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*Prime Time is Now Offering
 Continuing Education Units (CEUs)*

Professional Development Training Descriptions

Research shows that ongoing professional development is more effective than traditional one-time trainings. Therefore, Prime Time is offering training series tracks to facilitate time for practitioners to learn, practice, and reflect on new youth development strategies.

Below you will find descriptions of Prime Time’s series based trainings as well as a few one-time training offerings. Once practitioners have taken *The Progressive Afterschool Practitioner* training and completed their Individual Career Plan, they may register for a training series on our website.

Register at <https://www.primetimepbcc.org/trainings-calendar/>
 Training dates are subject to change. Please check the Prime Time website for the most current information.

| Core Knowledge Area | Abbreviation |
|--|--------------|
| 1: Child/Youth Growth and Development | CYGD |
| 2: Family and Community Relationships | FCR |
| 3: Program Planning and Development | PPD |
| 4: Learning Environment and Curriculum | LEC |
| 5: Interaction With Children and Youth | ICY |
| 6: Child/Youth Observation and Assessment | CYOA |
| 7: Professional Development and Leadership | PDL |
| 8: Health, Safety, and Nutrition | HSN |

| Program Quality Domain (QIS) | Symbol |
|------------------------------|-------------|
| Safe Environment | 🏠 |
| Supportive Environment | ⌘ |
| Interaction | ⌘ ⌘ ⌘ |
| Engagement | ⊕ |

Training Dates

| Date | Training Name | Core Knowledge Area |
|------------|--|----------------------|
| 9/1/2020 | The Progressive Afterschool Practitioner (Online – Zoom) | PDL |
| 9/2/2020 | Behavior Management Series Part 1: Reframing Conflict | ICY, CYGD |
| 9/16/2020 | Behavior Management Series Part 2: Reframing Behavior Management Part 1 | ICY, CYGD |
| 9/30/2020 | Behavior Management Series Part 2: Reframing Behavior Management Part 2 | ICY, CYGD |
| 9/3/2020 | Keeping Connected: Facilitating Online Learning | LEC |
| 9/4/2020 | Youth Development Foundation Series Part 1: Structure and Clear Limits | ICY, CYGD, LEC |
| 9/18/2020 | Youth Development Foundation Series Part 2: Ask-Listen-Encourage | ICY, CYGD, LEC |
| 10/2/2020 | Youth Development Foundation Series Part 3: Cooperative Learning | ICY, CYGD, LEC |
| 9/8/2020 | The Progressive Afterschool Practitioner (Online – Self-Paced) | PDL |
| 9/8/2020 | The Progressive Afterschool Practitioner (Online – Zoom) | PDL |
| 9/11/2020 | Building Community | CYGD, LEC, ICY |
| 9/14/2020 | The Progressive Afterschool Practitioner (Online – Self-Paced) | PDL |
| 9/15/2020 | The Progressive Afterschool Practitioner (Online – Zoom) | PDL |
| 9/16/2020 | Integrating SEL and Mindfulness in OST Activities | CYGD |
| 9/17/2020 | Leadership Essentials Part 1: OST Leadership Part 1 | PDL |
| 10/1/2020 | Leadership Essentials Part 2: OST Leadership Part 2 | PDL |
| 10/15/2020 | Leadership Essentials Part 3: OST Leadership Part 3 | PDL |
| 10/29/2020 | Leadership Essentials Part 4: OST Leadership Part 4 | PDL |
| 9/17/2020 | Middle School Foundations Part 1: Inspired to Empower Teens | PDL, LEC |
| 10/1/2020 | Middle School Foundations Part 2: Building a Positive Community with Teens Part 1 | PDL, LEC |
| 10/15/2020 | Middle School Foundations Part 3: Building a Positive Community with Teens Part 2 | PDL, LEC |
| 9/21/2020 | The Progressive Afterschool Practitioner (Online – Self-Paced) | PDL |
| 9/22/2020 | The Progressive Afterschool Practitioner (Online – Zoom) | PDL |
| 9/22/2020 | STEAM 1 (6:00 – 9:00 p.m.) | PPD, LEC, ICY |

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|------------|--|--------------------|
| 10/6/2020 | STEAM 2 (6:00 – 9:00 p.m.) | PPD, LEC, ICY |
| 10/20/2020 | STEAM 3 (6:00 – 9:00 p.m.) | PPD, LEC, ICY |
| 11/4/2020 | STEAM 4 (6:00 – 9:00 p.m.) | PPD, LEC, ICY |
| 11/17/2020 | STEAM 5 (6:00 – 9:00 p.m.) | PPD, LEC, ICY |
| 12/8/2020 | STEAM 6 (6:00 – 9:00 p.m.) | PPD, LEC, ICY |
| 9/23/2020 | Navigating the Lesson Plan | PPD, LEC |
| 9/24/2020 | Keeping Connected: Facilitating Online Learning | LEC |
| 9/28/2020 | The Progressive Afterschool Practitioner (Online – Self-Paced) | PDL |
| 9/29/2020 | The Progressive Afterschool Practitioner (Online – Zoom) | PDL |
| 9/29/2020 | The Power of Circles | CYGD |
| 10/5/2020 | The Progressive Afterschool Practitioner (Online – Self-Paced) | PDL |
| 10/6/2020 | The Progressive Afterschool Practitioner (Online – Zoom) | PDL |
| 10/7/2020 | Well-Being Tools for Practitioners and Youth Part 1 | ICY, PDL, FCR, HSN |
| 10/21/2020 | Well-Being Tools for Practitioners and Youth Part 2 | ICY, PDL, FCR, HSN |
| 11/4/2020 | Well-Being Tools for Practitioners and Youth Part 3 | ICY, PDL, FCR, HSN |
| 10/8/2020 | Building Community | CYGD, LEC, ICY |
| 10/9/2020 | Diversity and Equity Series Part 1: Championing Diversity and Equity Part 1 | ICY, PDL |
| 10/23/2020 | Diversity and Equity Series Part 2: Championing Diversity and Equity Part 2 | ICY, PDL |
| 11/6/2020 | Diversity and Equity Series Part 3: Championing Diversity and Equity Part 3 | ICY, PDL |
| 10/12/2020 | The Progressive Afterschool Practitioner (Online – Self-Paced) | PDL |
| 10/13/2020 | The Progressive Afterschool Practitioner (Online – Zoom) | PDL |
| 10/13/2020 | Foundations of Leadership Series Part 1: Progressive Too! A Deeper Look | PPD, PDL, ICY |
| 10/27/2020 | Foundations of Leadership Series Part 2: Walking in Purpose | PPD, PDL, ICY |
| 11/10/2020 | Foundations of Leadership Series Part 3: Raising the Cultural Vibration in OST | PPD, PDL, ICY |
| 10/14/2020 | Keeping Connected: Facilitating Online Learning | LEC |
| 10/14/2020 | Essentials of Youth Development Series Part 1: Active Learning | CYGD, LEC |
| 10/28/2020 | Essentials of Youth Development Series Part 2: Youth Voice | CYGD, LEC |

| | | |
|-------------------|---|------------------|
| 11/12/2020 | Essentials of Youth Development Series Part 3: Planning and Reflection | CYGD, LEC |
| 10/19/2020 | The Progressive Afterschool Practitioner (Online – Self-Paced) | PDL |
| 10/20/2020 | The Progressive Afterschool Practitioner (Online – Zoom) | PDL |
| 10/22/2020 | Ignite the Spark through Project Based Learning Part 1 | ICY |
| 10/29/2020 | Ignite the Spark through Project-Based Learning Part 2 | ICY |
| 10/26/2020 | The Progressive Afterschool Practitioner (Online – Self-Paced) | PDL |
| 10/27/2020 | The Progressive Afterschool Practitioner (Online – Zoom) | PDL |
| 10/28/2020 | The Power of Circles | CYGD |

Training Descriptions

Behavior Management Series

| Core Knowledge Area(s) | Core Competency Level(s) | Program Quality Domain(s) (QIS) | CEUs |
|------------------------|--------------------------|---------------------------------|------|
| ICY, CYGD | Entry, Level I | Supportive Environment ✕ | 1.2 |

- Reframing Conflict
- Reframing Behavior Management Part 1
- Reframing Behavior Management Part 2

The Behavior Management series provides participants with knowledge and skills to facilitate conflict resolution in their program by encouraging youth to manage feelings and resolve conflicts appropriately. Participants will learn how to reframe all youth behavior as opportunities for youth to learn responsibility, emotion management and problem-solving skills.

Reframing Conflict

Training Objectives

Participants will:

- Examine the roles they play in conflict situations in their program.
- Demonstrate examples of Reframing Conflict using the High/Scope step-by-step model and the general principles for conflict resolution.
- Explain how reframing conflict can turn conflict resolutions into opportunities for growth.

Reframing Behavior Management Part 1

Training Objectives

Participants will:

- Identify how youths' challenging behaviors relate to skills they need to learn.
- Describe youths' needs for belonging and significance.
- Determine the "mistaken belief" underneath youths' negative behavior.
- Practice the authoritative/encouraging style of behavior management through role-play.

Reframing Behavior Management Part 2

Training Objectives

Participants will:

- a. Compare natural/logical consequences to punishment.
- b. Apply the authoritative/encouraging style of discipline through role-play.
- c. Identify which “mistaken belief” youth may have based on their behavior.
- d. Employ strategies for responding to behavior that will increase youth responsibility and teach important life skills.

Youth Development Foundation Series

| Core Knowledge Area(s) | Core Competency Level(s) | Program Quality Domain(s) (QIS) | CEUs |
|-------------------------------|---------------------------------|--|-------------|
| ICY, CYGD, LEC | Entry, Level I | Supportive Environment ⌘, Safe Environment △, Interaction ⚡ | 1.2 |

- Structure and Clear Limits
- Ask-Listen-Encourage
- Cooperative Learning

The Youth Development Foundation Series provides participants with knowledge and skills to build structured, safe spaces for youth where they can develop a sense of belonging through feeling supported and heard. Participants will learn the foundational skills to support youth to build new skills through participating in small groups and learning through active engagement.

Structure and Clear Limits

Training Objectives

Participants will:

- a. Describe how Structure and Clear Limits meet the developmental needs of youth.
- b. Assess ways to improve their programs’ structure.
- c. Establish limits for their programs.

Ask-Listen-Encourage

Training Objectives

Participants will:

- a. Explain the concept of positive, purposeful interaction with youth.
- b. Name the characteristics of effective questions.
- c. Define the concept of active listening.
- d. Summarize the characteristics of effective positive responses to youth and their work.

Cooperative Learning

Training Objectives

Participants will:

- a. Define Cooperative Learning.
- b. Utilize a variety of group forming strategies (Group Formers) and group work structures (Group Structures).
- c. Explain through peer to peer and whole group discussion how Cooperative Learning helps to meet the social and intellectual needs of youth.
- d. Discuss how to apply four complementary strategies to engineer successful Cooperative Learning structures.

Essentials of Youth Development Series

| Core Knowledge Area(s) | Core Competency Level(s) | Program Quality Domain(s) (QIS) | CEUs |
|------------------------|--------------------------|---|------|
| CYGD, LEC | Entry, Level 1, Level 2 | Supportive Environment ⌘, Engagement ⊕, Interaction ⌘⌘ | 1.2 |

- Active Learning
- Youth Voice
- Planning and Reflection

After mastering youth development foundations, participants will build knowledge and skills to increase youth engagement in planning, implementing and evaluating program activities in the Essentials of Youth Development Series. Participants will learn how to nurture youth leadership by creating opportunities for youth input and choice as they actively engage in their learning process.

Active Learning

Training Objectives

Participants will:

- Utilize active learning strategies during the training.
- Build the six principles of active learning into program offerings

Youth Voice

Training Objectives

Participants will:

- Examine the ways they offer Youth Voice in their programs.
- Demonstrate Youth Voice strategies.
- Identify the benefits of giving Youth Voice and how to offer meaningful opportunities for participation.

Planning and Reflection

Training Objectives

Participants will:

- Give examples of the ways in which planning and reflection are done in their programs.
- Describe the role that planning and reflection play in the learning cycle.
- Utilize planning and reflection strategies

Foundations of Leadership Series

| Core Knowledge Area(s) | Core Competency Level(s) | Program Quality Domain(s) (QIS) | CEUs |
|------------------------|--|---------------------------------|------|
| PPD, PDL, ICY | Entry Level, Level 1, Level 2, Level 3, Level 4 | Supportive Environment ⌘ | 1.2 |

- Progressive Too! A Deeper Look
- Walking in Purpose
- Raising the Cultural Vibration in OST

In the Foundations of Leadership series, participants will continue working on their individual career plan through experiential learning activities that explore skills in emotional intelligence, purpose, vision and identity in the out

of school time space. During this training series, discover how knowing your purpose supports a positive work culture and builds an environment that supports positive behavior by raising the cultural vibration in OST!

Progressive Too! A Deeper Look

Training Objectives

Participants will:

- a. Explain ways to heighten professionalism in the OST field.
- b. Summarize areas of personal and professional growth.
- c. Decide on individual, personal or professional development goals to work on for the next few weeks.

Walking in Purpose

Training Objectives

Participants will:

- Analyze where they come from in terms of culture and values through guided exercises
- Examine direction and vision through guided exercises
- Design a plan to help youth discover and follow their purpose

Raising the Cultural Vibration in OST

Training Objectives

Participants will:

- a. Define culture as it relates to the out-of-school time program space.
- b. List three ways to improve the culture of the out-of-school environment.
- c. Apply specific techniques to support positive behavior in your program.

Diversity and Equity Series

| Core Knowledge Area(s) | Core Competency Level(s) | Program Quality Domain(s) (QIS) | CEUs |
|------------------------|--------------------------|---------------------------------|------|
| ICY, PDL | Entry Level, Level 1 | Safe Environment △ | 1.2 |

- Championing Diversity and Building Equity in OST Part 1
- Championing Diversity and Building Equity in OST Part 2
- Championing Diversity and Building Equity in OST Part 3

In the Diversity and Equity series, participants will define diversity, equity and inclusion and learn about how implicit bias affects youth outcomes in OST programs. Participants will practice ways to champion conversations within OST about diversity, equity and inclusion and create plans to increase equity in their programs for all youth regardless of race, gender, sexual orientation or ability level.

Training Objectives

Participants will:

- a. Define diversity, equity, and inclusion and compare the differences between these concepts
- b. Identify implicit biases in order to increase equity in OST programs
- c. Explore concepts of sexual orientation and gender expression as it relates to inclusion

Leadership Essentials Series

| Core Knowledge Area(s) | Core Competency Level(s) | Program Quality Domain(s) (QIS) | CEUs |
|------------------------|--------------------------|---------------------------------|------|
|------------------------|--------------------------|---------------------------------|------|

| | | | |
|-----|------------------|--|-----|
| PDL | Level 3, Level 4 | Supportive Environment ☒, Safe Environment △ | 1.6 |
|-----|------------------|--|-----|

- OST Leadership Part 1- Introduction- Online (Self-Paced)
- OST Leadership Part 2- Progressive Afterschool Director 1
- OST Leadership Part 3- Progressive Afterschool Director 2
- OST Leadership Part 4- Implementing Leadership Strategies

The Leadership Essentials Series provides directors, assistant directors and staff in leadership positions an opportunity to learn about their unique leadership style and create professional development plans to improve coaching and supervisory skills. Participants will practice these skills to effectively support their staff to provide the most meaningful opportunities for youth.

OST Leadership Part 1-Introduction- Online (Self-Paced)

Training Objectives

Participants will:

- Define the Myers-Briggs Type Instrument (MBTI) and the eight (8) psychological preferences.
- Participate in the MBTI Assessment Online to assess their MBTI Type.
- Compare each psychological preference and use their MBTI Type to understand their leadership style.

OST Leadership Part 2-Progressive Afterschool Director 1

Training Objectives

Participants will:

- Recall the Myers-Briggs Type Instrument (MBTI) and the eight psychological preferences.
- Examine the results of the MBTI Assessment as they relate to work style, leadership style, communication and the core competencies for afterschool professionals.
- Implement a suite of tools and strategies through a Personal Leadership Plan.

OST Leadership Part 3-Progressive Afterschool Director 2

Training Objectives

Participants will:

- Evaluate their OST Leadership Plan and revise accordingly.
- Illustrate how OST leadership style relates to program culture and effectiveness.
- Integrate mentoring strategies based on MBTI leadership type to create an optimally balanced program culture.
- Utilize the Core Competencies to assist staff in professional development planning.

OST Leadership Part 4- Implementing Leadership Strategies

Training Objectives

Participants will:

- Summarize their artifacts and experience of implementing their Mentorship Action Plans.
- Explain ways to overcome barriers and increase strengths on their teams.
- Implement strategies for embedding Individual Career Plan goals and other tools for professional development in their systems and procedures.

Middle School Foundations Series

| Core Knowledge Area(s) | Core Competency Level(s) | Program Quality Domain(s) (QIS) | CEUs |
|------------------------|--|--|------|
| PDL, LEC | Entry Level, Level 1, Level 2, Level 3 | Safe Environment △, Supportive Environment ☒ | 1.2 |

- Inspired to Empower Teens
- Building a Positive Community with Teens Part 1
- Building a Positive Community with Teens Part 2

This foundational track focuses on improving your ability to support middle school-aged youth using proven youth-focused practices for empowering young people and establishing a safe, relationship-building community environment for teens.

Inspired to Empower Teens

Please note: Only afterschool practitioners working with middle school youth should register for this training.

Training Objectives

Participants will:

- Describe the role of a Youth Development Professional.
- Identify factors influencing teen feelings of empowerment.
- Determine how to use SMART goals to improve empowerment potential.

Building a Positive Community with Teens – Part 1

Training Objectives

Participants will:

- Discuss importance of belonging, significance and emotional safety for youth.
- Outline methods involved in establishing a positive community.
- Utilize interactive learning structures and brain breaks that provide opportunities for youth to feel a sense of belonging and significance.

Building a Positive Community with Teens – Part 2

Training Objectives

Participants will:

- Explain the Responsive Advisory Meeting structure
- Practice developing Responsive Advisory Meetings as a way to help youth build positive relationships

Well-Being Tools for Practitioners and Youth Series

| Core Knowledge Area(s) | Core Competency Level(s) | Program Quality Domain(s) (QIS) | CEUs |
|------------------------|--|---------------------------------|------|
| ICY, PDL, FCR, HSN | Entry Level, Level 1, Level 2, Level 3 | Supportive Environment △ | 1.2 |

- Well-Being Tools for Practitioners and Youth Part 1- Introduction
- Well-Being Tools for Practitioners and Youth Part 2- Modeling
- Well-Being Tools for Practitioners and Youth Part 3- Life Skills for Youth

In the Well-Being Tools training series, practitioners will identify their sources of stress and learn self-care and resilience skills while creating a well-being plan to better navigate stress, improve work relationships and model well-being skills for co-workers and the youth in their OST program. Practitioners will learn and practice strategies to help youth manage stress and improve their well-being and social-emotional skills.

Well-Being Tools for Practitioners- Part 1- Introduction

Training Objectives

Participants will:

- a. Discuss and explore the meaning of well-being and key concepts: self-awareness, resilience, mindfulness, compassion, empathy.
- b. Identify the obstacles to well-being and evaluate the impact of stress on interactions with co-workers, youth and families served in OST.
- c. Practice exercises and tools that promote self-care through creating a personalized well-being action plan.

Well-being Tools for Practitioners - Part 2- Modeling

Training Objectives

Participants will:

- a. Recall self-awareness, stress management, and self-compassion practices and tools learned in previous session.
- b. Reassess, revise and extend well-being plans to include solutions and strategies that intentionally model well-being to peers and youth.
- c. Examine the impact of self-awareness on brain function and health and relate to personal experiences.
- d. Engage in practices that help model and transfer empathy, compassion and resiliency skills to coworkers and youth

Well-being Tools for Practitioners – Part 3- Life Skills for Youth

Training Objectives

Participants will:

- a. Discuss and apply strategies for reflecting on negative thoughts and emotions.
- b. Compare resources and strategies that teach youth practical life skills and coping skills.
- c. Analyze strategies to assist youth in learning to express emotions in positive ways.
- d. Practice activities that teach youth techniques to deal with stress and develop resiliency.

STEAM Series

| Core Knowledge Area(s) | Core Competency Level(s) | Program Quality Domain(s) (QIS) | CEUs |
|------------------------|--|--|------|
| PPD, LEC, ICY | Entry Level, Level 1, Level 2, Level 3 | Engagement Θ , Interaction $\hat{\wedge}\hat{\wedge}\hat{\wedge}$, Supportive Environment $\hat{\Delta}$ | 2.6 |

- STEAM 1- Believe
- STEAM 2- The 5Es Instructional Method
- STEAM 3- The 5Es Competencies and Communities of Practice
- STEAM 4- Strengthening the Lesson Plan & STEAM Careers
- STEAM 5- STEAM Curriculum
- STEAM 6- Individualized Approach to STEAM

In the STEAM training series, participants will learn and practice engaging activities that explore the worlds of science, technology, engineering, arts and math. This series boosts practitioners' confidence in science knowledge, demonstrates activities that link youth development strategies and intentional STEAM learning opportunities, and guides participants in implementing STEAM in their program that is easy and effective.

STEAM 1: Believe

Training Objectives:

Participants will:

- a. Recall why STEAM in afterschool programs is important
- b. Discuss the role of the afterschool STEAM practitioner in creating quality informal science experiences
- c. Identify youth development strategies that are infused in STEAM learning

STEAM 2: The 5E's Instructional Method

Training Objectives:

Participants will:

- a. Identify the stages of the 5Es Instructional Method
- b. Write a lesson plan using the 5Es Instructional Method
- c. Utilize purposeful, open-ended questions when implementing STEAM activities

STEAM 3: The 5E's Competencies & Communities of Practice

Training Objectives:

Participants will:

- a. Discuss STEAM-related stereotypes and the impact on youth
- b. Identify components of a Communities of Practice (CoP)
- c. Develop STEAM activities and lessons using the 5Es competencies

STEAM 4: Strengthening the Lesson Plans & STEAM Careers

Training Objectives:

Participants will:

- a. Compare innovative and unique STEAM-related careers
- b. Identify ways to strengthen lesson plans and infuse learning into STEAM activities

STEAM 5: STEAM Curriculum

Training Objectives:

Participants will:

- a. Describe and utilize established STEAM Curriculum options
- b. Create lessons that make STEAM learning both meaningful and fun
- c. Identify Prime Time Palm Beach County expanded learning opportunities (ELOs) as an additional STEAM resource

STEAM 6: Individualized Approach to STEAM

Training Objectives:

Participants will:

- a. Compare curriculum-based STEAM activities with individually researched STEAM activities
- b. Determine ways to overcome obstacles in a new or existing STEAM program
- c. Create a plan for sustaining STEAM efforts in their afterschool program

Ignite the Spark through Project Based Learning Series

| Core Knowledge Area(s) | Core Competency Level(s) | Program Quality Domain(s) (QIS) | CEUs |
|------------------------|--------------------------|---------------------------------|-------------|
| ICY | Entry Level, Level 1 | Engagement ⊕ | Not Offered |

- Ignite the Spark Part 1
- Ignite the Spark Part 2 – one hour follow up session

Have you ever wondered how to empower youth to develop their own projects based on their interests and curiosity? This training will introduce you to project-based learning and explore the benefits and challenges of youth choosing their own projects. We will walk you through, step-by-step how to implement the components of project-based learning and show you how youth learn through real-world situations and activities.

Ignite the Spark Parts 1 and 2

Training Objectives:

1. Describe Project-Based Learning
2. Examine the three phases of Project-Based Learning
3. Design and implementation plan for Project-Based Learning in your program

Quality Coaching

| Core Knowledge Area(s) | Core Competency Level(s) | Program Quality Domain(s) (QIS) | CEUs |
|------------------------|---------------------------|---|-------------|
| PPD, PDL | Level 2, Level 3, Level 4 | Engagement ⊕, Interaction ⚙️, Supportive Environment △ Safe Environment △ | Not Offered |

Please note: This management level training's intended audience is for directors, managers, and those who are tasked with providing coaching supports/observations to front line practitioners.

- Quality Coaching Part 1
- Quality Coaching Part 2

Single Session Trainings

Building Community

Do you know what it takes to build an emotionally and physically safe space for youth? Building an emotionally safe community of peers and adults is essential for youth to learn and develop as individuals. This interactive training will introduce you to a variety of activities designed to support the community building process.

Core Competencies Addressed

Core Knowledge Area – Child/Youth Growth and Development:

1.C: Use developmental knowledge to create healthy, respectful, supportive and challenging environments – Entry Level and Level 1.

Core Knowledge Area – Learning Environment and Curriculum:

4.C: Design and implement a curriculum to support social and emotional development – Entry Level and Level 1.

Core Knowledge Area – Interaction with Children/Youth:

5. C: Promote positive expression, interaction and group experiences between adults and children/youth – Entry Level and Level 1.

Primary QIS Scales Addressed

Interaction:

III-M: Youth have opportunities to develop a sense of belonging.

Training Objectives

Participants will:

- a. Describe the ways in which they can build community with youth.
- b. Demonstrate ways to provide youth with opportunities to develop a sense of belonging.
- c. Compare and contrast icebreakers, energizers, name games and bonding games.
- d. Discuss the stages of group development.

The Progressive Afterschool Practitioner

The Progressive Afterschool Practitioner is a training designed to heighten a practitioner’s insight into their own professional development. It infuses facets of job satisfaction with professional development planning. By reflecting on individual strengths and areas of growth, an afterschool practitioner is challenged to create a plan for professional development by using the *Core Competencies for Afterschool Practitioners* as a guide.

Core Competencies Addressed

Core Knowledge Area – Professional Development and Leadership:

7.A: Demonstrate professionalism and uphold ethical standards and other professional guidelines in the field – Entry Level, Level 1 and 2.

7.B: Integrate reflective practices and critical perspectives on personal performance, including goal setting – Entry Level, Level 1 and 2.

7.C: Engage in continuous learning and improvement through involvement in professional development, advocacy and leadership opportunities – Entry Level, Level 1 and 2.

Training Objectives

Participants will:

- a. Recall the facets of job satisfaction and explain how to relate the facets to their current practice in OST.
- b. Identify growth opportunities and set meaningful goals using the Core Competencies for afterschool practitioners as a self-assessment tool.
- c. Produce relevant professional development goals using the S.M.A.R.T. goal guidelines.

Raising the Cultural Vibration in OST

Are the youth in your program polite, well behaved and cooperative? Do you sometimes struggle with behavioral issues and maybe even conflict? Many times, we treat the symptom of the problem; we take action for bad behavior by implementing punishment or negative reinforcement. However, what if there was an alternative way to address these problems? By creating a culture of high expectations and positive community, we can shape behavior *before* it becomes an issue. Come and learn techniques to build an environment that supports positive behavior by raising the cultural vibration in OST!

Core Competencies Addressed

Core Knowledge Area – Interaction with Children/Youth:

5.B: Respect and Honor Cultural and Human Diversity – Level 1, 2, 3 and 4.

Training Objectives

Participants will:

- a. Define culture as it relates to the out-of-school time program space.
- b. List three ways to improve the culture of the out-of-school environment.

- c. Apply specific techniques to support positive behavior in your program.

Navigating the Lesson Plan

Ah! The lesson plan. As out-of-school time (OST) professionals, you have been challenged to rise to the demands of an evolving field, and this includes the development of lesson plans. Learn how to complete an effective lesson plan by infusing the key components necessary to make your activities come to life. Learn the *why* behind each component, and how to build a lesson plan that works best for you. Whether you are new to writing lesson plans, or looking to brush up your skills, this training will help you to improve your lesson plan writing skills.

Core Competencies Addressed

Core Knowledge Area – Program Planning and Development:

3.A: Communicate and Support Program Mission and Purpose – Level 2 and 3.

Core Knowledge Area – Learning Environment and Curriculum:

4.B: Design and Implement a Curriculum to Enhance Cognitive Development – Level 2 and 3.

Training Objectives

Participants will:

- a. Identify the essential components of a lesson plan.
- b. Define and explain the essential components of a lesson plan.
- c. Write a sample lesson plan using the essential components.

Keeping Connected: Facilitating Online Learning

We are all using virtual meeting platforms and online learning tools more than ever to connect with youth and staff members. This training will review the basics of the Zoom and Google Classroom online platforms, show you tips and tricks for engaging youth in these formats and introduce you to resources for online learning you can use right away when working virtually with youth.

Core Competencies Addressed:

Core Knowledge Area- Learning Environment and Curriculum

4B: Design and Implement a Curriculum to Enhance Cognitive Development- Entry level and level 1

Primary QIS Scales Addressed:

Supportive Environment:

II-G.: Session Flow

II-I: Active Engagement

II-J: Building New Skills

Training Objectives:

Participants will:

- a. Identify various video conferencing platforms you can use to connect with youth
- b. Examine the components of a successful virtual learning experience for youth
- c. Plan an online learning activity with youth using a virtual learning platform

Integrating SEL and Mindfulness in OST Activities

Wondering how to make real and tangible social and emotional connections in virtual settings? This training offers simple and effective strategies to integrate social and emotional learning skills in any virtual session using signature practices such as welcoming rituals, engaging practices, brain breaks, and optimistic closures.

Participants also learn how to use no-fuss mindfulness tools to get their audience grounded, self-aware, and mentally focused and emotionally ready to engage in any activity.

Core Competencies Addressed:

Core Knowledge Area- Child/Youth Growth and Development

1C: Use Developmental Knowledge to Create Healthy, Respectful, Supportive and Challenging Environments- Entry level and level 1

Primary QIS Scales Addressed:

Supportive Environment:

II-L.: Manage Feelings

Interaction:

III-M: Sense of Belonging

Training Objectives:

- a. Define Social and Emotional Learning and the benefits
- b. Explore and practice simple signature practices and mindfulness tools that can be used in OST activities
- c. Create a plan to integrate signature practices and mindfulness practice in OST activities

The Power of Circles in OST

Do you want to help youth process their thoughts and feelings so they can better handle situations that arise? Do youth in your program need a way to connect and reflect? Circles in the OST environment can help build the relationships and skills youth need to support one another and successfully face challenges. This training will show you, step by step, how to facilitate meaningful circles with youth in your program either face to face or virtually through an online platform.

Core Competencies Addressed:

Core Knowledge Area- Child/Youth Growth and Development

1C: Use Developmental Knowledge to Create Healthy, Respectful, Supportive and Challenging Environments- Entry level and level 1

Primary QIS Scales Addressed:

Supportive Environment:

II-L.: Manage Feelings

Interaction:

III-M: Sense of Belonging

III-O: Youth Lead and Mentor

Training Objectives:

- a. Define the components of effective circle practices in OST
- b. Explain the ways in which circles can be used with youth to meet various needs
- c. Develop a plan to facilitate a meaningful circle with youth

Prime Time Out-of-School Time Registry Orientation

The Prime Time Out-of-School Time (OST) Registry is an information system that collects, organizes and displays employment history, educational successes and professional development information in an easy-to-read format. This orientation is required to become a part of the registry. During this orientation, you will explore what is a registry, review the information collected in the registry, and discuss the resources available through Prime Time and the benefits of membership. You will also be guided through completing the online registry application, which is the final step to becoming an official member.



The Children's Services Council of Palm Beach County provides significant funding for Prime Time's overall operations. The Palm Beach County Youth Services Department provides support for Prime Time's Middle School Out-of-School Time Initiative.



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