Learning in Afterschool & Summer
Preparing Youth for the 21st Century
A project of Temescal Associates and The Partnership for Children and Youth

Key Features in Quality Programs That Promote Children's Learning

Webinar 2: The Five LIAS Learning Principles in ACTION

TEMESCAL Associates

Introduction by Michael Funk,
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California Department of Education

Presentation by Stacey Daraio (Temescal Assoc.)
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Via video:
Oakland Unified Superintendent Tony Smith
Dr. Judy Willis, UCSB

Session Outcomes

- Participants will learn examples of how the LIAS principles are being applied in programs.

- Participants will learn at least one way they can implement each of the principles in their programs.

- Participants will hear from two youth who were trained to implement the LIAS rubric and hear the results of their assessment.

For more information and resources:

Visit our website at

www.learninginafterschool.org

What are the 5 learning principles of the LIAS project?

Active

Collaborative

Meaningful

What are the 5 learning principles of the LIAS project?
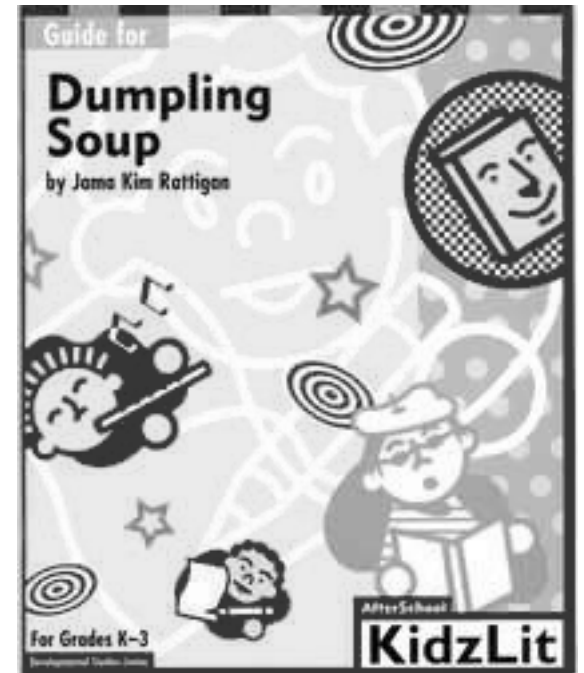
Supports Mastery

Expands Horizons

1. Learning is ACTIVE

Learning and memory recall of new knowledge is strengthened through different exposures – seeing, hearing, touching, and doing. Afterschool learning should be the result of activities that involve young people in "doing" – activities that allow them to be physically active, stimulate their innate curiosity, and that are hands-on and project-based. Hands-on learning involves the child in a total learning experience, which enhances the child's ability to think critically.

Learning is ACTIVE:
Curriculum Example

- Developmental Studies Center *Kidzlit©*
  - Increase motivation to read
  - Increase literacy skills
  - Reinforce pro-social behaviors

How are youth ACTIVE?

- Youth are:
  - Listening to a story
  - Reading a story
  - Looking at pictures in a book
  - Reflecting on personal experience
  - Talking

How are youth ACTIVE?

- Youth are:
  - Doing art projects
  - Cooking a meal
  - Researching
  - Writing
  - Acting
  - Playing

How can you incorporate ACTIVE strategies?

- Review your current strategies

- Choose one or more from the box on the left

- Add one or more sensory modalities

2. Learning that is Collaborative

Afterschool programs are well positioned to build skills that allow young people to learn as a team. This includes listening to others, supporting group learning goals, resolving differences and conflicts, and making room for each member to contribute his or her individual talents. Collaborative learning happens when learners engage in a common task where each individual depends on and is accountable to each other.

Learning is Collaborative:
A Program Example

- California Emergency Response Team (CERT)
  - A program of the Federal Emergency Management Agency
  - Trains a group of teens (jr. high and high school students to be first responders in an emergency

Teen CERT – California Emergency Response Team

How can you incorporate Collaborative strategies?

- Begin by incorporating opportunities to practice collaborative skills

- Choose a project that requires use of collaborative skills

- Borrow from your colleagues!

Student Voice / LIAS Youth Ambassadors

- What is the role of youth ambassadors in the LIAS work?

  – History of the pilot

  – How youth can be involved

  – Incentives for involvement

Youth Ambassadors

- Vista High School in north county San Diego
  - Amy Nguyen (12th grade)
  - Tiffany Blodgett (11th grade)
  - Allan Garry (11th grade)

LIAS Self-Assessment Tool

LIAS Learning Principle: Active   Total Points: ___ (of 24 pts.)

Learning of new knowledge is strengthened by using many of our senses – seeing, hearing, and touching,, Afterschool learning is also enhanced by activities that involve young people in "doing" – activities that allow them to be physically active, stimulate their innate curiosity, and that are hands-on and project-based. Hands-on learning involves the young people in a total learning experience, which enhances their ability to think critically.

Early	Developing	Mature	Evidence
☐ Young people are involved in activities that only allow them to learn through watching or listening.	☐ Young people are involved in activities that allow them to learn through multiple senses but not by "doing".	☐ Young people are involved in activities that allow them to learn through multiple senses and by "doing".	
☐ Young people are involved in activities that are not hands-on and do not result in a finished project.	☐ Young people are involved in hands-on activities, but they do not result in a finished project.	☐ Young people are involved in activities that are hands-on, project-based, and result in a finished project.	
☐ Young people participate in activities that are restrictive and do not allow them to be physically active.	☐ Young people participate in activities that allow them to be physically active to some degree.	☐ Young people participate in activities that allow them to be fully physically active.	
☐ Young people participate in activities that do not allow creative, active, or artistic expression.	☐ Young people participate in activities that allow some creative, active, or artistic expression.	☐ Young people participate in activities that fully allow creative, active, and artistic expression.	
☐ When young people's curiosity is peaked within an activity, there is no opportunity to express it or explore it further.	☐ When young people's curiosity is peaked within an activity, they are allowed to express it, but not given the opportunity to explore it further.	☐ When young people's curiosity is peaked within an activity, they are able to express and explore this.	
☐ Young people are involved in activities that do not require or allow them to think critically.[1]	☐ Young people are involved in activities that require and allow for some critical thinking.	☐ Young people are involved in activities that require and encourage them to think critically.	
☐ Young people are not allowed to make their own decisions about what to do or how to do it.	☐ Some young people are allowed to make their own decisions about what to do or how to do it.	☐ Most young people are allowed to make their own decisions about what to do or how to do it.	
☐ Young people do not appear excited about what they are doing or learning.	☐ Some young people appear excited about what they are doing or learning.	☐ Most young people appear excited about what they are doing or learning.	

3. Learning is MEANINGFUL

Young people are intrinsically motivated when they find their learning meaningful. This means having ownership over the learning topic and the means to assess their own progress. Motivation is increased when the learning is relevant to their own interests, experiences, and the real world in which they live.

McLane High School ASSETs Program (Fresno, CA)

- Freshman Summit on Slowing Drop Out Rate
  - Certificates
  - Rewards for improving grades

McLane High School — Home of the Highlanders

How can you incorporate MEANINGFUL strategies?

- Assess your youth's interests

- Link learning to their interests

- Choose one or more from the box on the left

4. Learning that Supports Mastery

If young people are to learn the importance and joy of mastery, they need the opportunity to learn and practice new skills that are sequenced and layered in a way that allows them to become "really good at something." This can be achieved by offering activities that lead to a culminating event or product that can be viewed and celebrated by peers, family, and community members.

Learning that Supports Mastery: Skateboarding!

- Skills:
  - Stand on the board
  - Push
  - Stop
  - Carve or turn
  - Kick turn
  - Cruise

5. Learning that Expands Horizons

Young people benefit by learning opportunities that take them beyond their current experience and expand their horizons. Learning about new things and new places promotes a greater sense of potential of what they can achieve. Afterschool programs can go beyond the walls of their facilities to use the surrounding community as a classroom. Expanding horizons also includes helping youth to develop a global awareness, increasing their knowledge of other cultures and places, and their understanding of the issues and problems we have in common across cultural and political divides.

Virtual College Tours?

- Connect with college
- Info sessions and tour via Skype
- Access student groups on-line
- Siblings of your youth currently in college?

EXPAND HORIZONS: Curriculum Example
Virtual Vacation

- *Virtual Vacation: An Academic and Cultural Approach to Afterschool Education*
  - Academic, cultural and creativity based program
  - Virtually travel!

Virtual Vacation: Academic Components

- Geography

- History

- Language Arts

- Math

- Science

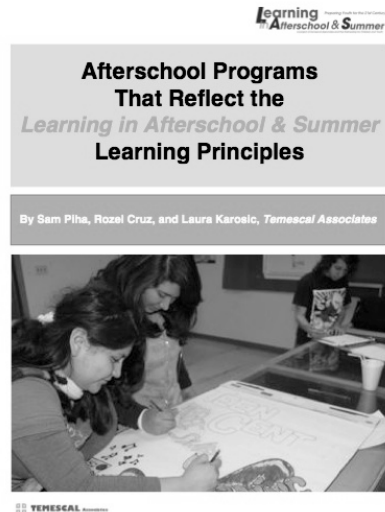# *Virtual Vacation:* Creative Components

- Culinary Arts

- Cultural Studies

- Fine Arts

- Performing Arts

- Music

- Sports and Fitness

How can you incorporate EXPAND HORIZONS strategies?

- Assess your resources

- Invite a neighbor, parent/caregiver, community member in to your program

- Choose one or more from the box on the left

For more examples of the LIAS principles, see activities cited in our Summer and Afterschool papers:

Learning in Afterschool & Summer

Afterschool Programs That Reflect the
Learning in Afterschool & Summer
Learning Principles

By Sam Piha, Rozel Cruz, and Laura Karosic, *Temescal Associates*

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Summer Programs That Reflect the
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JULY 2012

By Rozel Cruz, Laura Karosic, and Sam Piha
Temescal Associates

With an Introduction by Katie Brackenridge,
Partnership for Children and Youth

Virtual Vacation:
An Academic and Cultural Approach to Afterschool Education

A Leader's Guide

www.temescalassociates.com

A Crosswalk

Between the *Learning in Afterschool* Learning Principles and Afterschool Quality Measurement Tools

By Sam Piha and Corey Newhouse

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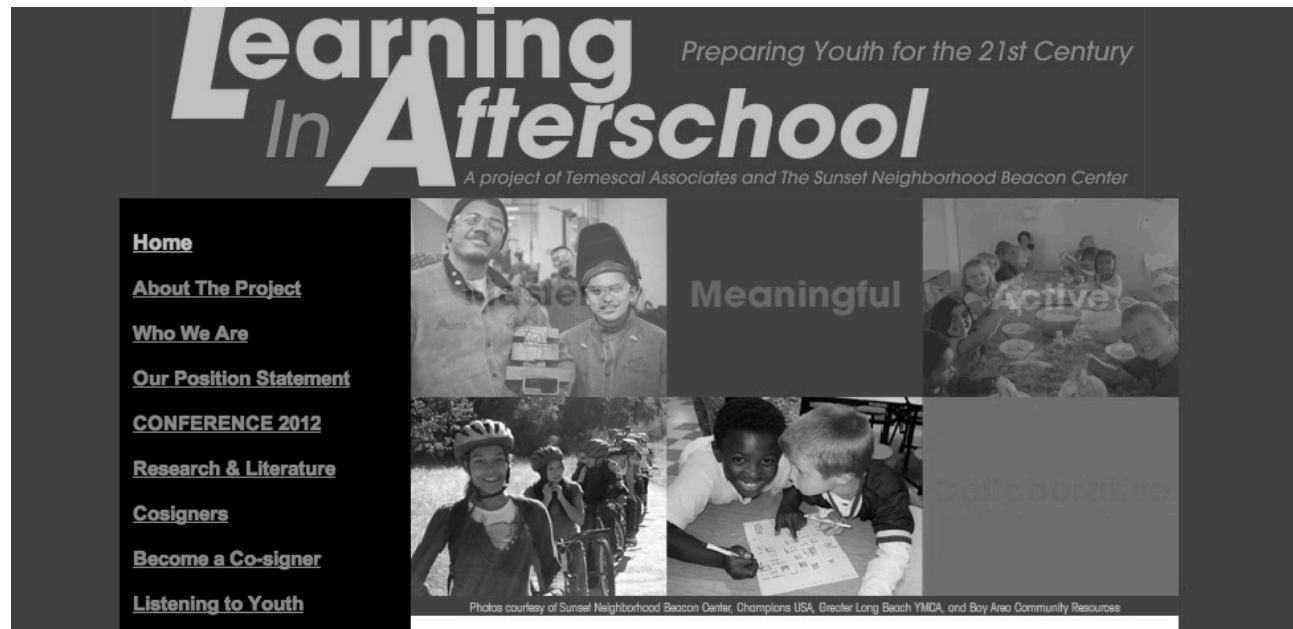Afterschool & Summer*
Learning Principles

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http://learninginafterschool.org/

- Become a co-signer to promote quality learning in afterschool and summer
- Follow the LIAS blog
- Access tools, resources, videos, as well as the observation rubrics
- Follow us on Facebook & Twitter