

Innovative and Engaging Teen Programming





WHY DO WE NEED TEEN PROGRAMMING?


<p>External Assets</p> <p>Support</p> <ol style="list-style-type: none"> Family support Positive family communication Other adult relationships Caring neighborhood Caring school climate Parent involvement in schooling <p>Empowerment</p> <ol style="list-style-type: none"> Community values youth Youth in resources Service to others Safety <p>Boundaries & Expectations</p> <ol style="list-style-type: none"> Family boundaries School boundaries Neighborhood boundaries Adult role models Positive peer influence High expectations <p>Constructive Use of Time</p> <ol style="list-style-type: none"> Creative activities Youth programs Religious community Time at home 	<p>What Teens Need to Succeed</p> <p>40 DEVELOPMENTAL ASSETS!</p>	<p>Internal Assets</p> <p>Commitment to Learning</p> <ol style="list-style-type: none"> Achievement motivations School engagement Homework Bonding to school Reading for pleasure <p>Positive Values</p> <ol style="list-style-type: none"> Caring Equality and social justice Integrity Honesty Responsibility Restraint <p>Social Competencies</p> <ol style="list-style-type: none"> Planning and decision making Interpersonal competence Cultural competence Resilience skills Peaceful conflict resolutions <p>Positive Identity</p> <ol style="list-style-type: none"> Personal power Self-esteem Sense of purpose Positive view of personal future
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<http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18>

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(Note: The image area has a decorative blue and green geometric overlay at the bottom.)

TEENS & TEEN SPACES



San Jose Public Library - Alum Rock San Mateo County Library - Belmont

<http://www.ala.org/yalsa/guidelines/teenspaces>

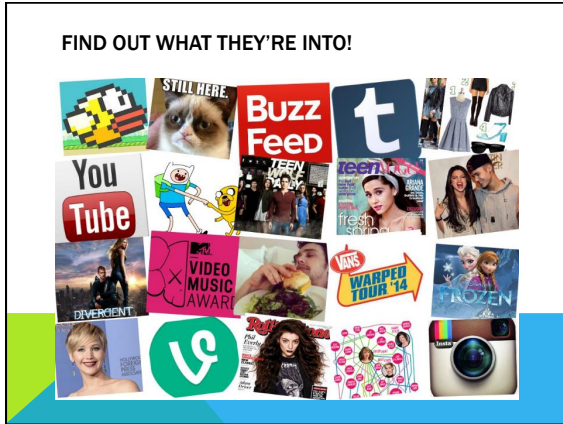
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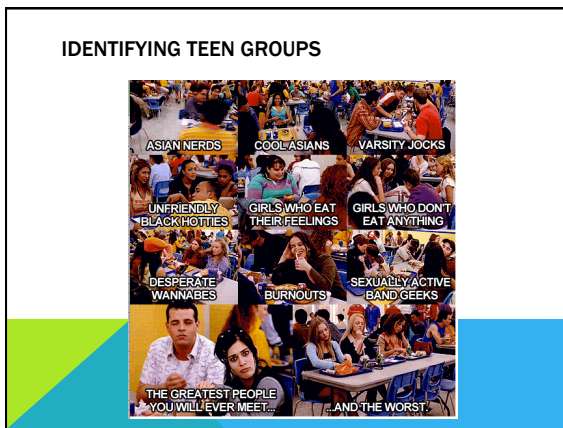
ESTABLISHING A TEEN AUDIENCE

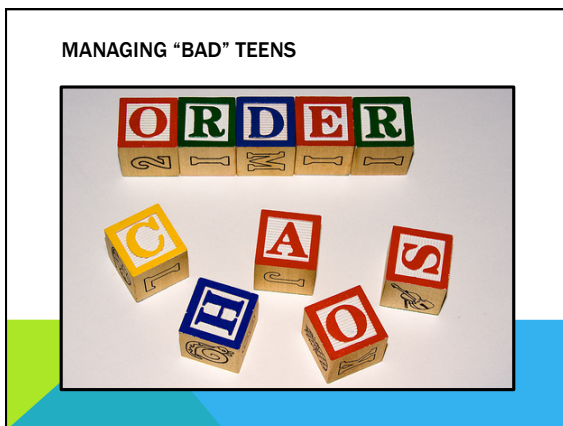
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MANAGING "BAD" TEENS

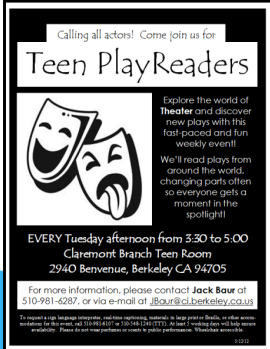
- Make sure you are the one directly dealing with them and communicate what you're doing with staff.
- Talk to them. Use language that asks more of the "why" of what they're doing.
- Invite them to programs.
- Make Jokes.
- Remember their names.



ENGAGING TEENS WITH FUN PROGRAMS

PLAY READERS

- Easy to run – just photocopy plays!
- Easy to market – find the drama nerds!
- Once you've got your group reading, see what other performance opportunities exist!

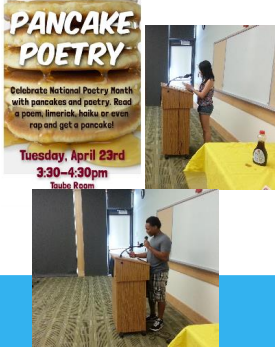


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PANCAKE POETRY

- Read a poem, get a pancake!
- E-mailed English teachers about event.
- Teens could either help make pancakes or read poetry.
- Turnout included teens who just wanted pancakes – what to do?



The flyer for 'PANCAKE POETRY' features the text: 'Celebrate National Poetry Month with pancakes and poetry. Read a poem, limerick, haiku or even rap and get a pancake!' and 'Tuesday, April 23rd 3:30-4:30pm Table Room'. Two photos show teens at a podium during the event.



COOKING PROGRAMS

- Can be taught by outside cooking instructor or lead by YOU!
- Food attracts teens. If teens didn't cook, they had to clean.
- Take pictures!
- E-mailed English teachers, school librarians, counselors and PTA about events.



Two photos show teens in a kitchen. One photo shows a teen in an apron pouring something into a bowl, while another shows a teen in a hoodie working at a counter.

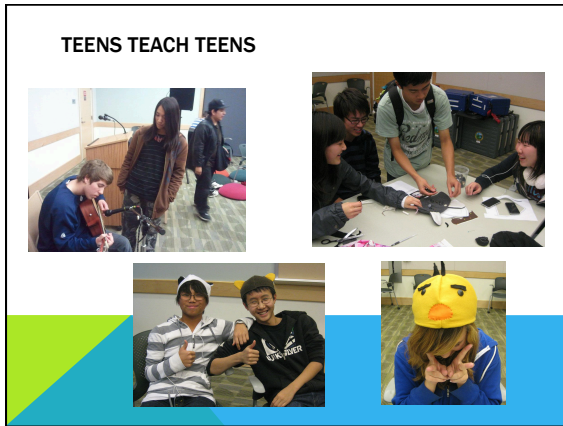
TEENS CREATING

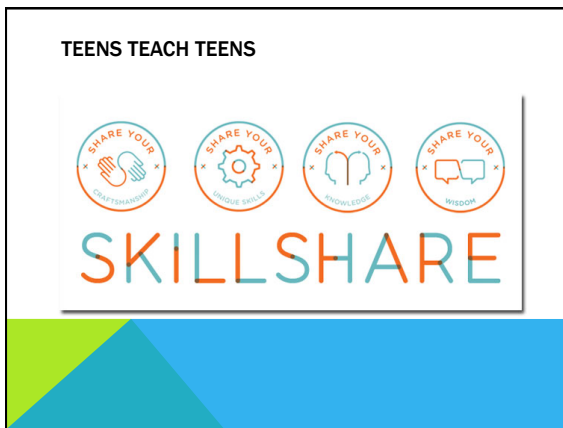


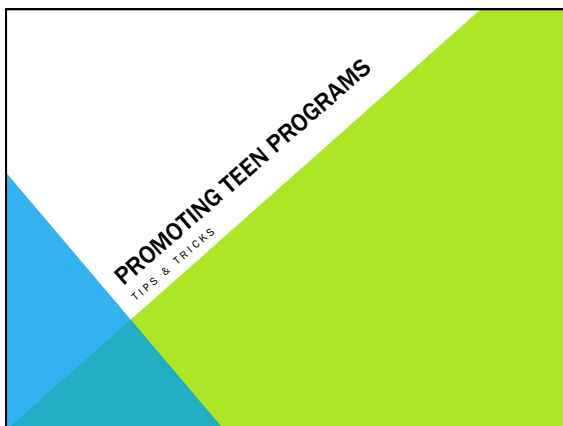
The 'TEENS CREATING' section includes photos of teens working with a laptop, a microscope, a roll of duct tape, and a green bag decorated with circular images.

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SOCIAL MEDIA

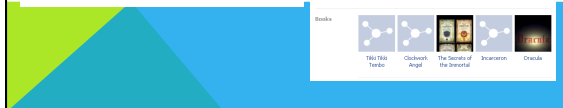
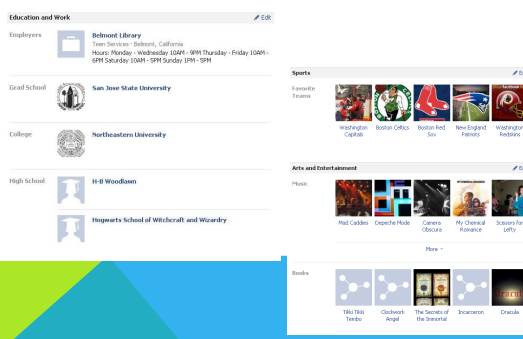
- Teens and their friends can see what's going on without having to be there.
- Convenient.
- Makes it easy to communicate with groups such as your TAG, anime club, etc.
- Great for feedback!



SOCIAL MEDIA



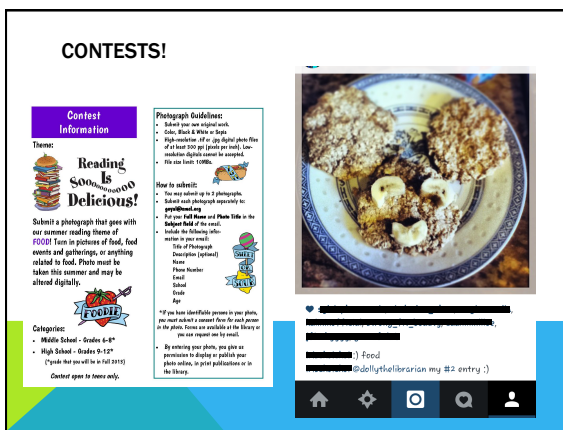
"DOLLYTHELIBRARIAN"

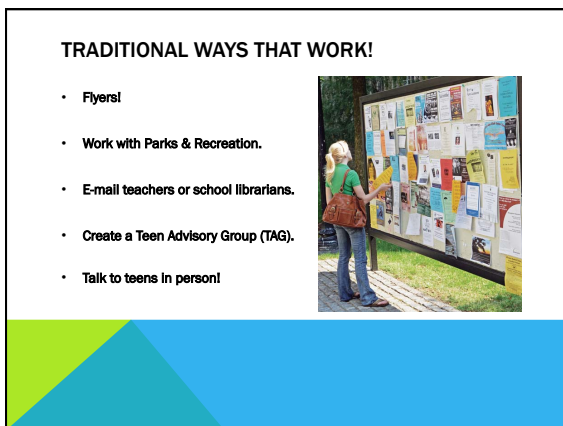


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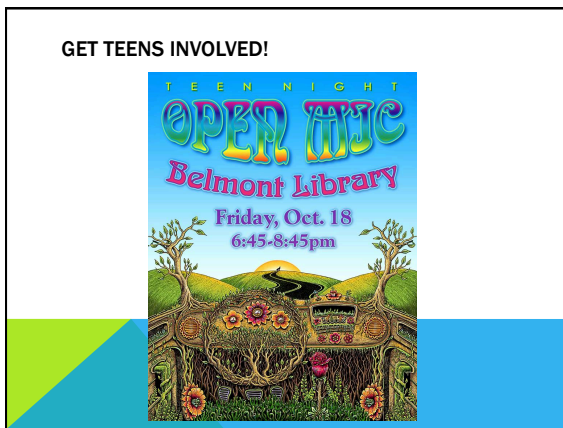




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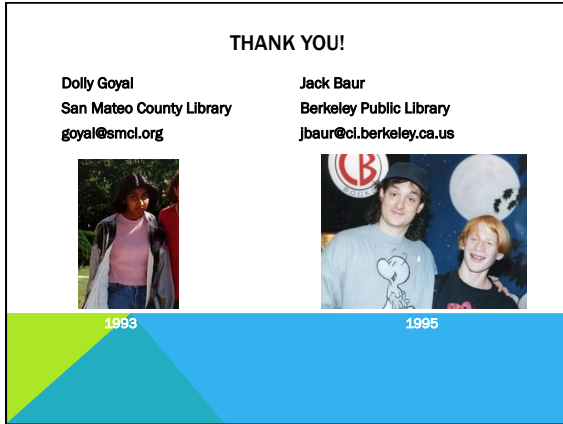


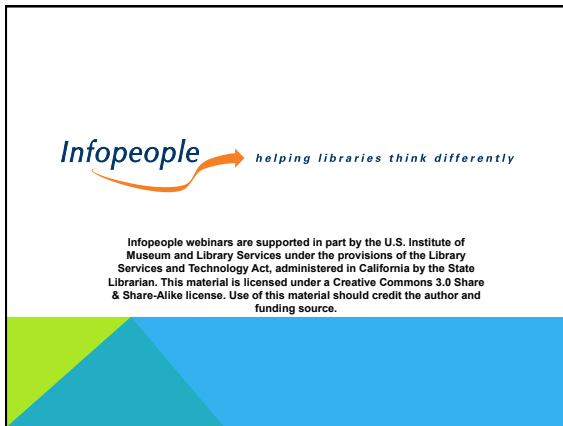




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