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# Teens Teach



a great way to share your knowledge  
*at the County Library*

# Overview

## What is Teens Teach?

Teens Teach is a teen program that allows local teenagers to teach a class to their peers and community. In return, teens learn valuable skills such as marketing, public speaking, and professionalism, while earning either volunteer hours or a monetary compensation.

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# The Goal

## Hart's Ladder

### Key Questions

Which level of Hart's Ladder is our project on?

Which level of Hart's Ladder should our project be on?

What do we need to do to move to the right level on the ladder for our project?

### NON-PARTICIPATION

It is important to remember that tokenism, decoration and manipulation are not examples of youth participation. You do have the choice to move away from these methods towards more meaningful participation.

### QUALITY OF PARTICIPATION

Young people and adults share decision-making

Young people lead and initiate action

Adult-initiated, shared decisions with young people

Young people are consulted and informed

Young people assigned but informed

Tokenism

Decoration

Manipulation

### EXAMPLES

Young people have the ideas, set up the project and invite adults to join them in making decisions throughout the project. They are equal partners.

Young people decide they need a one-stop shop in their community. They partner with adults in different youth organisations and together lobby the government for resources.

Young people have the initial idea and decide how the project is to be carried out. Adults are available and trust in the leadership of young people.

A group of students get permission from their principal to run an environmental day. The students make the decisions, and the school provides support.

Adults have the initial idea, and young people are involved in making decisions, planning and implementing the project.

A community co-ordinator asks young people for event ideas for Youth Week. The young people suggest having a skating event. The co-ordinator and young people work together to make decisions and apply for funding.

Adults design and facilitate the project, and young people's opinions are given weight in decision-making. Young people receive feedback about their opinions.

A local council runs several consultations to get young people's input about a recreation park. Young people tell the council about features in the park they want changed. The council provides feedback to the young people about how their views affected decision-making.

Adults decide on the project and young people volunteer for it. Young people understand the project and adults respect their views.

A conference creates positions for two young people on a panel of speakers. Young people decide how to select their representatives and work with adults to understand their role.

Young people are given a limited voice and little choice about what they can say and how they can communicate.

A young person is asked by adults to be on a panel and represent 'youth'. The young person is not given the opportunity to consult with peers or understand the role.

Young people take part in an event in a very limited capacity and have no role in decision-making.

A group of young people are given a script by adults about 'youth problems' to present to adults attending a youth conference.

Adults have complete and unchallenged authority and abuse their power. They use young people's ideas and voices for their own gain.

A publication uses young people's cartoons; however, the publication is written by adults.

# The Deets

## Pros:

- New Ideas/Opportunities
- Increases Involvement/Engagement
- Let's Teen Voices Be Heard
- Teens Develop New Skills
- Peer Learning
- Youth Impact
- Stronger Ties to Community
- Beneficial to Presenters and Participants
- Positive Peer Influence/Role Models
- Usually Cost-Effective

## Cons:

- Follow Through is Tough
- Takes More Time
- Not Always Possible to Execute
- Behavior Issues

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# Kat and Rowan

## “Digital Art”

### March 2015





# David and Andrew “Tesla Coils” October 2015

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# Chad “RC Cars and Drones” February 2016







Isaac  
“King Kong  
and Harambe:  
Intersectional  
Philosophy”  
October 2016





James  
“Improv” and  
“Stage Crew”  
May 2017

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# The Teen Process

## (Now in 3 easy steps!)

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# The Process

## Step 1 - Application and Interview

- Teens Teach Application
- Volunteer Application
- Date, Time, and Theme of Program
- Explanation of Expectations
- Payment vs. Volunteer Hours

# The Process

## Step 2 - Planning Meetings

- First Meeting:
  - Marketing (Flyers, Social Media, Word of Mouth)
  - Curriculum and Teaching Strategies
  - Behavior/Class Management
- Second Meeting:
  - Teaching Outline
  - Supplies/Materials/Handouts/Etc...

# The Process

## Step 3 - Program & Follow-Up

- Program Setup and Cleanup is Expected
- Follow-Up Meeting:
  - Preparation
  - Professionalism
  - Public Engagements
  - Teens Teach Evaluation

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# The Librarian Process

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# Marketing to Teens

- Flyers in the Library
- Flyers at Schools, Rec Centers, Afterschool Programs, Community Centers, Churches
- Extracurricular Groups (LIA, National Honor Society, Key Club, Honors Diploma)
- School Counselor or School Employment Office
- Bring Applications to Outreach Events
- Find an Advocate! (Community Leader, School Teacher, Church Leader)
- Give Incentives for Teen Referrals



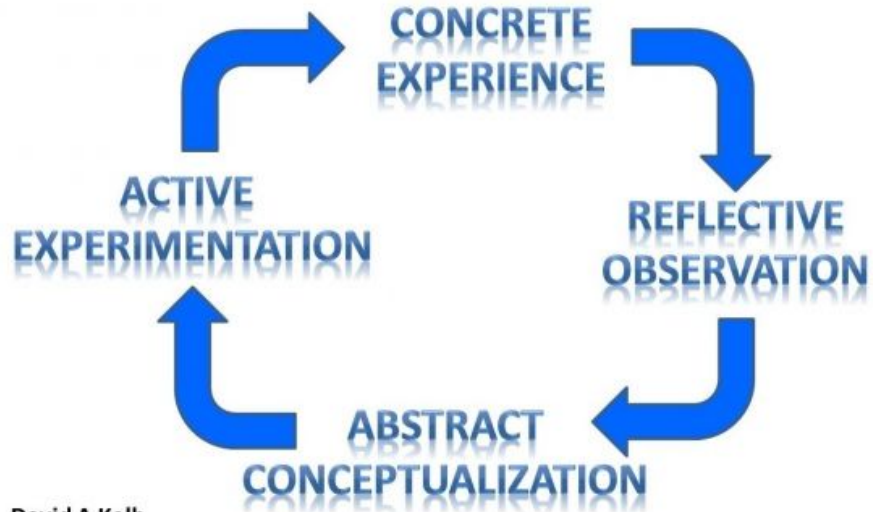
# Mentorship vs. Instruction

- Take the role of a mentor.
- Don't instruct. You are there to help him/her realize what is realistic, not to make the decisions.
- Give constructive criticism with a lot of encouragement.
- Treat him/her like a professional and expect that s/he will take it seriously.
- Don't do his/her work! The student can only succeed insofar as they worked for that success.
- Prepare to cancel or reschedule, depending on circumstances.

# Kolb's Model of Experiential Learning

- Demonstrate
- Try it out
- Ask “Why?”
- Ask “Why does that matter?”
- Make some predictions
- Try it out
- Start over!

## Experiential Learning Model



David A Kolb

# Tips & Tricks

- Snacks are nice. :)
- Each program should last about 60 minutes, with no more than 40 minutes of prepared material:
  - Start 5 minutes after advertised time and introduce your presenter. This is a great time to give a plug for the program!
  - The student should not talk for more than 10 minutes straight without moving on to a game, activity, or live demonstration.
  - The last 15 minutes (at least!) of the program should be dedicated to questions, practice, or audience participation.
- Prepare to step in, when necessary.
- Have a backup plan!

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# Customization

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# Age

## Children and Tweens

- Maintain developmentally appropriate expectations
- Create Group Projects
  - Host Group Presentation/Activity ([Art Day](#) - 5 presenters, art concept, art form)
  - Partner with a School/After School Program ([Read with an Elf](#) - “elves” read to other patrons, passed out holiday “kisses”)
- Seek Inspiration from the Community ([Caine’s Arcade](#) - [www.cainesarcade.com](http://www.cainesarcade.com))

# Age

## Seniors Teach

- Some seniors may still want/need additional mentorship in creating a program
- Consider partnering with a Senior Center, Aging Services, or Senior Housing
- Crafting and making programs or holiday programs are especially popular

# Compensation

## What can you offer instead of money?

- Volunteer hours, free book, candy bar, certificate of recognition.
- Can you partner with a school so that participant receives extra credit?
- Can you partner with another organization so that the participant might receive a cash stipend/gift card or other tangible good?
- Follow up and continue to be an adult ally in the life of the young person. Write a letter of support, encouragement, and acknowledgement as that individual moves along in life.



# Caine's Arcade



Source: <http://cainesarcade.com/>

# Questions?

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