# Using Group Process to Include Children and Youth in Planning Programs

Participant Guide

# Our Mission

Teaching inclusive practices to people and organizations who serve children.

# Media Disclosure & Opt Out Option

**Notice**: We may take photos/videos during this training session to be used for Kids Included Together (KIT) social media & marketing purposes.

**If you do not wish to have your picture taken** during this training and do not approve of its use by KIT, please notify your trainer when prompted.

If you do not notify the trainer, it is assumed that you agree that any pictures or photographs taken by KIT are owned by KIT. You hereby waive all your rights to inspect and approve the finished product.

# Icon Key

**Resource**          **Activity**          **Highlighted Information**

# Learning Objectives

1. List 3 group process techniques that can be used to engage youth in program planning
2. Demonstrate at least 2 group process techniques that can be used to include children and youth in program planning
3. Complete an activity planning form using ideas generated during the session

# Group Process

## What is group process?

### Brainstorming:

- Key part of the creative process
- Accept all answers
- Have a visual focus
- Push beyond the obvious
- Have fun!

# Brainstorming

## Brainstorming Techniques

- One-Two-Six
- Slip Method
- Freewheeling
- Carousel

## You try:
Work with your group to brainstorm programming ideas:

**Freewheeling**:

**Carousel**:
*What questions would you ask?*

**One-Two-Six &/or Slip Method:**
*How would you use these techniques to maximize participation in your program?*

**Adaptations:**
*How could you adapt these methods to make sure all youth could contribute?*
*Consider language differences, learning differences, extreme shyness, etc.*

# Extending Brainstorming Ideas

## Story Webs
How can you use them in your program?

What adaptations might you need to make for children who do not read/write well and/or who have learning differences?

Gardening

Field trips

Cleaning

SPRING

Nature

Outside games
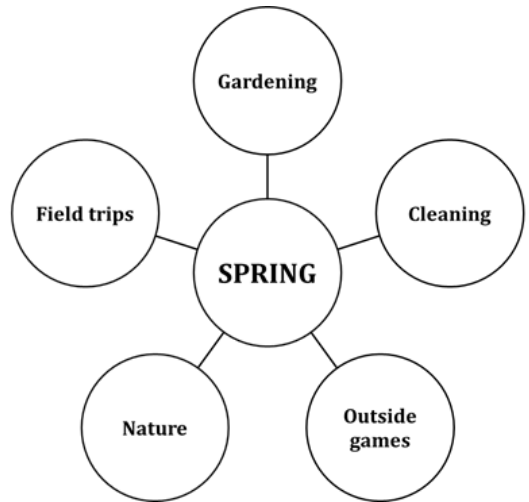
**Collaboration for story web**
Work with your group to create a story web.
You can use ideas from previous brainstorming
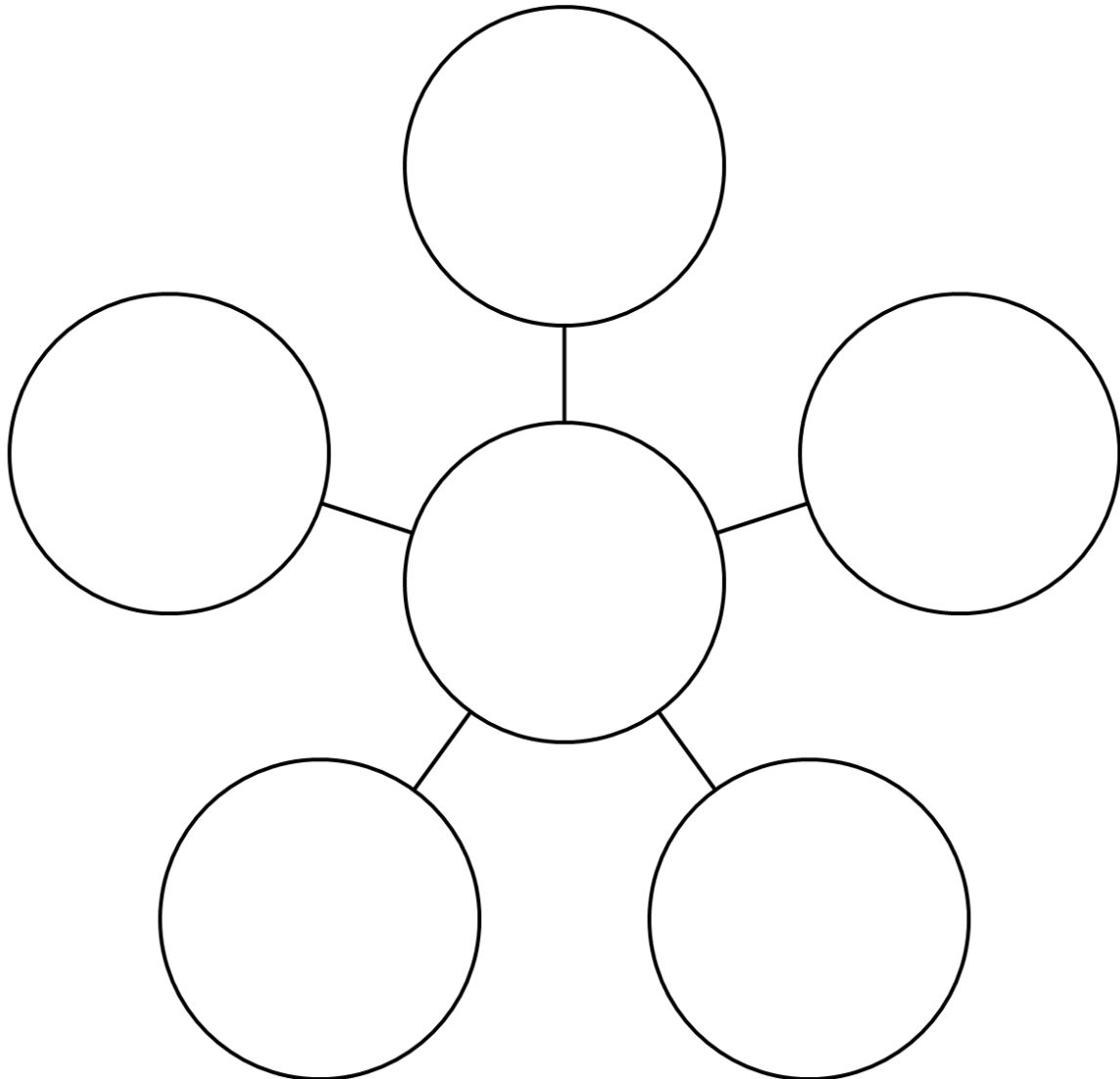
# Resources for Program Planning

## Where do you get ideas?

How can you use these resources in your program?  How can you empower youth to access these resources to contribute to program planning?

# Activity Planning Form

## Importance of Activity Planning Forms

- Anyone can implement the activity
- Allows facilitated leadership opportunities for youth
- Increases organization
- Helps program meet accreditation and/or program requirements

## Programming Areas

- Character & leadership
- Education & career
- Community Awareness
- Creative arts
- Health & life skills
- Health & nutrition
- Sports, fitness, recreation
- Technology

## Categories

- Active outdoor play
- Arts and Crafts
- Block Play
- Books and Language
- Carpentry
- Community Awareness
- Creative Art
- Cultural Studies
- Dramatic Play
- Environmental Studies
- Field Trips
- Food experiences
- Games for Individuals
- Games for Small Groups
- Health and Safety
- Life related chores
- Money-making projects
- Music, rhythm & movement
- Number concepts
- Problem solving
- Self-help skills
- Sensory play
- Sewing
- Science & Nature

*Notes:*

# Square Foot Field Trip

**Scenario:** "Square Foot Field Trip" is on the activity calendar. The staff person who was going to lead it is out sick; an activity plan is not available. Work with your group to plan "Square Foot Field Trip". **Portions of the activity form have been deleted for the purposes of this activity**. Be prepared to share your ideas with the larger group.

## School Age Activity Planning Form

Name of Activity:  _____Square Foot Field Trip_____

Activity Area:  _____  Programming Area: _____

Space needed: _____  Time Requirement: _____

Age/Grade Level:_____  Group Size: _____  Ratio: _____

Teacher Directed   or   Self Directed (circle one)

Materials/Supplies:

Directions:

**Activity Planning Form**

Name of Activity: _____

Source: _____

Activity Area: _____ Programming Areas: _____

Space needed: _____ Time Requirement: _____

Age/Grade Level: _____ Group Size*: _____ Ratio: _____
*(List age groups separately if necessary)

Teacher Directed    or    Self Directed (circle one)

Learning outcomes & safety precautions:

Materials/Supplies:

Directions:

Leadership Hints:

Adaptations/Variations/Extensions:

Youth input for activity:

# Resources

- For more resources related to this and other trainings, go to elearning.kitonline.org to sign in or sign up for a KIT Online Learning Center account.

# Earn CEUs

Kids Included Together offers Continuing Education Units (CEUs) for successful completion of this and other trainings. Kids Included Together (KIT) has been accredited as an Authorized Provider by the International Association for Continuing Education and Training (IACET) to offer CEUs for this training.

Follow these steps to earn CEUs for this training:

- Fill out the Learning Objectives Form and CEU Registration Form (don't forget to obtain your trainer's signature) and mail it to KIT with the required payment.
- Once all forms and payment have been verified, your transcript will be updated.
- You will receive your CEU transcript within 15 business days of the date the request is received.

All information shared and transcripts are kept confidential in a secure location. A written copy of the KIT NTCI privacy and security policy is available upon request.



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# Contact KIT

Have questions or comments? Please email support@kitonline.org or mail:

Kids Included Together
2820 Roosevelt Rd, Ste 202
San Diego, CA 92106

# Inspire to Include

Be part of the inclusion movement online. Use the following hashtags when posting about inclusion: #i2i, #inspireToInclude

Did you see an example of meaningful inclusion in action? Share your story of inclusion with us and inspire others. Contact our blog writer via email at Elise@kitonline.org.

# Learning Objectives Quiz

**Learner Name**: _____          **Date of Training**: _____

Complete the following learning objectives.
Refer to the "Earn CEUs" section for submission instructions.

1. List 3 group process techniques that can be used to engage youth in program planning
    1.


    2.


    3.


2. List two group process techniques you used during the training and identify at least 2 ideas that you would like to pursue from each technique
    1.
        a.


        b.


    2.
        a.


        b.


3. Complete an activity planning form using ideas generated during the session.
(Use the form on the following page)

## Activity Planning Form

Name of Activity: _____

Source: _____

Activity Area: _____ Program Areas: : _____

Space needed: _____ Time Requirement:_____

Age/Grade Level:_____ Group Size*: _____ Ratio: _____
*(List age groups separately if necessary)

Teacher Directed   or   Self Directed (circle one)

Learning outcomes & safety precautions:

Materials/Supplies:

Directions:

Leadership Hints:

Adaptations/Variations/Extensions:

Youth input for activity:

*This page is intentionally left blank*

**Date of Training:** _____          **Name of Trainer(s):** _____

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*Your Training, Confidence and Experience*

**1. Please describe the amount of training/education you have completed on inclusion:**

   None        1-2  KIT trainings         3-5  KIT trainings         Training from other organizations         College courses

 **2. Do you have a KIT Online Learning Center (OLC) account?**

            Yes                  No                  I don't know

**3. Please rate your confidence using group process BEFORE the training:**

            Not at all confident          Somewhat confident          Confident          Very confident

**4. Please rate your confidence using group process AFTER the training:**

            Not at all confident          Somewhat confident          Confident          Very confident

**5. What do you think would help future training participants accomplish the learning objectives?**

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*Trainer Feedback*

**6. The content was easy to follow.**

            Disagree          Neutral          Agree

**7. The trainer gave real-life examples.**

            Disagree          Neutral          Agree

**8. The trainer covered the learning objectives.**

            Disagree          Neutral          Agree

**9. The trainer gave feedback during activities and discussions related to the learning objectives.**

            Disagree          Neutral          Agree

**10. How valuable was this training in providing information or insights you can apply on the job?**

      *Not at all Valuable*      →      0      1      2      3      4      5      ←      *Extremely valuable*

**Comments**:

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*Implementation & Future Training*

**11. What parts of this training do you plan to use in your program(s):**

**12. What are you still curious about?**

**13. How likely is it that you would recommend KIT training to a friend or coworker?**

            *Not likely*  →  0   1   2   3   4   5   6   7   8   9   10   ←  *Extremely likely*