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*Inspiring and Promoting  
Youth's Voice in Service Today*

# Agenda

- Introduction to generationOn
- Youth Voice Background and Spectrum
- Steps of S-L and examples from P.S.132
- Youth Voice Checklist and Action Plans
- Questions



# What is generationOn?



A global youth service movement igniting the power of all kids to make their mark on the world.

# Who is generationOn?



**Learning TO GIVE**

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# www.generationOn.org

- Facebook
- Twitter

The screenshot shows the homepage of generationOn.org. At the top left is a green fingerprint logo with the text "generationOn". Navigation links include "WHO ARE WE?", "BIG HAPPENINGS", and "SUPPORT US". A central banner reads "Make your mark On the World!". On the right, there is a sign-up section: "Join generationOn and help change the world!", "I'm a: teen" (dropdown menu), "Join", and "Privacy Policy". Below this, it says "over 137 Connect with us: f t". A purple arrow points from the "Facebook" and "Twitter" list on the right to the social media icons. A horizontal menu contains "KIDS", "TEENS", "PARENTS", "TEACHERS", and "ORGS". The main content area features a map of the United States with callouts for names: "YOU!", "Morrin", "Liam", "Chen", "Isabella", "Jacob", "Amir", "Lucas", "Hannah", "Trey", "Kate", "Madison", and "Dion". A white circle on the right says "GO THE EXTRA MILE! Join the generationOn youth service movement and help mobilize young people" with a yellow arrow labeled "MORE". At the bottom, a banner says "WE CAN CHANGE" next to a photo of three young people and the "generationOn" logo.

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# Today's Objectives

- To examine the ways that we as educators and non-profit leaders shape the opportunities youth have to use their voices productively
- To understand the role that youth voice plays in service-learning
- To develop action steps that will increase youth voice in your service and service-learning projects



# Erik Erikson's Human Development

- Lifelong development as social beings
- School Age Stages – moving toward independence
- Recognizing what identities are available at different stages of life
  - Fitting oneself into socially valid roles

***Providing opportunities for youth to actively explore roles with guidance is critical to healthy development***



# Integrating Youth Voice into Service-Learning:

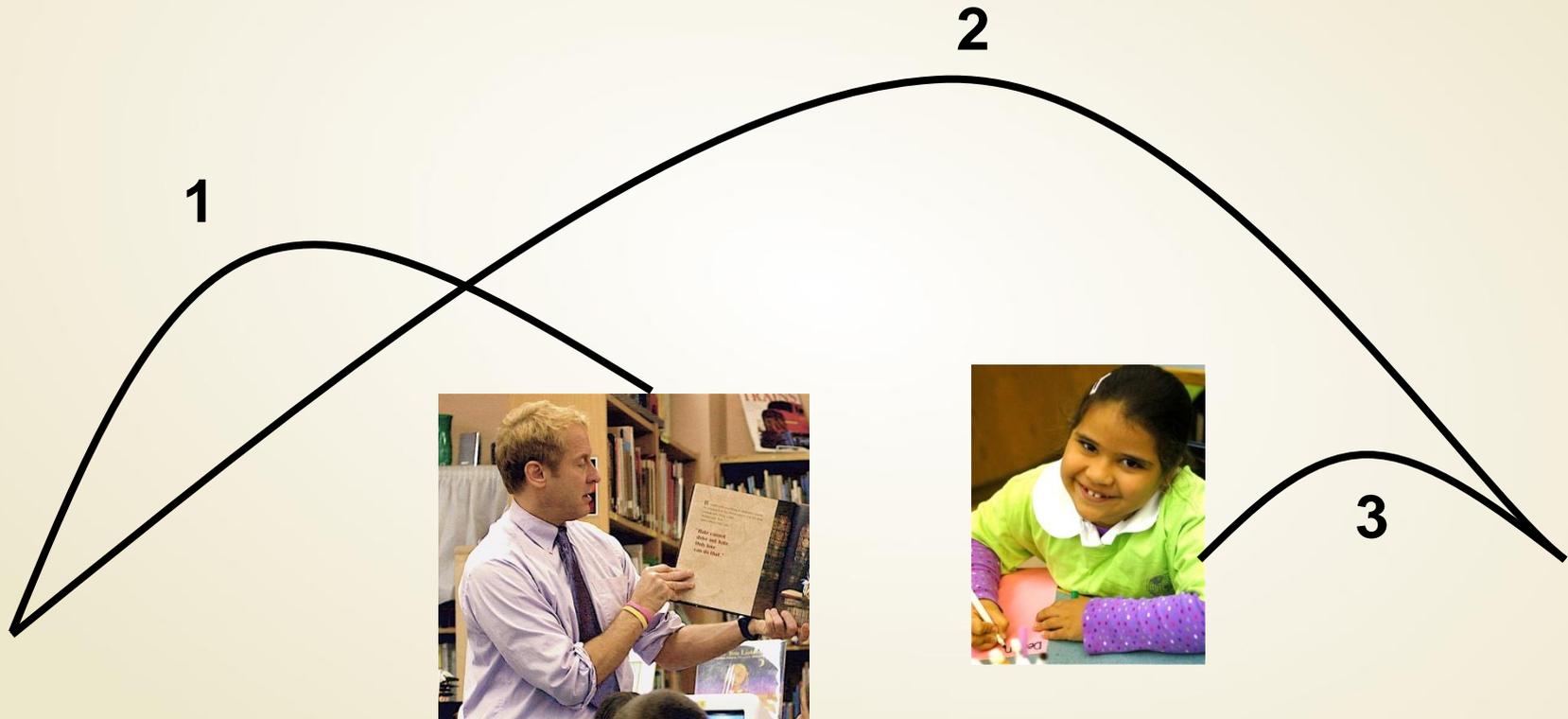
- Engages youth in problem-solving, decision-making, planning, goal-setting, and encourage them to help others<sup>1</sup>
- Increases students' abilities to articulate opinions and see themselves as agents of change<sup>1</sup>
- Positively correlates with levels of student engagement<sup>2</sup>

<sup>1</sup>Billig, 2007

<sup>2</sup>Billig, Brown & Turnbull, 2008

# Michael Cole's Prolepsis

Teachers as transmitters of culture



Taken from *Cultural Psychology: A Once and Future Discipline*, 1996

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# The Youth Voice Spectrum

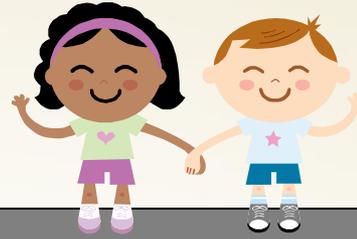
Youth Guided	Youth Directed	Youth Driven
<p>Youth are actively considered</p> <p>Adults plan projects with youth interest in mind</p> <p>Adults ask for youth response to project</p>	<p>Youth are actively engaged</p> <p>Youth are able to contribute to project decision-making</p> <p>Adults actively give youth choices and help in decision making</p>	<p>Youth are actively empowered</p> <p>Youth actively explore ideas and create project</p> <p>Youth ideas are used in the project/program design</p>

# Youth Voice at P.S. 132

Heather de Koning Foley

Visual Arts Teacher and  
Community Service Coordinator

# IPARDE: The 6 Steps of Service-Learning



**STEP 6: EVALUATION**

**STEP 5: DEMONSTRATION**

**STEP 4: REFLECTION**

**STEP 3: ACTION**

**STEP 2: PREPARATION**

**STEP 1: INVESTIGATION**



# Make it Happen

1. **Investigation**—Identify a need and gather information related to classroom lessons and/or student interests.
2. **Preparation**—Develop an action plan including steps, resources, and academic skills needed.
3. **Action**—Take action to serve or to be an advocate for someone or something.





# Make it Meaningful

- 4. Reflection**—Communicate about the process before, during, and after the action phase.
- 5. Demonstration and Celebration** – Share the results of the project with others through a creative event, project, or presentation. Include evidence of impact, thank participants and celebrate success!
- 6. Evaluation** – Reflect on the project process to determine the areas where the project was successful and identify areas for improvement.

# Youth Voice and Service-Learning:

## 1. Checklist

Use the checklist to determine the level you integrate youth voice into your service-learning projects. Also list what activity/activities you do to support youth voice in that level.

## 2. Action Plan

Choose two areas where you can improve youth voice in your service-learning project. List activities you can do to support the transition.

***Thank you for participating!***

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