With 100% less JT and Mila.

#sorrynotsorry
Friends with Benefits:
Programming to help develop social and emotional skills in teens
Hello!

We are:

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What we’re going to talk about

- Overview of Social-Emotional Learning
- Practical Application of principles
- Addressing Administration
Stand Up!
What is Social and Emotional Learning?

- Self-awareness
- Social awareness
- Self management
- Relationship skills
- Responsible decision making

From the report *Ready to Lead* by Collaborative for Academic, Social, and Emotional Learning.
Why is it important?
<table>
<thead>
<tr>
<th>RISK FACTORS</th>
<th>PROTECTIVE FACTORS</th>
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<tbody>
<tr>
<td>Risk factors increase the likelihood young people will develop health and social problems.</td>
<td>Protective factors help buffer young people with high levels of risk factors from developing health and social problems.</td>
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**DOMAIN**

**COMMUNITY**
- Low community attachment
  - Community disorganisation
- Community transitions and mobility
- Personal transitions and mobility
- Laws and norms favourable to drug use
  - Perceived availability of drugs
  - Economic disadvantage
  (not measured in youth survey)
- Opportunities for prosocial involvement in the community
- Recognition of prosocial involvement
- Exposure to evidence-based programs and strategies (some are measured in youth survey)

**FAMILY**
- Poor family management and discipline
  - Family conflict
- A family history of antisocial behaviour
- Favourable parental attitudes to the problem behaviour
- Attachment and bonding to family
- Opportunities for prosocial involvement in the family
- Recognition of prosocial involvement

**SCHOOL**
- Academic failure (low academic achievement)
  - Low commitment to school
    - Bullying
- Opportunities for prosocial involvement in school
- Recognition of prosocial involvement

**PEER / INDIVIDUAL**
- Rebelliousness
- Early initiation of problem behaviour
  - Impulsiveness
  - Antisocial behaviour
- Favourable attitudes toward problem behaviour
- Interaction with friends involved in problem behaviour
  - Sensation seeking
  - Rewards for antisocial involvement
- Social skills
  - Belief in the moral order
  - Emotional control
- Interaction with prosocial peers
Figure 1. Framework for Systemic Social and Emotional Learning
PYD develops:
1. Skills
2. Opportunities
3. Authentic Relationships

These skills, opportunities and authentic relationships are guided by the following 5 principles:
1. Strengths-Based
2. Inclusive
3. Youth as Partners
4. Collaborative
5. Sustainable
Practical Application
Best practices for programming
First Friday Gaming
Dungeons & Dragons Club
Teen Tabletop Gaming Club at Library 21c
Best Practices

- SAFE programs
  - Sequential, Active, Focused, Explicit
- Value Added
- Introductions/Pronouns
- Let the teen be the expert, and...

http://actforyouth.net/youth_development/professionals/sel/
ACTIVITIES  Complete an activity and check the box! Each activity is worth 200 points. If you want, you may complete the entire program by doing 16 of the activities.

READ
- Read a book about a person who looks or lives differently than you.
- Read a book in a format new to you (graphic novel, book in verse, audiobook, etc.).
- Read a book about a topic you’d like to know more about (sports, history… you pick!).
- Read a book your parent (or another adult you like) loved as a teen.

WRITE
- Write and mail or email a letter to someone.
- Write a song or poem - either with music or with only lyrics.
- Create a comic strip/graphic story.
- Enter the Teen Writing contest.

LIBRARIES ROCK!
- Go to a concert or another musical event! Check out the free concerts at Manitou Springs Library, or search online to find more free options around town.
- Paint a rock for 719Rocks!
- Make a soundtrack for your favorite book. Draw from music from every era to perfectly capture the feel of the book in music!
- Learn about the geological history of the Pikes Peak region. Take a guided hike with the TOPS rangers, check out a book, or head to the Pioneer Museum.

CREATE
- Attend a library program where you create something.
- Spend at least an hour making something (this could be anything: food, artwork, woodworking, a science project, etc.).
- Create your own online game using block coding! Hourofcode.com is one place to get started for FREE or find your own!
- Learn how to create something new using your computer - watch a Lynda.com video or find another video tutorial elsewhere.

IMPACT
- Do a Random Act of Kindness for someone else. Visit the Random Acts of Kindness website or ask your parents or friends for help coming up with ideas.
- Volunteer! Help out with your faith community, a hospital, the zoo, or any other option.
- Write letters to members of the military. Visit the Operation Gratitude website for more information.
- Find one of your representatives and write a letter to them about an issue you are passionate about.

EXPLORE
- Attend a library program that’s new to you, or where you will learn a new skill.
- Visit a local, state, or national park/forest.
- Pick a topic that you would like to learn more about. Spend at least an hour using PPLD resources to learn more about that topic.
- Visit a local museum or learning center.
Best Practices in Services

- Displays
- Tough Topics bookmark and **LibGuide**
- National Safe Place
- Staff involvement in the community
Reluctant Admins

*sad trombone noises*
Blind them with science!
Program Proposal

Program Proposal Form

Program Title
Ideally something that won’t be confusing to admin or patrons!

Session Description
Description to use for marketing! Keep it short and relevant to the details your patrons will need.

Please indicate briefly why you believe this program should be implemented? (How does it relate to your library’s strategic plan, mission, or goals?).

This is where you can wow them with Science! Make sure to provide backing for your claims and how they relate back to what the library is working towards.

What is your goal in presenting this session? What would you expect the audience to learn? (100 words or fewer)

One last chance to concisely show what you hope to provide for your patrons!

How many staff hours will this program require?
Estimate of time spent planning/setting up/executing/clean up and any support staff roles.

Cost of supplies for program?
Dolla bills yo.

Can it be easily replicated at other locations?
Optional depending on your library.
Evaluation

project OUTCOME
MEASURING THE TRUE IMPACT OF PUBLIC LIBRARIES
But I know my admin will say…

Why do we need to teach S/E learning to teens?

Isn’t that their parents job?

Why should the library be concerned with S/E learning?
Snowball Wrap-up Activity
Thanks!

Any questions?

Reach us at:

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Resources (Find more here)


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