Engaging Teens With Your Library

Presented by Linda W. Braun, lbraun@leonline.com, Spring/Summer 2018

Agenda

I.   Welcome and introductions with overarching themes(15 minutes)
    A. Taking risks is essential
    B. Making mistakes is OK
    C. Failure is worth it
    D. You do not have to be an expert

II. Starting with Impact   (30 minutes)

III. Who are Teens 2018 (120 minutes with break)
    A. Adolescent Development
    B. Teen Demographics
    C. Teen needs and interests 2018
        1. Social Emotional Learning
        2. Connected Learning
    D. What's the impact/What's the assessment

IV. **Lunch**

V.   Reflection Time - individually and in the large group (30 minutes_

VI. The Paradigm Shift in Library Services (90 minutes)
    A. Youth Voice
    B. Community Engagement
    C. Facilitating Learning
    D. Youth Program Quality Indicators
    E. What's the impact/What's the assessment

VII. Break (15 minutes)

VIII. Making it Work in Your Setting (60 minutes)
    A. How do you learn about teen interests in the area in which you work?
    B. How do you leverage the interests of teens and the needs of the community to design and deliver great services for and with teens?
    C. How do you build relationships with local community members and organizations to support teens?

IX. Reflection, Planning, and Discussion (30 minutes)

X.   Close and Final Q&A (15 mins)

Overarching Ideas

Over the past few years informal educators, including library staff, have realized that there are somewhat new ideas that need to be embraced to serve all customers successfully.

These include:

Library staff do not need to be the expert

Taking risks is OK

Failure is OK

Learning from mistakes is required

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The Paradigm Shift: Outcomes and Assessment

Outputs are about numbers
Outcomes are about impact

An output is:
At least 25 people will attend the program

An outcome is:
Teens develop problem solving skills through collaboration

Why are outcomes important? Because they help you demonstrate the value you bring to teen lives. It's not just that you offered something, it's about the fact that you helped youth to gain skills, pursue interests, grow up successfully, etc.

When developing activities for and with teens it's important to think about what impact that activity will have on the youth. Ask yourself, what will youth gain through this work?

How do you **measure success** when it comes to outcomes:

- Observation
- Photos
- Interviews
- Informal conversations
- Surveys
- Program evaluations
- Focus groups
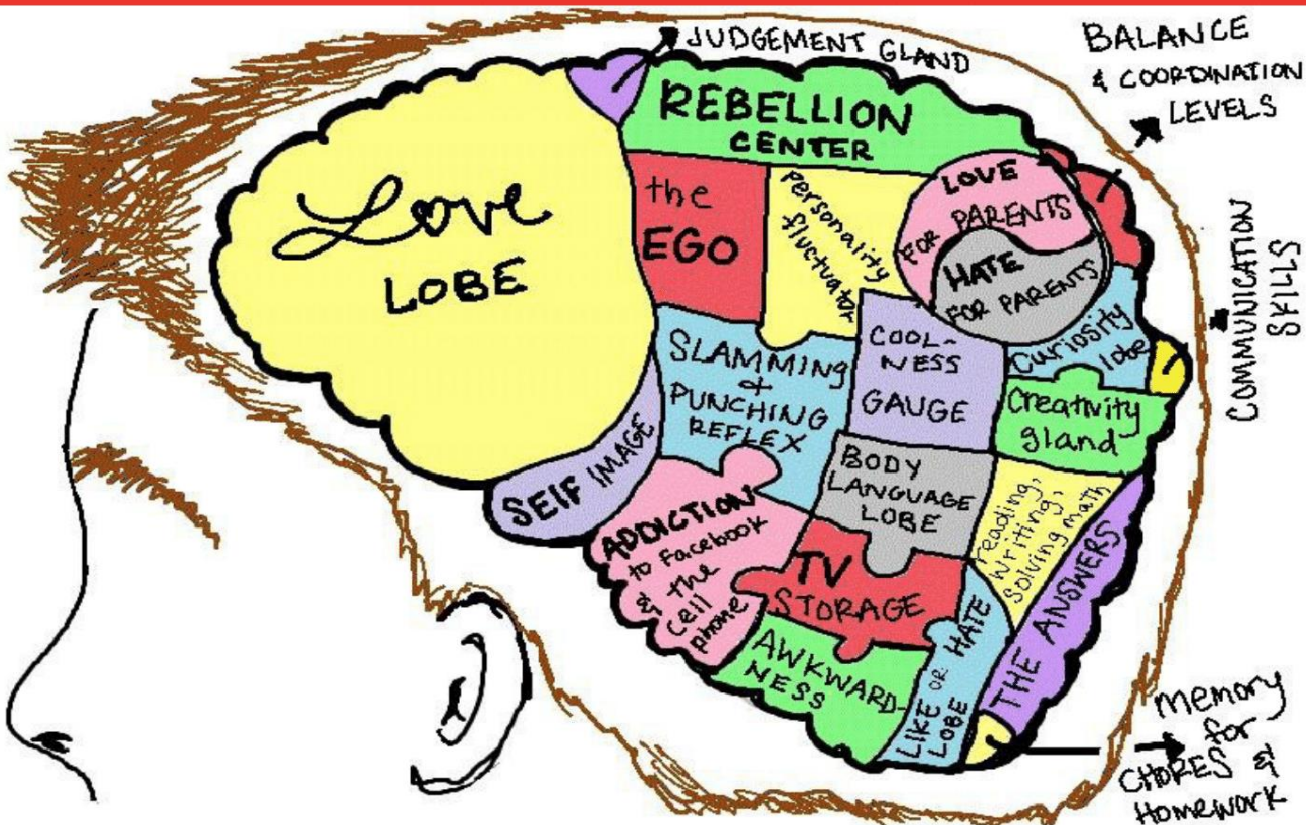- Artifacts created during activities

Remember **outcomes help you to tell your story** and to understand what teens need and how to meet those needs through library activities for and with them.

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Teens 2018: Adolescent Development

Source: Association of Middle Level Education Presentation January 2017.

Below, write what stands out to you in the image above.

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Teens 2018: Demographics

Take 2 minutes to:

- Think about the teens in your community
- What do you know about them
- Think about teens in Texas
- What do you know about them
- Think about teens across the United States
- What do you know about them

More than 12 percent of people in the United States—almost 42 million—are between the ages of 10 and 19. These adolescents are increasingly diverse and reflect the changing racial/ethnic, socioeconomic, and geographic structure of the U.S. population.

As young people develop their identities and habits, these diverse characteristics are connected to their … access to services. If adults who work with youth understand the demographic characteristics and diversity of adolescents, they can do a better job of planning and delivering …services to this population.

Number of Adolescents

Today, adolescents make up 13.2 percent of the population. As the U.S. population ages, adolescents will represent a smaller proportion of the total. By 2050, estimates show that adolescents will make up 11.2 percent of the population. While adolescents are predicted to represent a smaller portion of the total population, estimates show that the number of adolescents in the population will continue to grow, reaching almost 45 million in 2050.[1]

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[1] https://www.hhs.gov/ash/oah/facts-and-stats/changing-face-of-americas-adolescents/index.html

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Teens 2018: Social Emotional Learning (SEL)

"Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."[1]

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY
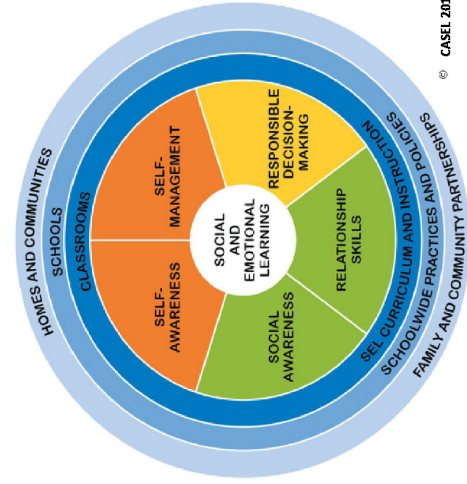
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Teens 2018: Connected Learning

In your own words:
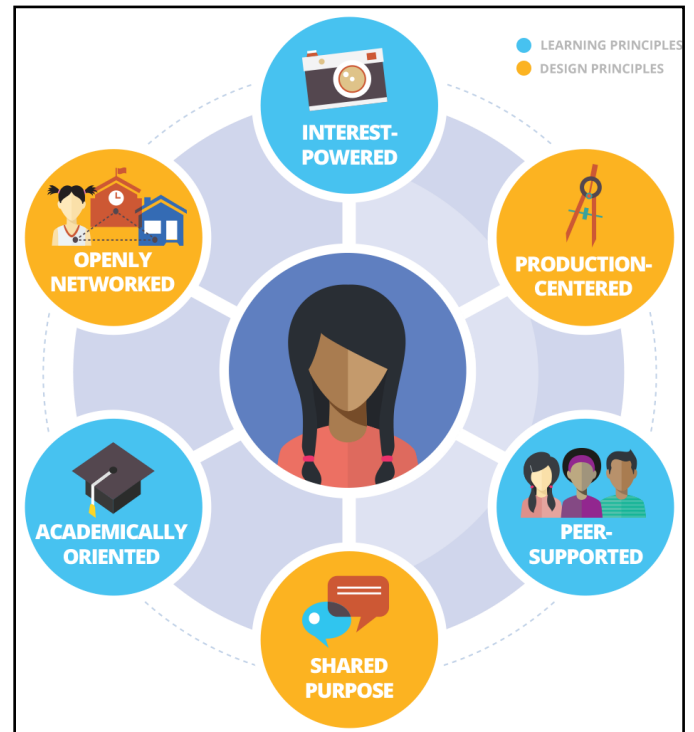
Shared Purpose

Academically Oriented

Openly Networked

Interest Powered

Production Centered

Peer Supported

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The Paradigm Shift: Youth Voice

Authentic Youth Voice is…

- **Collective –** Activities are led by youth and adults together – not individually

- **Connected –** Activities embody interdependence and model it among youth and adults

- **Empowering –** Youth voice is a driving force throughout activities

- **Equitable –** Adults recognize young people have differing backgrounds that require different approaches

- **Focused –** Activities are appropriately outcome-driven

- **Healthy –** Respectful disagreement, speaking up, and other avenues that equalize disparities between youth and adults are at the core of the activity

- **Learning –** Young people gain skills, knowledge and tools to be effect agents of change

- **Mutually Beneficial –** Young people and adults acknowledge each other's dreams, actions, outcomes and reflections

- **Relevant –** Activities are responsive to the lives of young people

- **Responsible –** Adults and youth develop and sustain their capacity to be "responsible**"**

- **Substantive –** Activity design and outcomes are designed to impact individuals, organizations, communities and society

- **Self-Motivated –** Young people feel driven to participate[2]

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[2] https://freechild.org/principles-of-authentic-youth-voice/

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The Paradigm Shift: Community Engagement

Q: WHAT KIND OF RELATIONSHIP DO YOU HAVE WITH COMMUNITY MEMBERS?

OUTREACH	UNSURE WHICH WE ARE DOING	DOING PRIMARILY OUTREACH	BEGINNING TO TALK ABOUT MOVING TO CE	WORKING TOWARD CE	DOING CE	COMMUNITY ENGAGEMENT
• Relationships are primarily TRANSACTIONAL, for the purpose of completing a project.						• Relationships are FOUNDATIONAL, continually built between and among people and groups. Staff/institutions continually build the relationships they need to know their community.
• Relationships are often NOT INCLUSIVE of all racial or cultural groups in the community.						• Relationships reflect the DIVERSITY within the community.
• Relationships can be LIMITED to a few community members, often giving influence to those with the loudest voices.						• Relationships are built not just with current leaders, but also with people with an interest and/or POTENTIAL TO BE LEADERS.
• Relationships are SHORT-TERM, so staff have to rebuild them as other projects or issues come up.						• Relationships are transformational and LONG-TERM, so community leaders/members can engage in projects and issues as they come up.

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Q: WHY ARE YOU ENGAGING PEOPLE?

OUTREACH	UNSURE WHICH WE ARE DOING	DOING PRIMARILY OUTREACH	BEGINNING TO TALK ABOUT MOVING TO CE	WORKING TOWARD CE	DOING CE	COMMUNITY ENGAGEMENT
• To accomplish a project or a **SPECIFIC GOAL** defined by the organization.						• To create space for people to **CONNECT, RAISE CONCERNS, BUILD POWER** and **ACT IN THEIR OWN INTERESTS.**
• To **SEEK BUY-IN OR APPROVAL** of something the organization has already planned.						• To **CREATE SPACE** for the community's assets to be recognized and utilized.

Q: HOW ARE YOU GETTING PEOPLE INVOLVED? WHEN?

OUTREACH	UNSURE WHICH WE ARE DOING	DOING PRIMARILY OUTREACH	BEGINNING TO TALK ABOUT MOVING TO CE	WORKING TOWARD CE	DOING CE	COMMUNITY ENGAGEMENT
• Primary activities with community include **FLYERING, SURVEYS, FOCUS GROUPS, WORKSHOPS,** etc.						• Primary activities with community include **LISTENING SESSIONS, ONE-TO-ONE MEETINGS, CELEBRATIONS, LEADERSHIP DEVELOPMENT, COMMUNITY-BUILDING PROJECTS,** etc.
• Information is given or feedback is requested **AFTER A PROJECT IS PLANNED.**						• Planning is done **WITH THE COMMUNITY** from the beginning

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Q: HOW DO IDEAS GET GENERATED?

OUTREACH	UNSURE WHICH WE ARE DOING	DOING PRIMARILY OUTREACH	BEGINNING TO TALK ABOUT MOVING TO CE	WORKING TOWARD CE	DOING CE	COMMUNITY ENGAGEMENT
• STAFF/ INSTITUTIONS GENERATE IDEAS they think the community will support.						• Staff/institutions SUPPORT COMMUNITY MEMBERS in generating their own ideas.
• Staff/institutions generate SOLUTIONS TO A PROBLEM they have defined.						• Staff/institutions engage in CONTINUAL SELF–REFLECTION to respond to and incorporate people's ideas, feedback, talents, and challenges into the work.

Q: HOW DO YOUR ORGANIZATIONAL POLICIES AND STRUCTURES SUPPORT ENGAGEMENT?

OUTREACH	UNSURE WHICH WE ARE DOING	DOING PRIMARILY OUTREACH	BEGINNING TO TALK ABOUT MOVING TO CE	WORKING TOWARD CE	DOING CE	COMMUNITY ENGAGEMENT
• The organizational culture is primarily focused on OBTAINING SPECIFIC OUTCOMES.						• The organizational culture is focused on learning and it values EMERGENT AND LONG–TERM OUTCOMES.
• Board and staff may NOT REPRESENT the community.						• Board and staff REFLECT the community.
• The organization ADHERES TO WAYS OF OPERATING that reflect the DOMINANT CULTURE, such as using Robert's Rules for meetings, prioritizing staff to speak, etc.						• The organization CREATES SPACE FOR DIFFERENT CULTURAL WAYS, such as offering cultural foods and social spaces/ times, giving elders a special role, etc.

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The Paradigm Shift: Facilitating Learning

When facilitating learning experiences for and with youth there are some important components to include:

- Icebreakers & Community Builders
  Examples

- Time to reflect on what youth are learning & doing
  Examples

- Time to collaborate with others
  Examples

- Showcase learning with community, families, and peers
  Examples

BELONGING | Youth have opportunities to develop a sense of belonging.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	**5** Staff provides structured opportunities with the purpose of helping youth get to know each other (e.g., there are team-building activities, introductions, personal updates, welcomes of new group members, icebreakers).	**3** Staff provides informal opportunities for youth to get to know each other (e.g., youth engage in informal conversations, youth get to know each other as a by-product of an activity).	☐
		1 Staff does not provide opportunities for youth to get to know each other (e.g., the entire session is structured so youth have no time where talking among themselves is allowed or encouraged).	
2.	**5** Youth do not exhibit any exclusion or staff successfully intervenes if exclusive behavior occurs (e.g., staff introduces newcomer to other youth and they then include her, staff successfully suggests including a lone youth in a game).	**3** Youth exhibit some evidence of excluding peers and staff intervenes, but not sufficiently to end exclusion (e.g., staff introduces a newcomer to other youth, but the newcomer is treated coolly and avoided or ignored; staff intervenes in some instances of exclusionary behavior but not others).	☐
		1 Youth exhibit evidence of excluding peers (e.g., youth are avoided or ostracized by other youth, "I don't want to sit with her – she's not my friend") and staff does not explicitly promote more inclusive relationships (e.g., suggest ways to include others, introduce excluded youth, say, "Remember, being inclusive is one of our ideals").	
3.	**5** Youth strongly identify with the program offering (e.g., hold one another to established guidelines, use ownership language, such as "our program," engage in shared traditions such as shared jokes, songs, gestures).	**3** Youth do not strongly identify with the program offering but do not complain or express dislike.	☐
		1 Youth do not identify with the program offering (e.g., many youth complain about or express dislike of the program offering or activities).	
4. **(Y)**	**5** Staff provides structured opportunities (e.g., group presentations, sharing times, upcoming recognition celebrations, exhibitions, performances) to publicly acknowledge the achievements, work, or contributions of at least some youth.	**3** Staff provides opportunities to acknowledge the achievements, work, or contributions of some youth, but opportunities are unscheduled or impromptu (e.g. staff spontaneously asks two youth show off their dance moves to the group).	☐
		1 Staff does not provide opportunities to acknowledge the achievements, work, or contributions of youth.	

ACTIVE ENGAGEMENT | Activities support active engagement.

ITEMS

SUPPORTING EVIDENCE/ANECDOTES

1.

5 The activities involve youth in engaging with (creating, combining, reforming) materials or ideas or improving a skill though guided practice for at least half of the time.

3 The activities provide opportunities for youth to engage with materials or ideas or to improve a skill though guided practice for less than half of the time.

1 The activities provide no opportunities for youth to engage with either materials or ideas or to improve a skill through guided practice; activities mostly involve waiting, listening, watching and repeating.

2.

5 During activities, staff provides all youth a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g., each youth explains the reasoning behind his or her design to staff; staff assigns youth to small groups to work on a shared task).

3 During activities, staff provides some youth a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g. staff asks some youth to explain what they are doing or why, staff has half the youth explain their art project to someone else).

1 During activities, staff does not provide any youth structured opportunities to talk about (or otherwise communicate) what they are doing and what they are thinking about to others.

3.
(Y)

5 The activities balance concrete experiences involving materials, people and projects (e.g., field trips, experiments, interviews, practicing dance routines, creative writing) with abstract learning or concepts (e.g., learning, talking about a topic; lectures; staff providing diagrams, formulas).

3 The activities focus almost exclusively on concrete experiences, providing limited or no opportunities to engage with related abstract learning or concepts (activities almost entirely consist of youth doing, practicing, or experiencing, without learning about or discussing the how, what, or why).

1 The activities focus almost exclusively on abstract learning or concepts, providing limited or no related concrete experiences (activities almost exclusively consist of learning about a topic; lecture format).

4.
(Y)

5 The program activities lead (or will lead in future sessions) to tangible products or performances that reflect ideas or designs of youth (e.g. youth explain their projects to whole group, all create dance routines to perform later, youth create their own sculptures).

3 The activities lead (or will lead) to tangible products or performances, but do not reflect ideas or designs of youth (e.g., youth will perform dances selected by staff, all youth make bird houses according to the design supplied by staff.)

1 The activities do not (will not) lead to tangible products or performances.

REFLECTION | Youth have opportunities to reflect.

Note: Reflect means to review, summarize and/or evaluate recent events or activities. Reflections are usually expressed by talking with others and/or in writing (a journal or report, for example).

ITEMS

#	1	3	5	SUPPORTING EVIDENCE/ANECDOTES
1.	**1** Staff does not engage youth in an intentional process of reflecting on what they have done.	**3** Staff engages some youth in an intentional process of reflecting on what they have done.	**5** Staff engages all youth in an intentional process of reflecting on what they have done (e.g., writing in journals; reviewing minutes; sharing progress, accomplishments or feelings about the experience).	☐
2.	**1** Staff does not encourage youth to share what they have done with others or to reflect on their experiences.	**3** Staff uses at least one identifiable strategy to help youth to share what they have done and reflect on their experiences (e.g., staff asks youth, "What did you do today?").	**5** Staff uses two or more strategies to encourage youth to share what they have done and reflect on their experiences (e.g., writing, role playing, using media or technology, drawing, using props).	☐
3.	**1** Staff dismisses feedback from youth who initiate it, or youth have no opportunities to provide feedback on the activities.	**3** Staff is receptive to feedback initiated by youth on the activities but does not solicit it.	**5** Staff initiates structured opportunities for youth to give feedback on the activities (e.g., staff asks feedback questions, provides session evaluations).	☐
4. (Y)	**1** In the course of the program offering, staff does not provide structured opportunities for youth to make presentations to the whole group.	**3** In the course of the program offering, staff provides some youth opportunities to make presentations to the whole group.	**5** In the course of the program offering, staff provides all youth opportunities to make presentations to the whole group.	In the course of the program offering, do youth make presentations?

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Making it Work Template: You and Your Library

What questions do you have about engaging teens with your library?

What aspect of teen engagement do you most want to learn more about?

How will you learn about those pieces?

What work do you need to do with your library colleagues and administration to bring the ideas from today forward?

What do you think you need to keep doing?

What do you need to change?

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Making it Work Template
You, Your Community, the Teens in Your Community

How do you learn about teen interests in the area in which you work?

How do you leverage the interests of teens and the needs of the community to design and deliver great services for and with teens?

How do you build relationships with local community members and organizations to support teens?