

## Youth Voice Brainstorming Sessions Facilitator Administration Instructions

Dear Facilitator,

Thank you for your assistance in collecting youth voices about programming ideas for afterschool experiences. Not only will this activity allow you to hear from youth meaningfully, but the data collected during this process will also shape Expanded Learning Opportunities across Nebraska.

As the facilitator of this process, your assistance in collecting this data is essential. You are administering this process on behalf of Beyond School Bells, and we appreciate your willingness! To help us ensure data is collected in a consistent manner across the state, we ask that you **please carefully read and follow the instructions as outlined below.**

### PLANNING YOUR BRAINSTORMING SESSION

- A. Please read all directions carefully before conducting your session.
- B. Please review the Brainstorming sheet before conducting your session.
- C. Please convene a group of **no less than six students and no more than ten students.**  
Students to invite should be
  - a. students who are eager and productive participants.
  - b. students who can draw, write, or dictate their ideas to an adult.
  - c. representative of the demographics of their community (gender, ethnicity, ableness, etc.)
- D. If you are scheduling two brainstorming groups, consider grouping students by gender (a girls group and a boys group), English language learners, or grade level, such as grades 4 & 5 or grades 2 & 3.
- E. Schedule your session during the week of October 23, 2023, or the timeframe agreed upon with Beyond School Bells. The session will take approximately 45-60 minutes.
- F. Schedule a place to hold the session, such as a classroom with chairs and tables for students to place their brainstorming sheets and write.
- G. Be sure to have pencils or colored pencils available.
- H. Complete the Information Form on page 5 and return with the completed Brainstorming sheets. The student demographic information should be found on your enrollment forms or collected from the school's student information system.

## CONDUCTING THE BRAINSTORMING SESSION

To ensure consistency, please follow the script below as closely as possible.

Say:

***Thank you all for being here today. You have been invited to participate in sharing your ideas about things you have done in afterschool programs and things you would be interested in doing during afterschool or summer time in the future. Students across the state of Nebraska are sharing their ideas this week, and all of your ideas will be combined and shared with adults who organize programs for youth like you. None of your names will be shared with anyone outside of this room, but your ideas will be shared with many interested adults.***

Ask:

***Does anyone have any questions?***

Answer any questions about the process.

Pass out the Brainstorming sheets.

Say:

***Do not put your name on these sheets.***

***Let's take a couple of minutes and look at the drawings on your brainstorming sheet.***

***These drawings are there to help you remember activities you have participated in in the past or think about activities you might like to participate in during summer or afterschool time in the future.*** (Note: It is OK to read anything on the sheet for students who might struggle with some of the words or to help them understand what the images are.)

***To start, think about some of the best times you've had during summer or afterschool programs in the past. If you can think of your favorite one, two, or three clubs, activities, or programs that you have liked in the past, write those in the box at the top of the sheet where it says "Top 3". Write one idea on each line.***

Take a few minutes to help students think of past experiences. Pause while the students write. It is OK for you to write answers for them if they ask you to or are struggling to write.

Say:

**Now, we want you to share your favorite clubs or activities with the person next to you. Each of you should take turns sharing what you wrote down. We will take about five minutes to share.** (Note: Students should share with the person next to them rather than move around the room. This part shouldn't take too long.)

Say:

**Now, we're going to take a close look at the drawings on the sheet. We will do this step on our own, not with a partner.**

**Each bubble with a drawing in it is a theme for clubs or activities. Next to each bubble is a thermometer with the numbers zero, five, and ten. We would like you to fill in the thermometer up to the number that shows how interested you are in participating in a club with that theme. Zero means you are not at all interested and wouldn't sign up for a club with that theme. A five means you're kind of interested. A ten means you really want to explore that theme and would definitely sign up for a club with that theme. Please go ahead and fill in each thermometer based on your interests. Are there any questions?** (Note: Students may need to have additional explanations on what to do if they are confused. Students should do this step independently, not with a partner. We want to know what each student thinks.)

Give students several minutes to complete this step. Answer any questions students might have about the drawings, the words attached to them, or what they should do. Once students have filled in all the thermometers, you can move them to the last step.

Say:

***Now, you will fill in the empty bubbles at the bottom of the sheet.***

***In the four empty bubbles, we want you to draw or write in themes we haven't thought of. What are YOU interested in? Is there anything you would like to learn more about? Are there any issues or needs you have? Is there something you want to explore but you can't on your own? Use this as an opportunity to let adults know what you want to do during your afterschool or summer time.***

***Maybe there's a theme similar to one already on the sheet, but your idea is more specific. For example, theater could be in the music & art theme, but it is more specific. With our theater theme example, a club could be writing plays.*** (Note: You may need to pause here and check for understanding or ask if there are questions.)

***Draw or write one idea per bubble. If you have more ideas and need more bubbles, you can use the white space on the sheet to make more bubbles.***

***Be sure to give each bubble a title.***

Give students plenty of time for this step. They may need assistance with brainstorming. It's OK if they brainstorm with their peers, but we want to encourage them to write down their own ideas. We encourage students to think outside the box!

We will respect and keep whatever students write on the sheets in confidence. The contents of their sheet will be combined with all the other sheets we collect. Results will not be reported by student, school, or district but as a statewide data collection effort.

### **AFTER THE SESSION HAS ENDED**

Please complete the information form. This data is important for us to describe the students across the state who participated in this data collection. Return the completed form with the Brainstorming sheets. Please collect all of the Brainstorming sheets, even if they are blank, and mail them back to Beyond School Bells in the self-addressed, stamped envelope by November 1, 2023. Thank you for assisting us with this data collection! We look forward to learning what the students are excited about.

## INFORMATION FORM

**Facilitator: Please complete and return with the Brainstorming sheets**

Your name (if we have follow-up questions): \_\_\_\_\_

Your email address: \_\_\_\_\_

Your program site name: \_\_\_\_\_

How many sessions did you conduct? \_\_\_\_\_

Date(s) of the session(s)? \_\_\_\_\_

Where did you hold the session(s)? \_\_\_\_\_

Are the participants part of an existing club? If yes, what is the name of the club?

\_\_\_\_\_

If more than one session was conducted, please complete the table below for each session.

Demographics	Session 1	Session 2
How many students participated in total?		
What grade levels were the students (please list)?		
How many girls participated?		
How many boys participated?		
How many students have English as a second language?		
How many students in each ethnic/race category participated? (Please use data from your enrollment forms or the school office.)		
American Indian or Alaskan Native		
Black or African-American		
Hispanic/Latino		
Asian		
Native Hawaiian/Pacific Islander		
White		
Two or More		
Unsure		