Raise Their Voices:
Giving Young People a Say to Promote SEL and Community Building

SOWA Bridge Conference 2019
Who We Are

Marisa Garcia, Educational Designer
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Our vision:
Safe children thriving in a peaceful world

Our mission:
To foster the safety and well-being of children through social-emotional learning and development
Introductions

- Name
- Pronouns
- Role
- Why you’re here
1. Establishing Norms
2. Welcome Activity
3. What is Social-Emotional Learning (SEL)?
4. SEL and Out-of-School Time (OST)
5. SEL and Diversity, Inclusion, & Equity
6. Activity Time
7. Reflection
8. Closing
Establishing Norms

• Picture in your head an ideal conference session.
• What does it feel like to be there?
• What can we do as a group to help this session feel that way?
Welcome Activity: Simon Says, Talk!

- Pair up with a partner.
- Listen to the prompts.
- Respond appropriately with your partner.
What Is SEL?

• What does social-emotional learning (SEL) mean to you?
Youth Voice:

Kids’ expression of their ideas, knowledge, and opinions about issues and policies that directly or indirectly affect them, along with access to platforms where they can exercise their right to speak out.

No Voice

**Tokenism:** youth voice *seems* to exist but with only one or two people in leadership roles

**Decoration:** misleading use of youth as supporters of a cause

**Manipulation:** adults pretending a cause is inspired by youth, then using youth to support it
SEL and OST: CYPQ’s Ladder

Input

Adults get feedback and input from kids through structured surveys or focus groups, or in informal settings

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### SEL and OST: CYPQ’s Ladder

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## SEL and OST: CYPQ’s Ladder

### Shared Leadership

Opportunities for program leadership available to everyone in a group, leadership is shared with adults; group members manage their own time and learning, are inclusive and supportive of others, and actively help shape the program; group leaders also receive support and guidance from adults in their decision-making.

### Choice

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SEL and Diversity, Inclusion & Equity
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EQUALITY

EQUITY

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Activity Time!

• Listen to introduction.
• Break into small groups (5–8 people per group).
• One person will act as the facilitator.
• Work together to make a group dance!
Reflection: SEL and OST

What SEL skills have you used throughout this session?

- Write it down.
- Crumple it up.
- Toss it into the middle of the table.
SEL Skills

Self-awareness
- Identifying emotions
- Recognizing strengths
- Self-confidence

Self-management
- Stress management
- Self-discipline
- Goal setting
- Organizational skills

Responsible decision-making
- Identifying problems
- Analyzing situations
- Solving problems
- Reflecting

Social awareness
- Perspective-taking
- Appreciating diversity
- Respect for others

Relationship skills
- Communication
- Social engagement
- Relationship building
- Teamwork

Social and Emotional Learning Competencies from CASEL.org
Reflection:
SEL and Diversity, Inclusion & Equity

Diversity
Inclusion
Equity

Shared Leadership
Choice
Input
No Voice
Closing: Small Groups

• Is there anything you learned or did today that you will bring back to your OST program?

• What did you learn about youth voice and how it supports diversity, inclusion, and equity?
Closing: Whole Group

- Share out from small groups.
Questions?
Now’s the time to ask!
Thank You!

Stay tuned!

For more information, visit cfchildren.org

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