

2014

Afterschool Clubs Training Manual



Table of Contents

Why Afterschool Clubs?	1
The Social Development Strategy	2
Nate's Story – The Social Development Strategy in Action	2
Planning Your Club	3
One – Set Your Club Goal	3
Two – Creating Opportunities for Involvement	4
Three – Teaching the Skills Needed to Succeed	5
Four – Specific Recognition	6
Five – School and Community Links	8
Evaluation	9
Extras	10

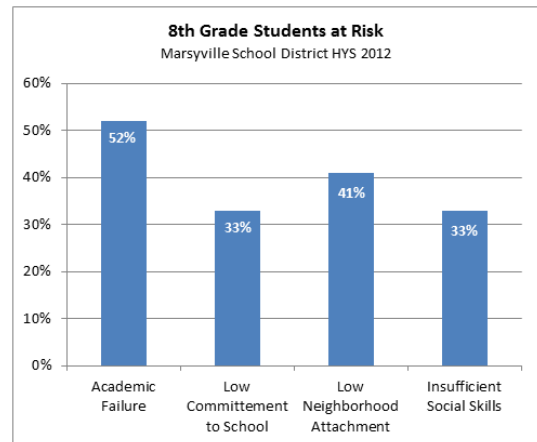


Why Afterschool Clubs?

The Afterschool Clubs Project is an initiative of the Marysville Together Coalition (MTC) and the Marysville School District, a partner of the MTC. Afterschool Clubs is one of our approaches to reducing certain risk factors that science shows are predictive of future substance abuse, violence, teen pregnancy, juvenile delinquency and school drop-out.

According to our most recent Healthy Youth Survey data, one out of three 8th graders in our District doesn't have sufficient social skills necessary to protect them from engaging in these risky behaviors. Our students are similarly at-risk because they struggle academically and are not bonded to their school or community.

The Clubs Project is a priority because it allows us to address each of these risk factors simultaneously by building a buffer against them. These buffers are also called Protective Factors.



Research shows kids benefit from participating in afterschool clubs in three important ways:

- ✓ Attendance in afterschool programs provides students with supervision during a time when many might be exposed to, or engaged in, more antisocial and destructive behaviors.
- ✓ Effective afterschool programs provide enriching experiences that broaden students' perspectives and improve social skills.
- ✓ Afterschool programs can help improve the academic achievement of students who are not accomplishing as much as they need to during regular school hours.

Our Afterschool Clubs Project will also intentionally enhance protective factors that increase the long term wellbeing of our students. What are protective factors?

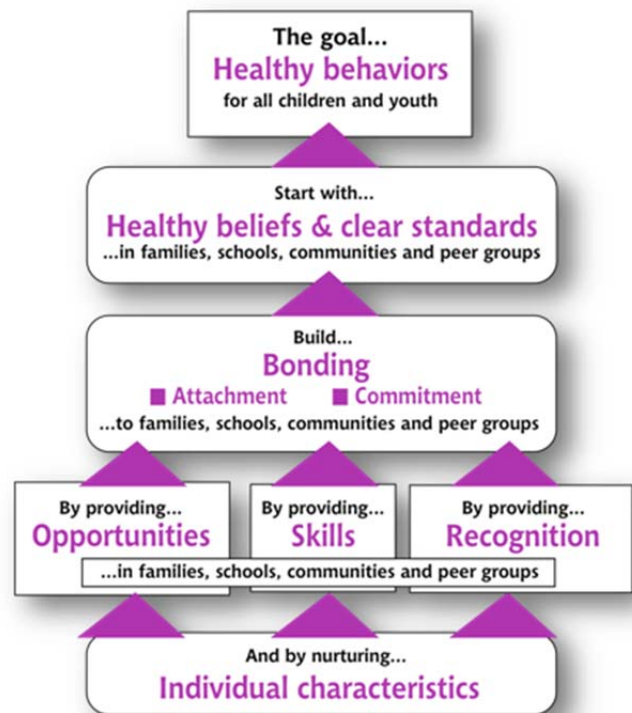
Some protective factors are things kids are born with, like a resilient temperament. Some are skills for social interaction or self-control that young people can learn. Other protective factors are things adults in our school and community can do in their day to day interactions to promote protection among young people.

An agency called Search Institute has identified building blocks for healthy development, known as Developmental Assets, that help young children grow up healthy, caring, and responsible. Learn more or request an Asset training at marysvillettogether.org.

The Social Development Strategy

Researchers at the University of Washington have organized research-based protective factors into a plan for action called the Social Development Strategy. This strategy has five simple elements:

1. If you provide developmentally appropriate **opportunities for involvement**; and,
2. Teach young people the **skills** they need to be successful in that opportunity; while,
3. Providing **recognition** to them for improvement, for effort and for achievement, it creates
4. Bonding, a sense of emotional attachment and closeness to the people who provided those young people with **opportunities, skills and recognition**. Bonding provides motivation for living according to the standards of the group or person to which he is bonded.
5. This leads to the vital fifth element of the Social Development Strategy: the adoption of *your* healthy beliefs and clear standards for behavior.



We know years later, students who experience the Social Development Strategy are more academically successful throughout their time in school and they do better economically later in life. Research also shows these kids have less heavy alcohol use, are less likely to engage in violence, are less likely to become pregnant as teens, and have fewer mental health problems.

Nate's Story – The Social Development Strategy in Action

Nate is a quiet, struggling fourth grader at Liberty Elementary School. His teacher last year had trouble engaging him, but Nate wasn't disruptive so generally fell between the cracks. His grades – mostly 1's and 2's – reflected this.

His teacher this year was aware of Nate's academic struggles and wanted to do something about it. So, at the start of the second week of class, Nate was made caretaker of the class hamster, Mr. Sarah.

On the first day Nate was responsible for Mr. Sarah, he forgot to give her water. The next day, rather than chastising him, Nate’s teacher taught him how to care for the Hamster, including giving her water. For the rest of the week, Nate did exactly what he was taught, and his teacher gave him gentle affirmations for his effort. On Friday, his teacher brought him to the front of the classroom for recognition. He said, “Hasn’t Nate done a wonderful job taking care of Mr. Sarah? We’ve never seen her coat look more healthy!” The entire class applauded Nate.

Now, do you think Nate did his homework over the weekend? You bet! Was he quick to follow his teacher’s directions? Absolutely!

This story illustrates how we can use the Social Development Strategy in our daily lives for the benefit of our students. Building protective factors increase the probability of healthy behaviors and success in young people.

Planning Your Club



One – Set Your Club Goal

Research shows setting clear goals and desired outcomes is a cornerstone of afterschool program success (Bodilly and Beckett, 2005). The goal for the Afterschool Clubs Project is to *increase protective factors in youth by integrating the Social Development Strategy*.

As a Club leader, you have the flexibility to define your own individual club goals and outcomes, so long as you adhere to the framework of the Social Development Strategy. For example, if you are running an afterschool homework club, your goal may be to “complete homework and increase academic achievement.” If you are leading a sewing club, your goal may be to “learn sewing basics and make a blanket.” Whatever your club’s focus, you need to be able to articulate your club goal and outcome in order to be successful.

Please take a moment to write down your club goal and outcome here:



Two – Creating Opportunities for Meaningful Involvement

Your club is already an opportunity for involvement in the school, so this is one element of the Social Development Strategy we have already put into action; however, are there any specific meaningful roles you can create within your club to enhance student involvement? Consider this blog post by Andrea Hernandez, a 4th and 5th grade teacher at The Martin J. Gottlieb Day School in Florida:

Empowering Students with Meaningful Classroom Jobs

Posted on [November 7, 2013](#) by [Andrea Hernandez](#)

<http://www.edjewcon.org/mjgds/2013/11/07/empowering-students-with-meaningful-classroom-jobs/>

Alan November's "Digital Learning Farm" was the inspiration for my classroom jobs. The idea couldn't be more simple: people are empowered through meaningful work. Children used to be, in the times of farming, useful and necessary contributors to their families' farms and other livelihoods. Once children's work became going to school full-time, that feeling of usefulness and importance faded. Most teachers understand the importance of giving kids jobs to do, and many traditional classrooms do designate roles such as "line leader" and "pencil sharpener" to fulfill these needs. Digital tools offer the possibility of exciting upgrades to these jobs, allowing students to learn through doing while making authentic contributions to their communities.

I am experimenting with how to best structure this so that it becomes a deep learning experience for students. I introduced the jobs to 5th grade a few weeks ago, then introduced and started with 4th grade. I decided that students would need to apply for the job and, once "hired" would have a tenure of about one month.

Available Positions:

Global Connectors: Tweet, look for and organize possible learning connections, manage maps

Researchers: Research information in response to questions that arise

Official Scribes: Take notes, write weekly summary post on classroom blog

Documentarians: Photo and video documentation of the week's activities

Kindness Ambassadors: Make sure that all community members are included at lunch and recess, remind community members of habit of the month, model and recognize kindness, give appreciations and remind others to do so

Librarians: Keep classroom and virtual library shelves in order. Add books to class GoodReads shelves, keep GoodRead-Alouds wall updated, set appointments with Mrs. Hallett

Graphic Artist/Designers: Design things for the classroom and class blog- graphics, bulletin boards, etc.

Job Requirements: *Previous experience is helpful but not required. You will be able to learn on the job. Most important qualities: proactive, self-motivated, desire to learn.*

Does Ms. Hernandez' experiment with classroom jobs, an intuitive attempt to implement the Social Development Strategy, inspire any ideas you can put to use in your Club?

Take a moment to brainstorm and list three possible student jobs you can create within your club, along with their brief job descriptions, to meaningfully enhance student involvement:

1)

2)

3)



Three – Teaching the Skills Needed to Succeed

Without the proper skills, your students won't be able to do a good job or be very motivated to try again. That's why just giving students the opportunity to be in your club doesn't guarantee positive outcomes; you also need to provide them with the skills to be successful.

As a teacher, you are the expert in skill building! You already know we should not assume that a child has certain skills. Even if the skill seems simple to you, it may not be simple for your student. For example, the skills necessary to answer the telephone to take a message may seem self-explanatory, but if your student has never done the task, he may not ask for or take down the correct information.

What skills will you need to teach your students in order for them to be successfully involved in your club? Is there a progression of skill development that will lead them to achieve your club goal and outcomes?

Please list the skills your students will need to learn, and the order in which they will need to learn them, in order to successfully meet your club's outcome:

4

Four – Specific Recognition

Recognition is where opportunities and skills pay off! Recognition for effort, improvement and achievement provides young people with the motivation to continue being involved. It is a critical element of the Social Development Strategy.

Keep in mind that different people respond better to different kinds of recognition. Some young people like to be recognized publicly. Others may prefer to hear you make a positive comment about them to a third person. In order for recognition to work, it needs to be seen as a positive experience by the individual student.

Evidence-based Strategies for Using Recognition

Verbal Praise

When any person, adult or child, receives **specific**, spoken recognition for engagement in a target act or behavior, it is widely demonstrated by research to:

- Improve school performance
- Improve adult/child interactions
- Improve organizational functioning
- Increase the frequency of the target behavior

Verbal Praise is a social reinforcer. For example, think about the students in your classroom. What social reinforcement do you provide for paying attention? How about for acting out?

Students will act in the manner that gets them the most attention. If you comment on behaviors you'd like to see more of, you'll see more of those behaviors. The opposite is also true!



Adult to Child Notes

A note from adults to children recognizing them for a SPECIFIC action or behavior is demonstrated by research to help youth of all ages to:

- Do better at school
- Be more socially competent
- Reduce ADHD, aggression and problem behaviors without medication
- Increase the behaviors you want to see more of



Peer to Peer Notes

You may want to formalize using Peer to Peer Notes in your club. Research shows notes of praise written from one peer to another, then read aloud or posted on a public display is widely shown to:

- Increase positive friendships
- Reduce neighborhood disorganization and crime
- Increase sense of safety
- Increase volunteerism
- Increase behaviors you want to see more of



The Bottom Line

Tell kids what they do well! For example, let's say you've given a child the opportunity to turn in some late homework. In your homework club she's learned the skills to be successful and she's done a great job. **Be intentional** and keep these points in mind:

1. *Recognize specific behaviors.* Don't just say, "Great job!" Instead, say, "You did a great job of trying to get your homework turned in on time this month. You even earned some extra credit!"
2. *Focus on the positive.* Maybe your student had difficulty turning in all of her assignments one week, but she still managed to come close to her goal. Acknowledge that.
3. Learning new skills can be challenging. *Providing tips for how to do better next time and*

reinforcing what a student does correctly is the best way to encourage her to keep practicing and mastering new skills—and is much more effective than focusing on mistakes.

4. *Give praise for effort* (trying to complete an assignment or trying a new skill), for progress (doing better than before) and for achievement. Your student's efforts to learn and develop skills are as important as the eventual mastery of those skills.

Take a moment to think about your experience intentionally using praise at home and in the classroom. Is there room for improvement? Growing up, did somebody you know provide regular praise or recognition to you? What was your relationship with them like?



Five – School and Community Links

Low School and Neighborhood attachment are two issues we believe the Afterschool Clubs Project can address. Is there an opportunity for your students to use the skills they've learned in your club outside of the club setting?

Internal Links – How can your club link up to our educational mission on this campus? For example, if you lead an art club, is there an opportunity to earn extra credit in art class for participation in your club? Do your students have ideas about ways they can use their art to enhance the campus?

External Links – On a bigger picture level, what agencies or organizations in Marysville could benefit from the skills you're teaching your students? For example, if you are leading a knitting club, can your students knit scarves for the elderly? If they're learning to woodwork, can they make toys for Toys for Tots or Christmas House? Please list possible external links where your student's can use their new skills.

Evaluation

The Afterschool Clubs Project is partially funded by the Federal Substance Abuse Prevention and Treatment Block Grant through Snohomish County Human Services and the State Division of Behavioral Health and Recovery.

As a result, continued funding is contingent upon demonstrating improving student outcomes, particularly as they relate to enhancing protective factors related to the social development strategy, i.e. bonding and protective social competence skills.

These are the Likert Scale questions we ask on our Afterschool Clubs Evaluation Instrument.

1. I feel like there are adults who care about me.
2. I have a positive view of my future.
3. I feel others see me as responsible.
4. I think it is important to try and help others.
5. I get along with others (like friends and teachers).
6. I feel like there are people who will help me out if I need it.
7. I have high expectations of myself.
8. I have a positive attitude towards school.
9. I am able to resist using alcohol and other drugs.
10. I feel confident in myself.
11. I come to school prepared (such as having my homework done).

Take a moment to reflect on whether or not these research-validated questions seem developmentally appropriate to your students. Is there alternative language we should consider using for a specific question? If you have ideas about making our evaluation more effective, send your recommendations to: joseph.neigel@snoco.org.

Extras

Create a Course Description to Increase Participation

A course description is a brief synopsis of what students will do in your club. It should include:

1. Title of Club
2. Subtitle of Club (optional) – this could make your club more enticing to parents or youth
3. Details – Your name, contact information, time and location of your club
4. A brief description of your club with a catchy lead-off sentence. Examples:
 - a. *Do you love to draw and create?*
 - b. *Is duct tape an art material?*
 - c. *Calling all cartoon fans and budding authors! Learn to use your imagination to create stories and bring them to life.*
5. Briefly describe club goals and content (just two or three sentences, if possible)
6. Use developmentally appropriate language

Finished Example:

Knitting Club

Leader: Lee Steiner

Email: lsteiner@forsyth.k12.ga.us

Time: 3:15 - 4:15

Location: Kitchen – room 270

This is YOU wearing the coolest scarf ever... an original scarf, one designed and knit by YOU! Once you've knit your first scarf and learned the basics, we'll switch to some really great yarn so you can knit the scarf of your dreams! I've been knitting since I was nine years old, and I can't wait to introduce this fun activity to you!

Bibliography

Social Development Strategy

<http://www.communitiesthatcare.net/how-ctc-works/social-development-strategy/#prettyPhoto>

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

UCLA Graduate School of Education and Information Studies

http://www.cse.ucla.edu/products/policy/huang_mapb_v5.pdf

Course Descriptions from Montgomery College

http://cms.montgomerycollege.edu/wdce/youthsummer_coursedescriptions.html

40 Developmental Assets

<http://marysvilletegether.org>

Prevention Kernels

<http://promiseneighborhoods.org/kernels/>

Afterschool Clubs Advisor Application Form

Name: _____ Date: _____

Email address: _____

☐ I have participated in the Afterschool Clubs training or have read the Afterschool Clubs Training Manual.

☐ I am familiar with the Social Development Strategy and commit to integrating it in my club.

1. Club Name: _____

2. Club goal and outcome (manual p. 3): _____

3. What opportunities for involvement will there be in your club? If you are creating student jobs, please list the job title and very brief description (manual p. 4-5):

4. What order of skills will you teach in your club to achieve your desired outcome? (manual p. 5-6)

5. How will you recognize student effort, improvement and achievement in your club? Meaningful recognition is a critical element of the Social Development Strategy (manual p. 6-8).

6. Where are there opportunities for students to use the skills you're teaching them elsewhere in school, home or the community? Please be as specific as possible. (manual p. 8)

7. What type of supplies will you need for your club to be successful? Please plan on having a budget of \$150 during this nine week cycle. Your supplies must include materials for completion certificates for an end of cycle recognition event in your club.

8. Please provide a brief course description of your club for student recruitment efforts (manual p. 10).
