ACT Skills Summit: ACT Skills Mapping for Program Development
6.5.17

Target Audience: Local youth program practitioners	Length: 60 min	Location: BU
Created By: Marissa Rodriguez	Facilitated By: Marissa & Lisa	

<u>Session Purpose:</u> *Why is this workshop important to its stated audience? How does this knowledge impact the organization?*

1. This workshop is designed help participants think about how to map ACT skills to their program model, determine what proficiency in those skills looks like in the young people they serve, and how they can use this information to develop or evolve program offerings.

<u>Session Learning Objectives:</u> *What specific things will participants be able to do as a result of this workshop?*
Resource: https://careacttarget.org/sites/default/files/file-upload/resources/TIG%204%20Learning%20Objectives%202010.pdf

1. Participants will be able to identify which ACT skills most closely align with their program, with particular focus on the *Connect* domain.
2. Participants will be able to give examples of what mastery of the select skill looks like for young people in their program.
3. Participants will be prepared to develop competencies and learning objectives (for use in program/curriculum development) based on the identified ACT skills

<u>Session Effectiveness Evaluation:</u> *What "checks for understanding" will be used in this workshop (note where) to determine if session objectives have been met?* How will participants demonstrate they have met your "know" and "be able to do"?):
Resource: https://www.engageny.org/sites/default/files/resource/attachments/checking-for-understanding-techniques.pdf

1. Mapping activity
2. Questions

<u>Prep Work:</u> *What needs to be done in advance of facilitating the session?*

★ Make Copies
★

<u>Handouts:</u> *Hyperlink to documents that should be put after lesson outline.*

★ ACT Skills Mapping Connecting Domain Worksheet
★
★

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Session Outline: *Please make sure to site any non-original sources using an endnote.*

Duration	Presenter	Section Specifics and Script	Materials
In minutes	*Leave blank if only 1*	*Description of what you're doing and saying.* *Make sure to reference slide numbers, materials, etc..*	*List all handouts and materials needed for this section.*
1 min	Lisa	**Facilitator Introductions:** ★ Explain who you and Marissa are, go over agenda and objectives for the session.	1.

5 min	Lisa	**Spectrum Warm-Up:**
		★ Explain that we want to start by getting to know our audience a little bit.
		★ Explain that we'll read a question and give a spectrum of answers and they'll need to line up according to their answer.
		★ Give the following example:
		  ★ "What is the oldest age group your program serves?"
		  ★ "over there on the far wall is pre-school and over there on the opposite wall is Over 18."
		    ⇨ Move to the point of other line where high school would be and explain that since we serve high school students you would stand here.
		★ Ask everyone to follow suit for the example question. Once they've all found a spot continue with the following questions:
		  ★ What's the youngest age group your program serves?
		    ⇨ Use the same spectrum and ask that they only move if this falls into another age group.
		  ★ Where are the young people you serve from?
		    ⇨ One end is the city the other end is the country suburbs are somewhere in the middle.
		  ★ In what setting do you primarily serve the young people you support?
		    ⇨ One side is in school, the other is out of school.
		  ★ How much time, on average, do you spend working with a young person when you meet one-on-one?
		    ⇨ One wall is every day, the other is never.
		  ★ How long have you worked for youth serving programs?
		    ⇨ One wall is 20+, the other is less than 1 year.
			1.

10 min	Lisa	**SA/Playbook Overview** ★ Give a brief intro into what SA does ★ Youth serving nonprofit mission is to supports Academic Achievement through Athletic	

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		★ SA serves members in 22 HS in Boston and Springfield
		★ Support HS student athletes in 3 core program areas A&C, H&W, PSP
		★
		★ Explain the shift to this Playbook model and where we are now
		   ★ No need to get too into the weeds, the big thing for them to understand is the shift to grounding our work in outcomes tied to specific SEL skills, why we chose ACT, etc.
		   ★ Maturing as an organization and ready to take our work to the next level
		   ★ Many things to lots of young people, needed to go deeper with fewer kids and have more meaningful impact
		   ★ The work of our staff needs to be measured both on the quantitative side as well as the qualitative side.
		   ★ We knew that BASB was leading on this effort here in Boston and benefited from being able to participate this past year in their learning cohort.
		   ★ Selected skills from the ACT framework that applied to the program areas and activities our program offers, but also the skills we wanted to see in our members.
		   ★ Couldn't focus on everything so had to be strategic about which skills	

10 min	Marissa	**Mapping & Curriculum Process Overview**
		★ Show our ACT Map with skills and how we see it in our ZMs.
		★ Walk through the old ACT Map and show how we went from 30,000-foot view to tangible learning objectives in life skills lessons, academic coaching needs assessment, etc.
		   ★ Explain how the process worked and what we used it for (create programming, focus development work, vet existing curriculum resources, develop trainings, etc.).
		★ Then show the new map and explain how it will drive curriculum but also training (e.g., if staff are to develop growth mindset in kids they need to know about it and how to foster.
		   ★ Show TE training?
		   ★ Next step for us is pairing down number of skills we're addressing based on lessons learned in year 1.	

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In minutes	*Leave blank if only 1*	Description of what you're doing and saying. *Make sure to reference slide numbers, materials, etc..*	*List all handouts and materials needed for this section.*
10 min	Marissa	**Group Brainstorm: Connect Domain** ★ Explain that to figure out which of all the ACT skills your program should focus on takes a while so we're just going to focus on the Co*nnect* domain. ★ Hand out the skills and definitions. ★ Remind everyone that the skills in the *Connect* domain are: social awareness & relationships, Communication, and Teamwork. ★ Explain that before we break into groups to dig into this a little more to begin to determine what skills your program should focus on. ★ Ask everyone to review the mapping worksheet and for each skill area start to think about what program outcomes, activities, and focus areas fit for them. ★ Give them a few minutes to complete and them as that they split into groups based on the most relevant skill- the one that has the most outcomes, activities, etc. associated with it.	★ Mapping worksheet (1xparticipant)

15 min	Marissa, Lisa, Julia	**Individual Mapping**
		★ Let everyone one know where each person will be in the room.
		  ★ Julia: Social Awareness & Relationships
		  ★ Lisa: Communication
		  ★ Marissa: Teamwork
		★ Once everyone is in a group, the facilitator should review the SA version and talk about how we determined examples of skill mastery.
		★ Then explain that they'll have about 7-10 minutes to work individually on what mastery of this skill looks like in practice for their program.
		  ★ Remind them that they are just getting a sense of the process today and should hopefully be able to take this practice back to their program design efforts.
		★ After 10 minutes bring your group back together and share examples/debrief for about 5 minutes	

5 min	Lisa & Marissa	**Report-Back/Q & A** ★ Have the group come back together and each group leader share a 30 synopsis of what people talked about. ★ Then give time for people to ask questions about anything that was presented.	
5 min	Marissa	**Closing** ★ Share tips/next steps slide and facilitator contact info. ★ Thank everyone for participating.	

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ACT Skill	Definition[1]	Program Outcomes & Activities			Examples of Skill Mastery
		Program Outcome/Focus 1	Program Outcome/Focus 2	Program Outcome/Focus 3	
Social Awareness & Relationships *(Connecting)*	★ Positive, supportive connections with friends, classmates, and adults. ★ Social Awareness is the ability to take the perspective of and empathize with others and to understand social and ethical norms for behavior.				
Communication *(Connecting)*	★ The ability to make clear and compelling oral presentations, share ideas, clarify information as needed, and adapt communication styles to meet the needs of the audience.				
Teamwork *(Connecting)*	★ The ability to work constructively and cooperatively with others.				

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[1] (Boston After School & Beyond, 2017)

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