

# Rolling Interest Interview Packet

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# Introduction

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Potential Program Providers interested in partnering with After School Matters are encouraged to review this Rolling Interest interview packet to assist you in preparing for the interview phase, if selected.

These materials will assist in clarifying ASM's expectations and requirements from our Providers to offer high-quality programs to our ASM teens.



# ASM Vision, Mission, and Values

After School Matters is a nonprofit organization providing Chicago teens with opportunities to explore their passions and develop their talents through paid, high-quality after-school and summer programs across Chicago. ASM protects teens and prevents violence by providing engaging programs in safe spaces.

Please refer to the ASM Model below to know more about ASM' mission.

## Vision

*ASM provides teens with opportunities to discover their potential and find their future.*

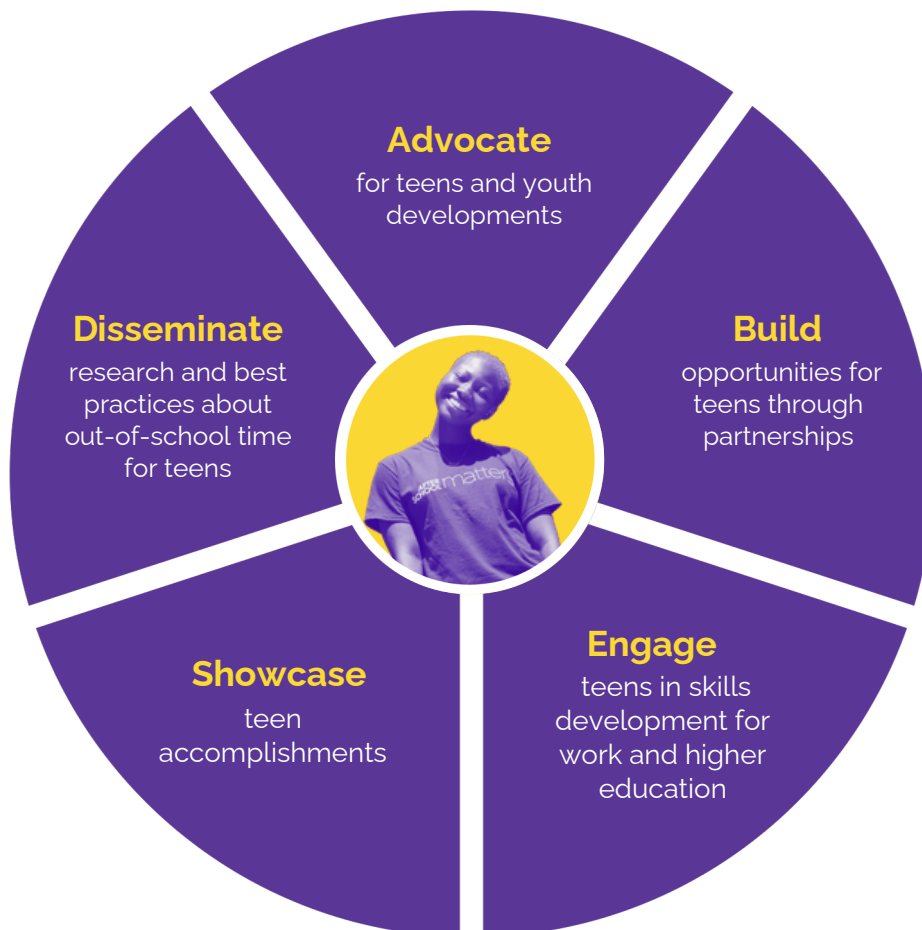
## Mission

*To provide Chicago high school teens opportunities to explore and develop their talents while gaining critical skills for work, college and beyond.*

## Values

- Excellence
- Teamwork
- Respect
- Commitment
- Innovation

## Core Program Components



# Youth Program Quality

## What is the Youth Program Quality?

Youth Program Quality refers to the intentional design and delivery of a program that fosters positive youth development through **safe, supportive, engaging, and enriching experiences**. Quality youth programs provide an environment where young people feel valued, respected, and empowered, and where they can build essential skills, explore their interests, and form meaningful connections with peers and adults.

## How am I assessed on it?

The **Youth Program Quality Assessment (YPQA)** is a nationally recognized, research-based assessment tool developed by the David P. Weikart Center for Youth Program Quality. After School Matters uses the YPQA to assess program quality over time, offer supports and resources, and guide coaching. Assessments may be conducted by a Program Staff or by an External Assessor. All assessors are trained as reliable raters, to ensure that they use the assessment tool objectively and accurately. You can view the full tool [here](#). ASM uses this assessment as part of the Youth Program Quality Intervention process: to assess the data, plan goals together, and implement improvement supports in programs to enhance positive outcomes for young people.

## What does this look like in my program?

The Youth PQA Pyramid provides an overview of the Youth PQA Summary. It breaks down the areas like **safe environment, supportive environment, interaction, and engagement**. This framework displays how your program should ideally be structured to ensure an effective youth development experience within your program.

**Please review the YPQA Pyramid below and incorporate them into your program curriculum.**

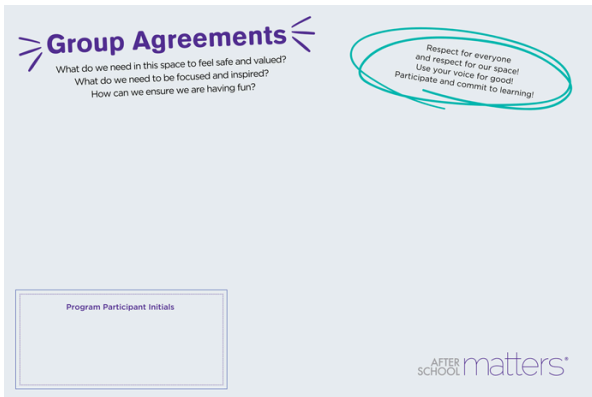
### 1. Safe Environment

- *Positive Emotional Climate:* Start sessions with a warm greeting, using positive body language to set a welcoming tone and reinforce emotional safety.
- *Health and Safety Standards:* Conduct a pre-session check for hazards, ensuring the space is clean, well-lit, and has good ventilation. Keep a first-aid kit and emergency procedures visible and easily accessible.
- *Comfortable and Flexible Spaces:* Arrange furniture for easy movement and adapt the space as needed to accommodate various activities and comfort levels.
- *Nourishment and Hydration:* Provide access to drinking water and, if possible, nutritious snacks to keep youth energized and focused.



# Youth Program Quality

## What does this look like in my program? (cont'd)



### 2. Supportive Environment

- *Warm Welcome:* Greet each youth as they arrive, using respectful language and positive body language to help them feel valued.
- *Session Flow and Preparation:* Start and end on time with materials prepared. Explain activities clearly and allocate enough time for each task to maintain structure.
- *Skill-Building:* Focus on specific skills linked to activities. Encourage youth to try new skills, break tasks down into manageable steps, and offer support to those who are struggling.
- *Encouragement:* Use open-ended questions and non-evaluative language to guide youth, helping them feel supported without pressure.
- *Reframing Conflict:* Approach conflicts calmly, involve youth in examining actions and consequences, and follow up to ensure resolution.

### 3. Interaction

- *Fostering Belonging:* Integrate activities that allow youth to introduce themselves and share personal interests, building inclusive relationships and a sense of community.
- *Collaboration and Teamwork:* Design activities that require cooperative roles and shared goals, encouraging youth to work together toward a common objective.
- *Leadership Opportunities:* Rotate leadership roles within groups so all youth have a chance to guide their peers. Provide opportunities for mentoring, allowing experienced youth to support newcomers.
- *Adult Partnerships:* Share control of the program with youth by explaining expectations clearly and allowing them to contribute to decisions, creating a sense of partnership.

AGENDA		AFTER SCHOOL <b>matters</b> <sup>®</sup>
PROGRAM:	DATE:	
SCHEDULE:	LEARNING GOAL:	
TODAY'S AMBASSADOR(S):		
COMMUNITY BUILDER:	MHA Labs Skill Building blocks	
ACTIVITIES:	<input type="checkbox"/> PERSONAL MINDSET <input type="checkbox"/> PLANNING FOR SUCCESS <input type="checkbox"/> SOCIAL AWARENESS <input type="checkbox"/> VERBAL COMMUNICATION <input type="checkbox"/> COLLABORATION	
REFLECTION & CLOSING:	<input type="checkbox"/> PROBLEM SOLVING	

### 4. Interaction

- *Planning and Decision-Making:* Offer youth opportunities to plan projects or activities. Use various planning methods to suit different learning styles and help youth feel more invested.
- *Choice and Flexibility:* Provide alternatives in content or process where possible, letting youth choose their focus within activities. This enhances engagement and ownership of learning.
- *Reflection:* Implement structured reflection moments, such as journaling or group discussions, to help youth consider what they learned and how it applies to future activities.
- *Public Presentation and Feedback:* Encourage youth to present their work to the group or provide feedback to peers. This promotes confidence and a deeper understanding of their experiences.

# Youth Program Quality

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## Quick Pro-Tips for a High-Quality Program Day

### 1. Warm Welcome

- *Greet Youth Individually:* Say hello to each youth as they arrive. Use names and a friendly tone to make everyone feel noticed and welcomed.
- *Positive Energy Start:* Start with a brief, upbeat activity (like an icebreaker question or a fun group stretch) to help set a positive, engaging tone.
- *Establish Expectations:* Quickly review any group agreements or expectations, reminding youth of shared norms for a safe, respectful environment.

### 2. Ease-In Activity

- *Low-Pressure, Interactive Activity:* Use a simple, enjoyable activity (like a "Two Truths and a Lie" game or a quick art exercise) to help youth settle in and build comfort.
- *Encourage Conversation:* Allow time for informal peer-to-peer conversation to strengthen bonds and create a supportive environment before structured activities begin.

### 3. Community Builder

- *Team-Building Exercise:* Choose an activity that involves collaboration and trust-building, such as group brainstorming or a game to foster a sense of belonging.
- *Inclusive Activity Design:* Select community builders that highlight individual strengths and encourage participation from all youth, making sure everyone has a chance to engage.

### 4. Main Activity or Skill-Building Session

- *Introduce the Objective Clearly:* Start with a short overview of what youth will be doing and the skills or knowledge they'll gain. Relate it to real-world applications to enhance relevance.
- *Break Down Complex Tasks:* Divide activities into manageable steps, and provide demonstrations if needed. Check in frequently to make sure everyone understands the instructions.
- *Provide Opportunities for Youth Leadership:* Where possible, assign leadership roles, such as team captain or group presenter, to give youth a chance to take ownership and practice group process skills.

### 5. Choice-Based Engagement

- *Offer Choice within the Activity:* Allow youth to choose their approach within a given project (e.g., different mediums for an art project or topics for a presentation). This fosters autonomy and deeper engagement.
- *Use Open-Ended Projects:* Encourage projects that have multiple solutions or creative outcomes, letting youth express their ideas freely and at their own pace.

### 6. Reflection and Feedback

- *Facilitate Structured Reflection:* Use prompts like, "What's one thing you learned today?" or "What was challenging, and how did you handle it?" to guide youth through a personal reflection.
- *Peer-to-Peer Feedback:* Encourage youth to share positive feedback with one another. Use structured formats like "glows and grows" (what went well and what they could improve) to make feedback meaningful.
- *Encourage Self-Assessment:* Ask youth to consider how they worked towards their personal goals, promoting accountability and self-reflection.

### 7. Recognition and Closing

- *Celebrate Achievements:* Conclude the session by recognizing individual or group accomplishments, whether big or small. This can be through verbal acknowledgments, a "shout-out" circle, or even small awards.
- *Set a Positive Tone for Next Time:* Briefly preview what's coming in the next session to build excitement and anticipation, reminding youth of the program's continuity and value.
- *Warm Goodbye:* End on a positive note, thanking each youth for their contribution and wishing them well until the next session.

# MHA Labs Guide

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The Means & Measures of Human Achievement (MHA) Labs 21st Century Skills system focuses on a common set of easy-to-understand 21st Century Skill targets called **The Building Blocks**. To address cultural and contextual differences among our users, MHA Labs researchers isolated the core human success factors deemed most critical for college, career, and life success. To achieve this goal, the MHA team built a 4000 item competency database from existing research and engaged over 100 subject matter experts, youth, and parents to isolate **6 building block skill domains and 35 core skills**. To reduce complexity, the 35 skill descriptions are written to serve as both learning objectives and assessment items.



**For a more detailed understanding, please refer to the information below. For the complete version of the MHA Skill Building Blocks, please visit [here](#).**

## The Building Blocks

Please review the Building Blocks Skills below and incorporate them into your program curriculum.



### Personal Mindset

- Needs minimal supervision to complete tasks.
- Attempts to complete tasks independently before asking for help.
- Follows rules/directions as required by the task/situation.
- Maintains focus on tasks despite internal (e.g., emotional) and/or external distractions.
- Avoids actions that have produced undesirable consequences or results in the past.
- Strives to overcome barriers/set-backs, seeking assistance when needed.
- Adapts approach in response to new conditions or others' actions.



### Planning for Success

- Sets and prioritizes goals that reflect a self-awareness of one's capabilities, interests, emotions, and/or needs.
- Breaks goals into actionable steps.
- Accurately estimates level of effort and establishes realistic timelines.
- Manages time to complete tasks on schedule.
- Applies existing/newly acquired knowledge, skills, and/or strategies that one determines to be useful for achieving goals.
- Monitors progress and own performance, adjusting approach as necessary.
- Demonstrates a belief that one's own actions are associated with goal attainment.

# MHA Labs Guide

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## The Building Blocks *(cont'd)*



### Social Awareness

- Recognizes the consequences of one's actions.
- Balances own needs with the needs of others.
- Takes into consideration others' situations/feelings.
- Develops and implements strategies for navigating in different contexts (i.e., manages different patterns of behavior, rules, and norms).



### Verbal Communication

- Organizes information that serves the purpose of the message, context, and audience.
- Uses and adjusts communication strategies as needed based on the purpose of the message, context, and audience.
- Signals listening according to the rules/norms of the context and audience.
- Seeks input to gauge others' understanding of the message.
- Asks questions to deepen and/or clarify one's understanding when listening to others.



### Collaboration

- Completes tasks as they have been assigned or agreed upon by the group.
- Helps team members complete tasks, as needed.
- Encourages the ideas, opinions, and contributions of others, leveraging individual strengths.
- Provides feedback in a manner that is sensitive to others' situation/feelings.
- Clarifies areas of disagreement/conflict that need to be addressed to achieve a common goal.
- Seeks to obtain resolution of disagreements/conflicts to achieve a common goal.



### Problem Solving

- Defines problems by considering all potential parts and related causes.
- Gathers and organizes relevant information about a problem from multiple sources.
- Generates potential solutions to a problem, seeking and leveraging diverse perspectives.
- Identifies alternative ideas/processes that are more effective than the ones previously used/suggested.
- Evaluates the advantages and disadvantages associated with each potential solution identified for a problem.
- Selects and implements best solution based on evaluation of advantages and disadvantages of each potential solution.

# Program Planning

## What Should Your Program Look Like On A Daily Basis?

Please refer to the checklist below as a guide to assist you during the process of setting up a daily structure for your program.

### CLEAR STRUCTURE

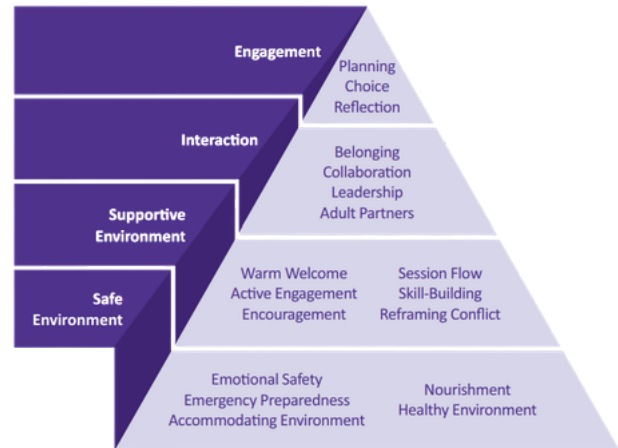
- Agenda or Schedule
- Clear Objective or Goals for the Session
- Rules, Norms, or Expectations
- Rituals and Routines (structured opening and closing activities)

### SAFE & SUPPORTIVE SPACE

- Environment is both physically & emotionally safe
- Space is set up to provide a comfortable environment for teens to learn, work, and interact with peers & instructors.
- Fire extinguisher, emergency plans, and first aid kit can be located
- Effective strategies to resolve conflict

### TEEN ENGAGEMENT

- Teens are collaborating in cooperative groups or teams
- Teens are actively engaged with the content materials
- Teens have opportunities for leadership (i.e., Teen Ambassadors are selected and prepared to greet guests, teens lead opening activity, etc.)
- Teens have a voice and choice within program activities
- Teens have time to plan for and reflect on program activities.



### SKILLS

- Teens can explain what they are doing and why
- There are progression of skills from start to final project
- MHA Skill Building Blocks are posted & integrated into the curriculum.



### CARING INSTRUCTIONS

- Instructors allow teens to lead but provides guidance
- Instructors are actively engaged with teens
- Instructors work well together and utilize a co-teaching model that best suits the program (team teach, one teach-one assist, station teaching, etc.)

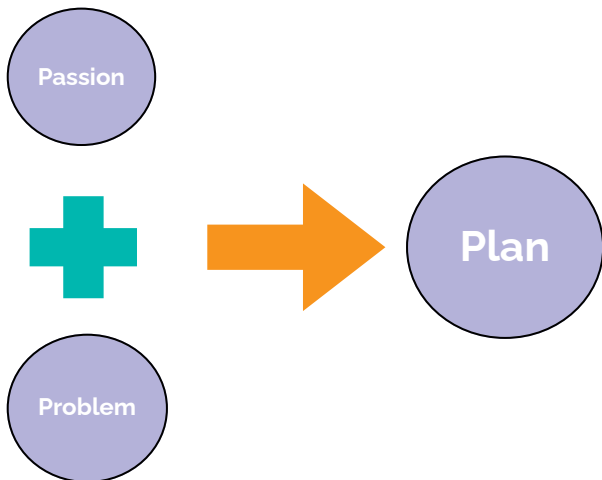
# Program Planning

## Project Based Learning

Please refer to the best practices below to support a Project-Based Learning experience for ASM teens.

### PBL is...

- Allows youth to identify their own potential
- Puts young people in position to "Do"
- Involves youth/adult partnership in learning space.
- Sets expectations of learning space and defines participant roles.
- Reflexive and responsive to the needs/wants of youth
- Youth are co-owners/co-authors of the project-based learning experience.
- Experiences/opportunities that allow teens to take ownership and build positivity.



### PBL Best Practices

#### Community Building

- Find commonalities of the group.
- Develop shared common goals
- Develop shared language
- Identify a group passion and personal interest
- Understand group vision
- Determine group and individual strengths
- Using each other's talents/strengths to build teamwork skills

#### Setting Clear Expectations

- Teens and instructors have shared goals for the program.
- Use of daily agenda
- Daily tasks and activities explained - use of templates, examples, and guiding materials.

#### Leadership Opportunities

- Teens have an opportunity to work cooperatively and take on interdependent roles within small groups (facilitator/group leader, note-taker/recorder, investigator/researcher, timekeeper, spokesperson/presenter, etc.)
- Teens have mentoring opportunities (returning teens support new teens as peer mentors).
- Teens have the opportunity to serve as program ambassadors, lead community builders, energizers, reflections, demonstrations, refreshers, etc.

#### Youth Voice

- Instructors share control with teens—teens have a voice and choice in determining program content and activities.
- Teens practice group processing skills (brainstorming, planning, and reflection).

### Example—Gardening Program

#### Passion

- Teens brainstorm, engage in discussion and it is determined that urban farming/gardening and specifically growing their own produce, is a shared passion

#### Problem

- Teens research, brainstorm, and conclude that food insecurity is a major issue in a lot of their communities.

#### Plan

- Teens are provided with a planning tool, given examples, and then work together to create an action plan that intersects their passion and the problem they have identified. They plan a final showcase where they will distribute their harvest to the community at the end of the summer session by creating a mini farmers market in their community.

# Program Planning

Please refer to the ASM Program Planner Template below as a guide once you apply as a Potential Program Provider through our [Rolling Interest Form](#). For the fillable version, please click [here](#).

## ASM Program Planner Template (EXAMPLE)

<b>Program Name:</b>	Kids EAT Free	<b>Dates:</b>	February - May 2026
<b>Session:</b>	Spring & Summer	<b>Number of Weeks:</b>	8 - 10 (12 Calendar)

### Daily Structure/Program Flow

Having **Ritual or Routine** during each day allows teens to know what to expect walking in a room. This can support a safe environment and encourage teens to lead activities!

- Post Daily Agenda (Schedule) with clear objectives or goals for the day!
- Agenda/Schedule can be modified as needed; Incorporate teen voice and choice!
- Daily rituals and routines: structured opening (Icebreakers/Community Builders) and closing activities (Daily reflection that can include individual journaling, group conversation, talking in pairs, etc.)
- Identify MHA skills being worked on for the day (Personal Mindset, Planning for Success, Social Awareness, Communication, Collaboration and Problem Solving).
- Plan for back-up lesson plans.
- Materials and supplies readily available to begin all activities.
- Post Signage (Inclusivity, Program Schedule).
- Taking daily attendance; sign in and sign-out)
- Set up daily clean- up time; incorporate teen in activity.

Please identify **Teen Ambassador(s)** to welcome visitors/guests. Having a teen welcome a visitor/guests not only provides a leadership opportunity for a teen but also allows instructor to teach without interruption.

- Identify teen leads / teen ambassadors for the day/session.
- Opportunities for youth to lead community building activities, planned activities or serve as peer mentors.
- Back up teens welcomed to step up for leadership opportunity.

Activate selected program **Teen Assistants**; allow for leadership opportunities to support with icebreakers, community builders, reflections, etc.

Include establishing **Group Agreements (Norms and Expectations)** on the first day of program!

- Review at the start of each program day!
- Live document: make modifications as needed.
- Incorporate feedback from youth!
- Display in your program space in a visible location!
- Teen buy-in by having teens sign/initial the bottom half of the group agreements created.

**Teen Engagement** can relate to teen attendance, sense of belonging and shared control of the space/program.

- Planning for diverse types of work, learning styles, and activities (group, individual, pairs).
- Incorporating youth choice and voice into daily activities!
- Be mindful of different learning styles (Visual, auditory, physical, verbal, combination).
- Stay flexible as a facilitator; check and read the room temperature. Adapt when needed!
- The environment is set up to be both physically and emotionally safe for all to learn, work and interact with each other.

# Program Planning

## ASM Program Planner Template (cont'd)

Overall Program Goal			
<p><b>Program Mission:</b> Briefly describe your program and what you hope to achieve.</p> <p>My program is focused on exposure to elder story capturing, interviewing skills, and media literacy. Teens will learn to communicate, listen, empathize and collaborate through scribing, journalism, storytelling, story adaptation, content creation, creative reproduction, showcase presentations, performances, podcast productions, and group creative projects.</p>	<p><b>Skills Building</b></p> <p><i>Teens independently use their learning to...</i> (Describe what teens will be able to demonstrate in the final event/showcase; should be relevant and/or relate to life outside program)</p> <p>Public Speaking Active Listening Journalism &amp; Digital Literacy Empathy &amp; Social-Emotional Intelligence Cultural Awareness Collaboration Leadership Creative Expression Storytelling</p>		
	<p><b>Skills Purpose</b></p> <p><i>Teens will understand that...</i> (Address the big ideas of your program; should also anticipate teens' misconceptions.) The Kids Eat Free program aligns with Free Lunch Academy's mission to use creative and performing arts as vehicles for social-emotional development, community healing, and youth empowerment. By connecting young people to the wisdom of elders, the program fosters empathy, leadership, and purpose, thereby preparing students to become emotionally intelligent storytellers, civic leaders, and professionals capable of contributing positively to their communities.</p>		
<p><b>MHA Skills Needed to Accomplish Mission:</b> (Personal Mindset, Planning for Success, Social Awareness, Verbal Communication, Collaboration, Problem Solving)</p> <ol style="list-style-type: none"> <li>Intentional self-assessment</li> <li>Peer dialogue</li> <li>Reflection on lived experiences</li> </ol> <p>Throughout each program cycle, participants engage in guided reflection sessions facilitated by teaching artists and mentors to process their learning, emotions, and creative growth. Reflection practices are intentionally designed to be safe, inclusive, and youth-led, allowing participants to take ownership of their progress and to articulate the impact of their work both personally and socially. These sessions help students identify their strengths, challenges, and personal development areas while reinforcing the social-emotional learning (SEL) competencies embedded in FLA's pedagogy: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.</p>	<p><b>College and Career Readiness</b></p> <table border="0"> <tr> <td> <p><i>Teens will know...</i> (What college and career resources will teens acquire as a result of this program).</p> <p>Growth Mindset Purpose &amp; Vision Empathy &amp; Compassion Personal Development Interpersonal &amp; Leadership Skills Creative &amp; Cognitive Growth Respect &amp; Courtesy Innovation &amp; Adaptability Self-Expression Reflection &amp; Emotional Literacy</p> </td> <td> <p><i>Teens will be skilled at...</i> (What activities will teens perform to prepare for college/career).</p> <p>Self Awareness Self-Regulation Confidence &amp; Courage Accountability &amp; Integrity Active Listening Collaboration &amp; Teamwork Conflict Resolution Leadership by Example Storytelling &amp; Narrative Skills Creative Problem-Solving</p> </td> </tr> </table>	<p><i>Teens will know...</i> (What college and career resources will teens acquire as a result of this program).</p> <p>Growth Mindset Purpose &amp; Vision Empathy &amp; Compassion Personal Development Interpersonal &amp; Leadership Skills Creative &amp; Cognitive Growth Respect &amp; Courtesy Innovation &amp; Adaptability Self-Expression Reflection &amp; Emotional Literacy</p>	<p><i>Teens will be skilled at...</i> (What activities will teens perform to prepare for college/career).</p> <p>Self Awareness Self-Regulation Confidence &amp; Courage Accountability &amp; Integrity Active Listening Collaboration &amp; Teamwork Conflict Resolution Leadership by Example Storytelling &amp; Narrative Skills Creative Problem-Solving</p>
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<p><b>Youth Feedback and Reflection</b></p> <p>(List an important quality that comes from youth feedback and reflection)</p> <ul style="list-style-type: none"> <li>Understand why not just what they are learning</li> <li>Translate personal experience into purpose</li> <li>Develop a growth mindset rooted in self-awareness and accountability</li> <li>Strengthen the connection between creative expression, empathy, and community leadership</li> </ul>	<p><b>PERFORMANCE TASK(S):</b> (Describe an activity that will be used to assess teens).</p> <p>aim to ensure a variety of feedback and learning opportunities, the program uses multiple reflective formats, including:</p> <ul style="list-style-type: none"> <li>Daily/Weekly Journaling</li> <li>Group Debriefs</li> <li>Creative Reflection</li> <li>Peer Feedback Circles</li> <li>End-of-Cohort Surveys &amp; Focus Groups</li> <li>One-on-One Mentor Check-Ins</li> </ul>		

# Program Planning

## ASM Program Planner Template (cont'd)

Weekly Plan		
Non – Program Days September 26, 2025: CPS Non – Attendance Day October 13, 2025: Indigenous Peoples Day October 27, 2025: CPS Parent Teacher Conference (Report Card Pick Up) October 31, 2025: Halloween Day November 11, 2025: Veteran's Day Thanksgiving Break: November 24, 2025 – November 9, 2025		
# of Weeks Range Dates	Summary of Activity List plans for the weeks!	Accommodations & Modifications (Describe how diverse learners or various learning styles will be supported).
<b>Week 1</b> Date Range	Session Focus: Program introduction, cohort norms, emotional safety, intro to storytelling Activities: <ul style="list-style-type: none"> <li>Icebreakers and team-building games</li> <li>Discussion: "What is storytelling?"</li> <li>Introduction to journaling and note-taking</li> </ul>	<ul style="list-style-type: none"> <li>Visual aids for instructions</li> <li>Provide written + verbal instructions</li> <li>Small-group pairing for social comfort</li> <li>Optional sensory breaks</li> </ul>
<b>Week 2</b> Date Range	Session Focus: Core journalistic skills: interviewing, listening, and note-taking Activities: <ul style="list-style-type: none"> <li>Mini-workshop on interview techniques</li> <li>Role-playing journalist-elder scenarios</li> <li>Practice capturing brief stories</li> </ul>	<ul style="list-style-type: none"> <li>Use step-by-step prompts</li> <li>Provide printed interview templates</li> <li>Pair auditory learners with visual supports</li> </ul>
<b>Week 3</b> Date Range	Session Focus: Field session: observing and documenting elder stories Activities: <ul style="list-style-type: none"> <li>Field visit to senior center</li> <li>Students practice scribing short stories</li> <li>Debrief/reflection circle</li> </ul>	<ul style="list-style-type: none"> <li>Offer multiple modes to express stories (spoken, visual, written)</li> <li>One-on-one check-ins for shy participants</li> <li>Scaffolded feedback sheets</li> </ul>
<b>Week 4</b> Date Range	Session Focus: Translating captured stories into performative and written content Activities: <ul style="list-style-type: none"> <li>Workshop on poetry, skits, short-form scripts</li> <li>Storyboarding session</li> <li>Peer feedback exercises</li> </ul>	<ul style="list-style-type: none"> <li>Offer multiple modes to express stories (spoken, visual, written)</li> <li>One-on-one check-ins for shy participants</li> <li>Scaffolded feedback sheets</li> </ul>
<b>Week 5</b> Date Range	Session Focus: Intro to content creation and social media Activities: <ul style="list-style-type: none"> <li>Basics of video/audio recording</li> <li>Editing 101 (simple apps/software)</li> <li>Practice creating social media content</li> </ul>	<ul style="list-style-type: none"> <li>Step-by-step tutorials and visual guides</li> <li>Adaptive software for students with fine motor challenges</li> <li>Pair tech-savvy students with peers needing guidance</li> </ul>
<b>Week 6</b> Date Range	Session Focus: Recording, editing, and sharing stories via podcast Activities: <ul style="list-style-type: none"> <li>Podcast session: planning, recording, editing</li> <li>Students share 1-minute personal reflections</li> <li>Mentor-guided production review</li> </ul>	<ul style="list-style-type: none"> <li>Provide scripts for students who prefer reading</li> <li>Adjustable microphones and headphones</li> <li>Allow group recording if solo recording is intimidating</li> </ul>

# PROGRAM PLANNING

## ASM Program Planner Template (cont'd)

<p><b>Week 7</b> Date Range</p>	<p>Session Focus: Refining stories and content across mediums Activities:</p> <ul style="list-style-type: none"> <li>Peer review circle</li> <li>Revision sessions (poetry, skits, podcasts, posts)</li> <li>Mentor feedback</li> </ul>	<ul style="list-style-type: none"> <li>Use rubric with visual cues</li> <li>Offer peer or mentor read-aloud for text-heavy content</li> <li>Allow alternative feedback methods (emoji reactions, sticky notes)</li> </ul>
<p><b>Week 8</b> Date Range</p>	<p>Session Focus: Preparing final content for presentation and distribution Activities:</p> <ul style="list-style-type: none"> <li>Dress rehearsal for skits/performances</li> <li>Final podcast episode preparation</li> <li>Social media posts scheduling</li> </ul>	<ul style="list-style-type: none"> <li>Rehearsals in small groups</li> <li>Use teleprompters or cue cards</li> <li>Sensory-friendly rehearsal options</li> </ul>
<p><b>Week 9</b> Date Range</p>	<p>Session Focus: Presenting student-created content Activities:</p> <ul style="list-style-type: none"> <li>Live performance / podcast broadcast</li> <li>Display of digital content</li> <li>Reflection and celebration circle</li> </ul>	<ul style="list-style-type: none"> <li>Ensure accessible venue (ramps, seating)</li> <li>Provide printed transcripts for recorded stories</li> <li>Celebrate all contributions equally</li> </ul>
<p><b>Week 10</b> Date Range</p>	<p>Session Focus: Reflection on learning, skills gained, and mentorship Activities:</p> <ul style="list-style-type: none"> <li>Journaling session: "What I learned"</li> <li>Group discussion on intergenerational empathy</li> <li>Program feedback survey</li> <li>Opportunities to continue participation</li> </ul>	<ul style="list-style-type: none"> <li>Provide sentence starters or visual prompts</li> <li>One-on-one reflection for students needing privacy</li> <li>Translate survey materials for diverse language needs</li> </ul>
<p><b>Week 11</b> Date Range</p>	<p>Support Strategies Across Weeks Learning Styles: Activities include visual, auditory, and kinesthetic approaches. Emotional Safety: Daily check-ins, restorative practices, safe reflection spaces. Accessibility: Adaptive tech, large-print materials, flexible seating, noise reduction tools. Cultural Responsiveness: Diverse mentors, trauma-informed facilitation, content honoring all identities. Peer Mentorship: Students are paired with peers or mentors to support confidence and learning differences.</p>	