Engaging
Youth Groups

Building Community. Developing Leaders. Achieving Greatness.

Presented by

Karen Kettle

karenekettle@gmail.com

Introducing Karen Kettle

Karen is passionate about the power of youth-led leadership programs. Throughout her career in education, Karen has been a high school science teacher, a consultant, an international presenter, an author and a course director for the York University Faculty of Education. Karen was a founding member of the *Eastdale Eagles Leadership Camp* that has been running strongly since 1995 and a staff advisor for the Port Perry Rebels Leadership Camp for a decade. She was the recipient of the Bruce Mather Award for Excellence in Education and a Volunteer of Distinction with the Durham District School Board. ***Engaging Youth Groups***, brings together Spencer Kagan's proven cooperative learning strategies and Karen's enthusiasm for the power of youth leadership development opportunities that stretch far beyond the classroom. Karen understands the dynamics of schools, the growing pains of starting new programs and the potential for growth when youth are engaged around a common purpose that holds personal meaning.

Introducing Dr. Spencer Kagan

Dr. Spencer Kagan is a former clinical psychologist and a former professor of Psychology and Education at the University of California. He has published over 75 books, book chapters and journal articles, focusing on the development of cooperation, cooperative learning, multiple intelligences, social development, cognitive styles and cognitive abilities. Dr. Kagan created the concept of "structures." Kagan structures allow an easy integration of cooperative learning, multiple intelligence, and character development into any lesson at any grade level. Engaging Youth Groups takes these tried and true interaction structures beyond the classroom.

Presently, Dr. Kagan directs Kagan Publishing and Professional Development, a company dedicated to improving education by developing and distributing resources for teachers. His company is the world's largest distributor of cooperative learning and multiple intelligences workshops, training institutes, books and teaching resources.

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Kagan

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Engagement

When youth are engaged around a common purpose that holds personal meaning, great things happen! Youth groups are naturally engaging because they build on:
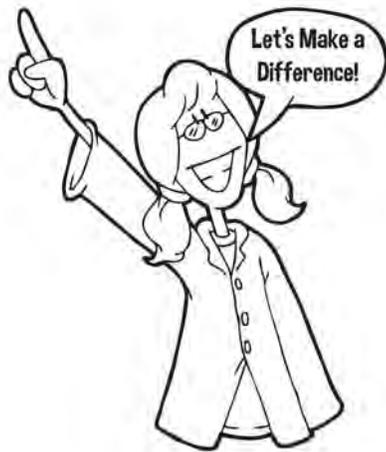
- Personal Choice

- Personal Interests

- Personal Meaning

- Social Interaction and Fun

As leaders of youth, we can design activities and provide opportunities for young people to:

- Build Relationships

- Learn Leadership Lessons

- Generate Creative Ideas

- Make Decisions

- Solve Problems

- Design Engaging Meetings

Engaging Youth Groups

TakeOff-TouchDown (Relationship Building)

Youth stand up (TakeOff) or sit down (TouchDown)
in response to the questions from the Speaker In Charge.

TakeOff-TouchDown is a great energizer because it gets people to stand up and sit down in their seats. They get to stretch and more oxygen travels to their brains. The key to TakeOff-TouchDown is the questions that are generated ahead of time by the Speaker In Charge. Topics can range from general get to know you inquiries to specific questions that are targeted at the context of your youth group meeting. Specific questions can establish prior experience, or existing attitudes, and provide a mental set for the presentation to follow. The Speaker In Charge reads one statement at a time and pauses so participants can decided to stand or sit.

Find Someone Who (Relationship Building)

Youth circulate through the room, forming and reforming pairs trying to
"find someone who" knows an appropriate story to share.

Find Someone Who provides an opportunity to share personal experiences and engage in comfortable and sometimes humorous conversations. Themes might include getting to know you, leadership, conflict resolution, change, fundraising, mental health, creativity, problem solving, or other content that supports the overall purpose of the meeting. Anchoring new ideas in personal experience enhances learning. Participants each receive a handout that contains eight to ten statements or story starters. Participants mingle with a handout until they find a partner with whom they can exchange a personal story that fulfills a requirement on the sheet. The vignettes are shared and partners initial each other's sheets. Partners shake hands and part, raising a hand as they search for a new partner. The goal is to tell, and listen to, as many interesting stories from different people as possible in the time allowed.

Guided Discussion (Learning Leadership Lessons)

Teams use a deck of question cards to guide their discussion.

Guided Discussion teams use a deck of question cards to guide their discussion. The Speaker In Charge or advisor creates a deck of question cards on the given topic for each team. The deck of cards is used to equalize participation and increase individual accountability in the discussion. The person with the deck draws a card, reads the question aloud, and answers it to the best of his or her ability. He or she may ask for input from others, if desired. The deck is then passed to the next team member and the process is repeated. There should be more cards in the deck than can be answered within the allotted time so that teams remain on task.

Mind Mapping (Generating Creative Ideas)

Participants symbolize the content in a visual/spatial, relational format.

Mind Maps provide a visual way of elaborating creative ideas by exploring categories and connections. They're created as a team project. Roles, such as artist, wordsmith, connection expert, scout, and encourager may be used to help ensure equal participation. The main idea is placed in the center of a large sheet of chart paper. Participants add branches and sub-branches radiating out from the central concept, labeling them by writing or drawing. Symbols, colors, and key words are then used to illustrate and elaborate. Arrows show connections. For example teams might be asked to create a Mind Map of activities, clubs and student leadership within their school. A timekeeper can be assigned so that the roles are rotated throughout the activity.

Spend-A-Buck (Decision Making)

Spend-A-Buck is used to identify the most popular options.
Participants use stickers and "spend a buck" on their top picks.

Spend-A-Buck is used to identify the most popular options. Participants use stickers or play dollars and "spend a buck" on their top picks. This can be used to reduce the number of options. Each participant is provided with the same number of stickers. His or her job is to carefully review all of the ideas and spend the stickers by placing them beside the options that he or she favours. Youth may spend their stickers on one idea or spread them out. Spend-A-Buck provides an indicator of what ideas are important to the group without limiting decision making to choosing between two alternatives. This widens the base of support. The top ideas can then be taken forward for further investigation and elaboration. Eventually the options can be narrowed down using Sum-The-Ranks.

Sum-the-Ranks (Decision Making)

Participants rank items and then "sum the ranks"
they give to items to make a team or meeting decision.

Sum-the-Ranks provides everyone with equal input into a final decision. It's a convergent decision making process that can be used after options have been fully developed and well presented using other Kagan Structures. Sum-the-Ranks gathers input from everyone and identifies a mathematical best choice. Decisions made with Sum-the-Ranks usually avoid the extremes and support a middle road. Most people are content with the decision because their input influences the best choice.

Kagan Structures

*Kagan Structures are content-free activity starters
designed to organize the interaction of youth.*

Structure + Content = Activity

YOU choose the CONTENT!

What do the youth in your group need to **KNOW**?

What **SKILLS** do they need to practice?

What **VALUES** are helpful to young leaders?

What **ACTIVITIES** are you planning?

PIES: Basic Principles
of Cooperative Learning

Positive Interdependence

- The success of the pair or team is not possible without the success or contribution of each member.

- How does everyone depend on each other?

Individual Accountability

- Everyone has a job for which he or she is responsible.

- What public performance is required that shows everyone has done his or her job?

Equal Participation

- Everyone has a something valuable to contribute.

- How was each person's contribution equally important?

Simultaneous Interaction

- Everyone is actively participating for the majority of the time.

- What percentage of the large group is active at one time?

Keep Your Eyes on Your PIES!