
Positive Youth Outcomes

2.5 A Typical Day – 24 Hours in the Life of a 9th Grader *

Objectives: Participants will identify social supports for young people in the community
Participants will explore and reflect on community resources for young people

Material: Newsprint, markers
Slides: Long-term Commitment
Out of School Data
Handouts: 2.5.A Out of School Data
2.5.B. In the Door and Coming Back for More! Barriers and Strategies for Engaging Adolescents in After-School Activities

Time: 60 minutes

Audience: General

Lesson Plan

Step 1> Large Group Activity (10 min)

I want to start off with a brief visualization exercise. Sit back comfortably, close your eyes if you want. Take a few deep breaths and go back in time. Remember when you were 9th grade? Remember what the day looked like?

You woke up to the ringing of the alarm clock. Or did your parents wake you up? You got up right away heading for the bathroom, or did you turn over and sleep another 10 minutes? You finally made it downstairs and had breakfast. You had cereal, or maybe eggs and bacon? Or did you not have time for breakfast, just grab your bag and ran out the door? Did you walk to school, or take the school bus? Did you talk to anybody on the way to school? Or did think about the day ahead? How did you feel about school? You were looking forward to one class in particular? You liked the teacher? What did you like about this teacher? Did you have teachers you did not like? Why? Who else did you talk to in school? At lunch time, were you able to leave the school? Or did you have to stay on school grounds? The food in the cafeteria was always the same, burgers, french fries, sandwiches? Or did your cafeteria have a variety of fresh foods? Did you enjoy the food? Or did you hate it? What did you do after school? Did you meet friends to do homework at school? Did you attend a student club? Or did you play for a school team? Or did you have music or dance lessons somewhere else? Did you go home after school, or did you hang out with friends? Where did you go? A hang-out downtown? To a friend's house? Or did you play sports? Or were you member of a youth organization like 4H? Or did you go home - your mother was home? Maybe you went home by yourself and you had chores to do before your parents came home? Maybe you watched TV all afternoon? You had dinner with your parents. After dinner – did you do your homework? Or did you see a friend to help you with your homework? How did you spend the rest of the evening? Talking to your parents? Siblings? Watching TV? Visiting friends next door or talking to friends on the phone? Maybe you read for a while or worked on a special project.

That was or could have been a day in your life as a 9th grader.

Step 2> Team Activity (30 min)

Let's come back to 'here and now', team up with a neighbor and discuss a couple of questions.

Question 1: What sticks out in your memory? Take a few minutes to share with each other. (5 min)

Process observations.

Question 2: Throughout the day young people interact with many people. Who are they? (5 min)

Process observations. Write down groups on newsprint.

Question 3: How would the picture look differently for 12th graders? (5 min)

Process observations. Highlight and summarize that young people grow up surrounded by many other social groups beyond family and school.

It is important that all social environments provide young people with opportunities and supports to develop the positive outcomes - skills, values, confidence, expectations and connections.

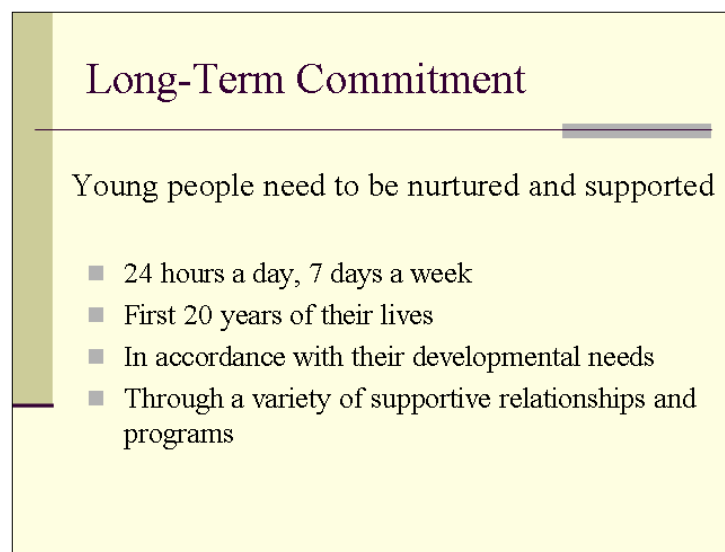
Do you think a typical day would look differently now? What would be different?

Facilitate a brief discussion emphasizing that the social supports for young people now might look a little different.

Step 3> Brief lecturette (10 min)

We just reviewed all the different social settings and relationships that supported us when we were young. Although they might have changed somewhat for the current generation of young people, the fact remains that these supports are very important. Research tells us that young people need this to thrive.

Slide - Long-term Commitment




Long-Term Commitment

Young people need to be nurtured and supported

- 24 hours a day, 7 days a week
- First 20 years of their lives
- In accordance with their developmental needs
- Through a variety of supportive relationships and programs

This is what young people need, but is this what they get in their communities? The reality looks very different:

Slides - Out of School Data




Youth in Self-Care


11% grades 1-5
34% grades 6-8
51% grades 9-12

African American youth and Hispanic youth spend more time unsupervised


(35% of youth enrolled in after school programs)




Low income parents and parents of racial and ethnic minorities are less satisfied with after school programs than white and wealthier parents.



1 in 5 youth (ages 8-18) are not interested in the type of programming offered.



7 out of 10 youth say that they have difficulty finding after school opportunities in their communities.



Weekly Times Use in Hours

2002-2003

	Age 12-14	Age 15-17
Sleep	66.2	63.9
School	33.1	29.6
Television	15.4	15
Personal Care	8.1	8.7
Passive Leisure	10.1	10
Visiting/Socializing	4.7	7.4
Studying	4.7	5

Talking Points

- *The first 4 slides provide recent data released by the National Institute on Out-of-School Time. Wellesley College. 2005. Making the Case: A Fact Sheet on Children and Youth in out-of-School Time (www.niost.org/publications/Factsheet_2005.pdf). The points to make are a) that many young people do not take advantage of afterschool programs, b) that there are not enough available, c) programs might not be attractive and engaging enough.*
- *The last slide reflects time use data from the Panel Study of Income Dynamics, 2002-3, reported in National Campaign to Prevent Teen Pregnancy. 2005. Freeze Frame: A Snapshot of America's Teens (www.teenpregnancy.org/works/pdf/FreezeFrame.pdf). It is interesting to review how time is being spent; point out the amount of passive leisure time in relation to study time, etc.*

This is a challenge to all communities. Parents, young people, providers and community members need to take a look at:

What are young people doing right now?

How and where do they spend their time?

What do they want to do?

What is available to them?

Facilitate a brief discussion. For more information, refer to report by the National Institute on Out-Of-School Time. 2005. Making the Case: A Fact Sheet on Children and Youth in Out-Of-School Time (see above).

Distribute handouts: 2.5.A. Out of School Data, 2.5.B. In the Door and Coming Back for More! Barriers and Strategies for Engaging Adolescents in After-School Activities.

** The visualization exercise was inspired and adapted from a workshop presented by Adam Fletcher, The Freechild Project.*

Facilitation Tips

1. Practice the visualization exercise. Rephrase questions and statements to your comfort level.
2. Familiarize yourself with the out of school data by reviewing the cited reports beforehand.
3. An alternative ending for this activity would be to have participants form small groups (either randomly or by affiliation) and reflect on the out of school resources and opportunities in their community.

Activity can be combined with any activity discussing the 5 C's (2.2 or 2.3). Or, the activity could be combined with any activity on effective youth development programming (Section 5).