T(w)eens:
Programming, Partnership, and Burnout

Presented by

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Agenda

- Teens and Tweens

- Cocreating Programming

- Partnership

- Combating burnout

Goals

- To provide context on the teen brain which can lead to various behaviors

- To express the importance of programming for the needs of the teens first and the needs of the library second

- Learn how to use partnership, communication, and quality to combat burnout

Who are they?

TEENS AND TWEENS

11-13 year olds

- They are fast approaching adulthood and their bodies are changing
- Due to rapid changes of puberty, they often feel uncomfortable in their bodies
- They want privacy with their friends to discuss the changes thy are going through
- They don't want to be associated with anything considered to be for kids
- They want opportunities to contribute
- They experience many mood swings and varying energy levels

TRANSFORMING TEEN SERVICES
TRAIN THE TRAINER

14-18 year olds

- They are very concerned with their body image, and they are swayed by images they see in advertising and the media. They worry if they'll fit into society's standards of beauty.

- They are capable of high levels of abstract thought and solving complex problems.

- They are very curious and me experiment with drugs, alcohol, tobacco, and other risky behaviors.

- They enjoy debating, particularly concerning issues of moral rights and privileges and the meaning of life.

- They are learning more about themselves and they are figuring out how they fit into the world and how other see them.

- Developing their self confidence is important to them.

- Why are they the way they are?
  - Development
  - Environment
- What are their needs?
- Do their needs match our library needs?

Social and Emotional Learning

- **Self-Awareness** → Understanding our culture, thoughts, feelings, potential

- **Self-Management** → achieve goals, coping with stress

- **Social Awareness** → Empathy, understand social norms

- **Relationship Skills** → problem solving, conflict management, advocating for ourselves and others

- **Responsible Decisions-Making** → Critical thinking, analyzing impact

Source

PROGRAMMING

Fulfilling the needs of the teens

Public Servants

- Focus on community member's needs
- Outreach= listening to the community
- Identify issues & resources to address needs
- Co-create solutions that empower community members

Library Servants

- Focus on facilities & the stuff in them
- Outreach= being the expert who tells people about our stuff & greatness
- Promote books & materials we selected
- Host programs featuring stuff.

Source: Beth Yoke

Co-create

- **Engage**- learn from each other and set the challenge

- **Understand**- focus on user needs and gather information

- **Ideate**- design concepts (what could and will this look like)

- **Validate**- Present, test, evaluate. (Run the program and gather feedback.)
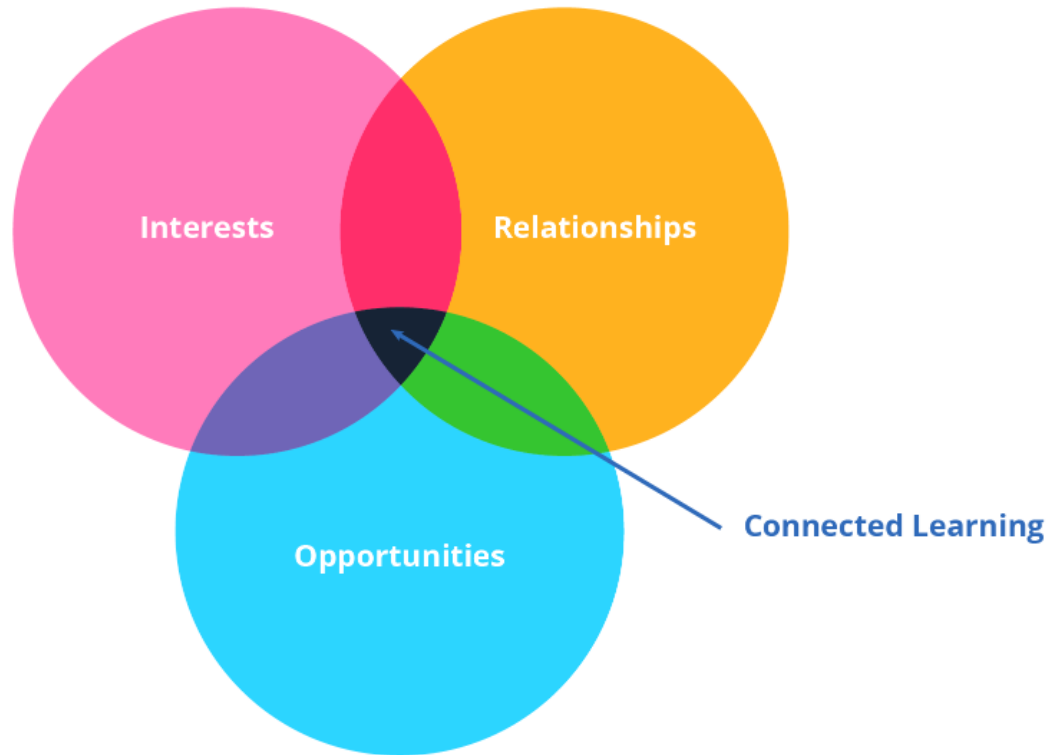
ENGAGE

UNDERSTAND

IDEATE

VALIDATE

- Thank you for coming to the ted talk of how I accidently used co-creation to start my very first library program ever. ☺

USE CONNECTED LEARNING PRINCIPLES WHEN DESIGNING LIBRARY PROGRAMS

Connected Learning Scenario

Use connected learning principles when designing library programs

Community Asset Map

- The Assets- The gifts, skills, and capacities that can be shared with the community
  - People
  - Associations (faith groups, cultural organizations..)
  - Institutions (university, city government, libraries, non-profits)
  - Physical Assets- buildings, parks
  - Connections- The most important aspect that holds the power!

[Source](#)

Sample Community Asset Map

This tool can help:
http://youth.gov/map-my-community

Local Economy
Banks
Business Associations
Chamber of Commerce
Credit Unions
For-profit businesses
Foundations
Merchants

Institutions
Hospitals
Not-for-profit organizations
Media/press
Museums
Schools(K-12, colleges, technical/vocational)
Social service agencies

Space
Arenas/sports facilities
Civic centers
Coffee shops
Farmers' Market
Fire hall
Houses of worship
Museums
Parks/playgrounds
Restaurants
School buildings (K-12, colleges, technical/vocational)
Theaters/auditoriums
Transit stops/facilities
Vacant land/buildings
VFW hall
YMCA/YWCA

Organizations
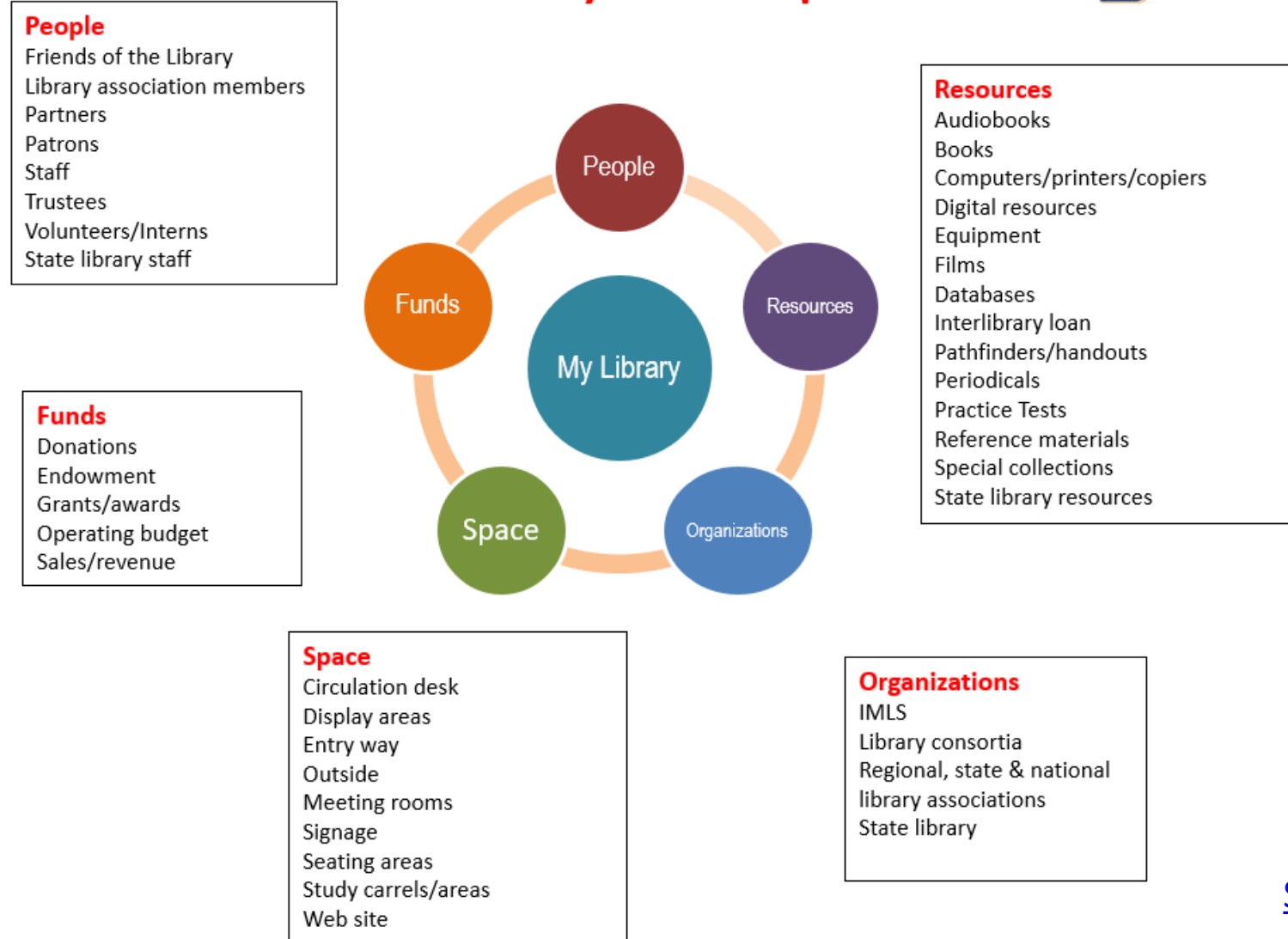Advocacy groups
Athletic leagues
Block clubs/neighborhood groups
Charitable groups
Civic groups
Cultural groups
Disability/special needs groups
Elderly groups
Friends of the Library
Home owners' associations
Recreation groups
Religious groups
Service clubs
Social groups
Unions
Women's & men's groups
Youth groups

People

Local Economy

Institutions

My Community

Space

Organizations

Source

Sample Library Asset Map

Library Asset Map

People
Friends of the Library
Library association members
Partners
Patrons
Staff
Trustees
Volunteers/Interns
State library staff

Funds
Donations
Endowment
Grants/awards
Operating budget
Sales/revenue

Space
Circulation desk
Display areas
Entry way
Outside
Meeting rooms
Signage
Seating areas
Study carrels/areas
Web site

Resources
Audiobooks
Books
Computers/printers/copiers
Digital resources
Equipment
Films
Databases
Interlibrary loan
Pathfinders/handouts
Periodicals
Practice Tests
Reference materials
Special collections
State library resources

Organizations
IMLS
Library consortia
Regional, state & national
library associations
State library

Source

Community Asset Map

What is a partner?

- **Personnel** = library employee
- **Contractor/consultant** = paid for services, not a library employee
- **Supporter** = organization/individual that endorses the project or idea but does not contribute any resources to its success
- **Partner** = organization that contributes resources (supplies, staff, transportation, etc.) to the project, as described in a letter of commitment or Memorandum of Understanding if you have one

- Foundationally- change nothing
  - Lean harder into partnerships
  - Don't sacrifice quality for quantity
  - Build on pre-existing relationships
  - Leave the building and state your case

BURNOUT

Burnout

- Focus on capacity
- Co-creation/ co-design with teens
- Community <u>partnership</u> not just community contractors
  - Identifiable via asset mapping
- Quality over quantity
- Data/ information/ communication/ stories
- Growth mindset

Putting it all together

Example:
Teen Program

Community relationships	• Form a teen advisory board
Learn	• School district data
Listen	• Ask the TAB • Still asset-based!
Align	• What do the teens care about and want to do? • Where does that intersect with the library's mission and resources?
Share	• Establish some options for teen programs.
Co-Create	• Teens decide on the goals of the event • Teens plan the event, with library support

co/lab capacity

[Source](#)

Tips for library workers 11-13 yrs.

- Provide opportunities for them to discuss issues that are important to them and to express their opinions

- Give them their space. Respect their privacy while still letting them know that we are available for them.

- Do not single them out in front of their peers for praise of criticism.

- Provide opportunities for them to participate in community service, work in groups, and make things creatively.

Tips for library workers 14-18 yrs.

- Give them opportunities to demonstrate their independence and skills by involving them in the planning of their learning experiences.
- Push them to stretch their thinking by providing real life problems to solve.
- Hold them to high standards and hold them accountable.
- Challenge them on their thinking on identities, values, and beliefs.
- Help them plan for their future by providing guidance on and exposure to career and post secondary options
- Don't make comments criticizing their appearance.
- Give them an opportunity to positively contribute to their community.

Resources

- [Rethinking our role to better serve the community during and beyond times of crisis.](#)
- [The Connected Learning Alliance](#)
- [Library Staff as Public Servants Field Guide](#)
- [Why Teenagers' Brains are Wired Differently](#)
- [YALSA Teen Programming Guidelines](#)
- [Connected Lib- Asset Mapping](#)
- [What is the CASEL Framework](#)
- [Transforming Teen Services](#)
- [Switch: A design thinking STEM lab](#)
- [Community Led Planning for Equitable, Responsive Services](#) (webjunction)

For Assistance:

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