website providing facts about the College of Public Health and Human Sciences was very helpful in explaining some of the statistics of the college. When evaluating the importance of a PYD certificate, this data proved how many students could be impacted. Oregon State University is one of the leading institutions in the nation in the field of Public Health and many of its programs within this college place an emphasis on youth development. Through work with 4-H extension, OSU continues to support research and development in PYD and youth programming.

Oregon State University. (2020). *FAQs for Kinesiology*. College of Public Health and Human Sciences, Office of Student Success, Internships, Practicums and Seminars.

<https://health.oregonstate.edu/internships/experiential-learning-kinesiology/faq>.

Oregon State University requires experiential learning credits for many of its different degree options, and kinesiology is no exception. Because of the high graduation rates of the College of Public Health and Human Sciences, Oregon State could be considered a knowledgeable source in the importance and benefits of experiential learning. This website was beneficial in clarifying the benefits of offering the Coaching for Youth Programs course as an experiential learning opportunity, and also in defining what that classification required of the course. Experiential learning requirements can allow students to learn employable skills and to experience the field, and are an essential part of many different programs throughout universities nationally.

Rath, T., & Clifton, D. (2004). *How full is your bucket: Positive strategies for work and life*. New York, NY: Gallup Press.

Rath, a psychologist focused on strengths-based leadership and personal growth, co-authored *How Full is Your Bucket* with his grandfather, Don Clifton. This book centers around the theory of positive emotions and presents numerous different research studies evaluated by Rath and Clifton on the power of positivity. They developed the bucket theory as a model for how positive interactions can shape everyday lives, and how this can be influential in the workplace and at home. For youth the theory that positive interactions contribute to building resiliency and strength can help them develop relationships, confidence, and character, and can also influence youth to be more compassionate and caring. Although the bucket theory is not commonplace in all PYD programs, the lessons of resilience and positivity that it fosters can be beneficial to any program, and the skills that it helps students in the PYD course develop are also influential in reconsidering the nature of interactions in everyday life.

Roth, J.L., & Brooks-Gunn, J. (2003). What exactly is a youth development program? Answers from research and practice. *Applied Developmental Science, 7*(2), 94-111.

https://doi.org/10.1207/S1532480XADS0702_6.

Roth and Brooks-Gunn both have associations with Columbia University's Teachers College, with research that focuses on youth development within a school setting and in outside of school programs. This paper identified components essential to a PYD setting, including the outcomes of healthy adulthood that PYD programs so often work to achieve. It then evaluated different PYD programs to determine best practices in terms of size, program goals, activities, sponsorships, and program characteristics. It was useful in identifying components that were true of many PYD programs, and also evaluating what made them unique. This article would be extremely beneficial in the future for additional courses of the PYD certificate focused around program administration.

Scales, P.C., Benson, P.L., & Roehlkepartain, E.C. (2011). Adolescent thriving: The role of sparks, relationships, and empowerment. *Journal of Youth and Adolescence (40)* 263-277. <https://doi.org/10.1007/s10964-010-9578-6>.

Scales and Benson are both prominent developmental psychologists who, working with the Search Institute, pioneered some of the preliminary studies on PYD. They developed the developmental assets and developmental relationships frameworks, which focused on promoting positive relationships for youth. This research quantitatively assessed the influence of sparks, empowerment, and relationships on youth, and related them back to thriving and sparks, essential components of PYD. The quantitative nature of this study helped clarify the basis for many claims of PYD, although it was one study of a small

sample of youth. It was able to prove the importance of empowerment, sparks, and relationships within PYD programs to support positive outcomes for youth.

Waterman, A. S. (1984). *Identity formation: Discovery or creation? Journal of Early Adolescence, 4*, 329-341.

Waterman's work focuses on two aspects of identity development, discovery and creation, and how they interact with each other. Waterman is a developmental psychologist, who has worked closely on theories of identity development with James Marcia. His theories of identity development center around the sources of identity development, and the decision-making level where identity development often occurs. Both creation and discovery can be linked to sparks and helping youth find their passion, an essential aspect of PYD. Exploring Waterman's work was beneficial in understanding how PYD could help support youth in discovering new aspects of their identities and also in creating different identity elements.

Xing, K., Chico, E., Lambotuh, D. L., Brittan, A. S., & Schwartz, S. J. (2015). Identity development in adolescence: Implications for youth policy and practice. In E. P. Bowers, G. J. Geldhof, S. K. Johnson, Hilliard, L. J., Hershberg, R. M., J. V. Lerner, & R. M. Lerner (Eds.), *Promoting positive youth development: Lessons from the 4-H study* (pp. 187-208). New York: Springer.

King is a researcher at the University of Chicago, Illinois, focusing on child welfare and best practices in foster parenting and in the foster system. This article focused specifically on identity development in youth, and on how it was impacted by PYD. This article was featured in a book edited by Richard Lerner and other authors that focused on the positive outcomes from the 4-H study in the field of PYD, and many connections that were made

between identity development and PYD as a result of this study. Xing's research highlighted several different PYD programs throughout the Chicago area that were promoting positive outcomes for youth, and highlighted why they were effective or not effective. This article was very beneficial in linking PYD to identity development in adolescence, and the connections to real programs were grounding in the face of philosophical research.

