

Program Planning for Summer




Carlee Hoover (they/she)
Summer Planning Symposium
March 31, 2022



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Welcome!

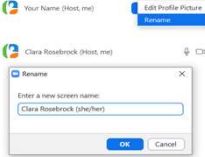
In the Chat, share your **Name, Pronouns, and your favorite program component.**



www.mypronouns.org


How to Add Pronouns in Zoom:

1. Click on "Participants." 
2. Head to your name. Click "More" and "Rename."



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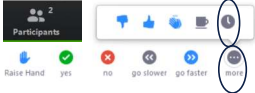
Your Facilitator Today...



Carlee Hoover (they/she)

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Zoom Logistics



- If possible, please share your video. Stay muted when not speaking or you need to move away momentarily. 
- Use the Chat Box to share responses and chat with fellow participants
Privacy Note: Chat messages can be saved by anyone during the meeting. 
- Click on Participants and use icons to share quickly or indicate if you're away from the computer 

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Workshop Objectives

Participants will:



- Understand the key principles of program planning
- Understand the importance of planning activities with intention
- Develop at least one goal for their program

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Agenda

- Welcome
- Community Builder
- Components of a **High-quality** Program
- Cultivating your program **vision**
- Things to Consider **Before** Program Planning
- **Scheduling** for success
- Activities with Intention
- Navigating **Transitions**
- Closing reflection & Evaluations

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Virtual Group Agreements

- **Engage.** This **interactive workshop** has **small large group discussions, participation is expected.**
- **Share your voice,** over **video, audio or chat.** We do acknowledge access to a web camera is not always possible.
- **Be present.** Share **thoughts and questions.** Please mute when you are not speaking.
- **Take care of yourself.** Grab water, a snack or step aside for a moment, and consider “stopping video” while away.



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Let's Build Community

In Break Out Rooms:

- Introduce Yourself (name, pronouns)
- What is your role in program planning?
- What are you hoping to gain from today's workshop?

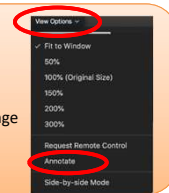
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Why Program Planning

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Using Annotate

Click “View Options → Annotate”
Click on “Text” to type
Click on “Format” to change the font size or font color



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Components of a High-Quality Program



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Maslow's Hierarchy of Needs



CYPQ Pyramid of Program Quality



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What is your VISION?

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Cultivating VISION

Individual: Write down at least one or two primary goals/objectives of your program


1. What are you already doing well?
2. How much do your program goals impact the decisions you make in and about your program?

In small groups: Share your goals/objectives with the group and discuss **what is getting in the way?**

What Questions Do you Have?

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Before the Planning Process Begins: Summer Programs



Group Organization:

- Components of the day/week
- Groups and spaces

Resources:

- Budget
- Space
- Supplies
- Planning time – Make a PLAN to plan
- Staff or volunteer **strengths and interests**

Youth Interest & Needs

- What do all youth need to develop and learn?
- What are the specific interests, needs, and supports of the youth in your program?

What else do we need to know?

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A day in the life.....

Sample After School Daily Schedule (M-Th.)

(Holidays and the school year ends at midnight. All hours of programs listed below. Please note that holidays are often reserved for "special" or "free choice" days.)

- 3:00 – 3:15: Check in and wash hands
- 3:15 – 3:30: Snack
- 3:30 – 4:00: Recess
- 4:00 – 4:30: Homework Time
- 4:30 – 4:40: Community Meeting
- 4:40 – 5:30: Clubs/Activities
- 5:30 – 6:00: Free time/Pick Up!

On a piece of paper, write down your programs typical daily schedule.

What are the components of a well rounded after school schedule?

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Components of an effective schedule

- Daily, weekly, and monthly routines
- Provide **Structure** with **Flexibility** and include time for:
 - Warm welcome
 - Community Building
 - Adult-directed & Youth Directed time
 - Opportunity for reflection
- Includes a **Variety** of High-Quality Activities
- Responsive to the **needs** of youth

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Non School Day
January 31 2018

7:00-9:00 Choice time

9:00-9:30 Breakfast

9:30-10:00 Morning meeting

10:00-11:00 Outside Free time

11:00-11:45 Mini Activity

11:45-12:00 Clean up

12:00-12:30 Lunch

12:30-1:30 Outside Free time

1:30-2:30 Stations! **DIY bath bombs & DIY puffy paint**


2:30-3:00 Free time/wash hands for snack

3:00-3:30 Snack

3:30-4:30 Gym games! **4 corners**

4:30-5:30 Quiet free time

5:30-6 clean up and go home



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TRANSITIONS

“the process or a period of changing from one state or condition to another.”

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Transitions in summer program:

- ❖ From home to program
- ❖ Offerings within the program
- ❖ To and From Field Trips
- ❖ From program to home

What makes a successful transition?

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Ready – Set – Go!

Be Ready

- Staff roles & placement
- Don't switch until you're ready for the next move
- Communicate the plan in advance

Get Set

- Inform participants
- Provide sufficient warnings (music, countdown, bell...)
- Provide clear instructions & expectations

Go!

Keep them **minimal**. Keep them **quick**

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Activities with Intention

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Activities with Intention

- ❖ Identified learning outcomes
- ❖ Opportunities for planning and reflection
- ❖ Opportunities for collaboration
- ❖ Questions that further learning

Active learning occurs when young people actively process, rather than passively receive information.

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Active Learning



Great Content

- Provide stimulating activities
- Provide appropriate challenge

Strong Adult Support

- Engineer success and allow for mistakes
- Ask lots of questions
- Participate alongside youth
- Promote learning connections

From David P. Weikart Center's *Youth Work Methods, Active Learning*

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Think-Pair-Group - Share

Think about a typical activity that takes place in your program

- What are the main learning outcomes or purposes of objectives for the activity?
- What questions are you asking to support learning?
- What materials and ideas do youth get to play or engage with?
- How are you incorporating planning and reflection?

In breakout room **Pairs** you will have 10 minutes to discuss ways you can infuse intentionality into your activities that you're already doing.

What adjustments can you make?

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Implementation & Closing Reflection



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Resources

Quality Standards for Afterschool & Youth Development Programs

- ☐ PDF available [here](#)

WA State Core Competencies for Child & Youth Development Professionals

- ☐ PDF available [here](#)

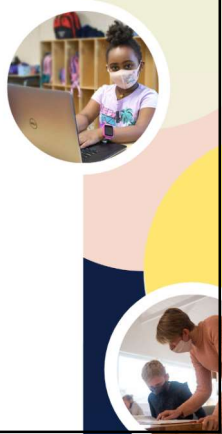
SOWA Training Calendar (new trainings added quarterly) –

- ☐ Check out our [website](#)

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Please Share your Feedback!

Thank you!!



Contact Us
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Activity Name:

Date:

Staff Name(s):

Number of Kids:

Theme:

Materials: What do I need to know and have before the activity? How much do I need to have? Do we have it at club? If not add it to the supplies list.	Prep: What do I need to do before the activity? Establish open area (stage, gym, or playground)
Purpose/Outcome: What is the focus of the activity? How will it teach?	Essential Questions: Thought Provoking or conversation starting questions that should be asked before/after/ during activity.

Plan of Action/Activity: Describe the activity to reinforce the purpose/outcome.	Activity Challenge: What can I do to add another level of difficulty

Kids Reflection: Was the activity successful? What did they like? What did they not like? Would they do it again?	Staff Reflection: Was my activity successful? What did you like? What did you not like? Would you do it again?
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Activity Name:

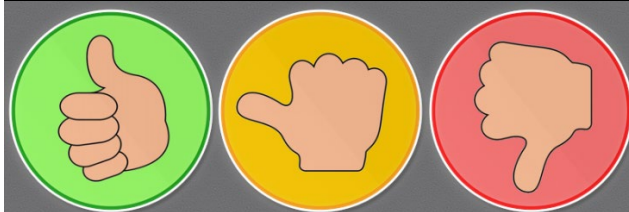
Date:

Staff Name(s):

Number of Kids:

Theme:

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How Many kids participated? _____

Activity Title: _____

Purpose/Outcome: What is the goal/focus of this activity? What is an open-ended question you could ask the youth to get them thinking deeper about this activity

Equipment/Supplies: What do I need to have for this activity? How much do I need to have?

Prep: What do I need to do before the activity?

Plan: Consider what planning strategies you'll be using to support youth's opportunities to plan during the activity.

Activity Description: Describe the activity in detail.

Additional Resources: