*Introduction to Scoring the Youth PQA for Self Assessment*

*Practice Sheet*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Practice Example** |  | | | **My Response** |
| Example A: Reflection, item 1 | Staff instructs youth to stand in a circle and give a “thumbs up” or “thumbs down” to answer whether they enjoyed the activity.’  -----------------------------  Youth are instructed to write at least one page in their journal on the topic of “one thing you enjoyed about the activity and why.” | | | ----------------------- |
| Example B: Emotional Safety, item 2 | You are observing an afterschool arts program in which youth sit in two table groups and work on individual drawings. The staff person sits down at the table with one group of mostly white students and chats and interacts with them for most of the session. At the other table all the students are Black. At one point you hear a girl at that table say, “I don’t even know what we are supposed to be doing.” | | |  |
| Example C: Active Engagement, item 3 | During “Poetry Club”, youth are told that they have 20 minutes to write an original poem about something that happened to them that morning. | | |  |
| Example D: Reframing Conflict | You observe a staff person giving instructions for an activity. While she is explaining what everyone has to do, a group of three youth at the back of the room are having a quiet conversation about the movie they saw last night | | | A conflict, yes or no? |
| Example E: Reframing Conflict | During an art class, one youth spills water on another youth’s project. The youth with the damaged project yells, “You’ve ruined it! You did that on purpose!” then starts to cry. | | | A conflict, yes or no? |
|  |  | Group work? | Interdependent? | Shared Goal? |
| Example F: Collaboration | Table groups of 4-5 youth compete to build the tallest tower possible out an assortment of scrap materials. No specific roles are assigned but all groups are told to “work as a team.” |  |  |  |
| Example G: Collaboration | The same tower building activity as before, but staff adds the following rules:   * Only one designated “supply person” can go get materials from the materials table. * Only two “builders” can build the actual tower * Other group members are designated as “encouragers” who provide encouragement and guidance |  |  |  |
| Example H: Leadership, item 3 | Staff does not formally set up group leaders. However, one young person takes charge of the group and divides up roles. | | |  |
| Example I: Adult Partners, item 1 | A small group of youth make up the “fundraising committee” for the program you are observing. They present their idea for a bake sale to the larger group of youth  The staff tells them that bake sales are not allowed in the school, but suggests a pizza sale, which is allowed, instead. | | |  |
| Example J: Planning, items 1 and 2 | In a speech and debate club, groups are preparing to present a speech at the end of the week. Early in the session the staff has the table groups get together and “Look at the post-it planning chart you made last week and decide what you need to get done today.” After working together for a few minutes, one group decides they have to create an outline for their speech. Two other groups decide they are ready to work on their rough draft. | | |  |
| **Reflection** | | | | |