

Facilitated Youth Development Curriculum

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Introduction:



The goal of the ASPIRA Youth Development Curriculum is to build resiliency skills, positive identity and self-esteem through a comprehensive positive youth development program. This facilitated curriculum was designed to reduce risky behaviors among middle and high school youth and to prevent them from engaging in risky behaviors in the future. The overall aim is that students will use ASPIRA's principles as a guide for their future actions and development. Participants will develop knowledge of self and others in order to prepare for effective leadership through the exposure to a series of activities that promote healthy self esteem, identity, cultural awareness, positive academic skills, and organizational skills, among others.

The facilitated version of the curriculum is arranged into eleven units. All units have modules followed by activities. Each module is intended to represent a workshop. Note that each unit contains a course description, followed by goals, and resources needed. To facilitate staff training or programs presentations we have prepared a [Facilitators Manual](#) [2] and the [YDP Power Point Presentation](#) [3].

Getting Started

Documentation is very important for this project. The first step is to ensure participants and staff registration on the ASPIRA web site. After registering, staff should contact [Hilda Crespo](#) [4] at the National Office to upgrade their user status to "staff". An e-mail will be send to registered staff with additional instructions and information.

In order to demonstrate our successes we need to provide appropriate records. Each participant must complete a Student Assent Form and their parents must complete a Parent Consent Form. These are available in English and Spanish. All completed forms should be mailed to the ASPIRA National Office: Attention: Hilda Crespo. The following are the links for the forms required under the program.

- [Intake Form](#) [5]
- [Intake Form \(Spanish\)](#) [6]
- [Parent Consent Form](#) [7]
- [Parent Consent form in Spanish](#) [8]

- [Student Assent Form](#) [9]
- [Student Assent Form in Spanish](#) [10]
- [Media Release Form](#) [11]
- [Media Release Form \(Spanish\)](#) [12]

[Program Evaluation](#) [11]

Your feedback on the curriculum is valuable. This will allow us to modify the curriculum as needed. All completed forms should be mailed to the ASPIRA National Office, Attention: Hilda Crespo. Participants should complete the Student Evaluation Form and the facilitators should complete the Facilitator Evaluation Form. We have also provided you with the Student Sign-in Forms. All the forms are available in English and Spanish. Below are the links for the evaluation forms:

- [Student Evaluation Form](#) [13]
- [Student Evaluation Form in Spanish](#) [14]
- [Facilitator Evaluation Form](#) [15]
- [Facilitator Evaluation Form in Spanish](#) [16]
- [Student Sign in Sheet](#) [17]
- [Student Sign in Sheet in Spanish](#) [18]

Program Overall Objectives

- Participants will develop resiliency skills through their participation in the varied activities.
- Participants will demonstrate positive attitudinal change regarding school, their peers, and parents, and will have increased their self-esteem as measured through research studies.

Curriculum Structure:

- Unit 1 Overview of ASPIRA
- Unit 2 ASPIRA Clubs
- Unit 3 Building Personal Growth
- Unit 4 Building Resiliency
- Unit 5 Leadership Development
- Unit 6 Academic Success
- Unit 7 Career Awareness
- Unit 8 Community Involvement
- Unit 9 Building Cultural Awareness
- Unit 10 Public Policy Leadership Program
- Unit 11 Financial Literacy and Personal Finance

Each of these documents are very large files. For facilitating the downloading of these materials we have divided each of the manuals by sections or chapters. Please remember that each of these components has a facilitators or implementation manual with participants handouts, make sure you download each one of them. These files are Acrobat Reader files.

Training Delivery Methodology

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Adjunto



[Role of the ASPIRA Student Advisor.pdf](#) [20]

Tamaño

59.71 KB



[ASPIRA Advisors Ethical Standards.pdf](#) [21]

24.28 KB

It is proposed to facilitate the implementation of the training program through an experiential learning process. Experiential learning takes place when a person is involved in an activity, looks back at it critically, determines what was useful or important to remember, and uses this information to perform another activity. In the past few years, research in the area of experiential learning has strengthened this approach by adding several key processing steps beyond simply doing the activity or experience. These steps include:

- Having the participants experience the activity--perform or do it;
- Having the participants share the experience by describing what happened;
- Asking participants to process the experience to identify common themes;
- Having participants generalize from the experience to form principles or guidelines that can be used in real-life situations, e.g., life skills; and
- Asking participants to apply what was learned to another situation.

Providing an experience alone does not create "experiential learning." The learning comes from the thoughts and ideas created as a result of the experience. This is a "learn by doing" or experiential process. Aspirantes must be involved in activities in which they will exercise leadership and then analyze the experience by identifying lessons learned from it. Based on the above context the role and ethical standards of the ASPIRA Advisor or Club facilitator are presented below on the attached documents.

Unit 1. Overview of ASPIRA

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Unit Description:



Participants will learn about ASPIRA, its mission, vision and history. They will learn about ASPIRA's goals, philosophy and the ASPIRA Process. They will examine its symbols. Participants will also learn about expectations of Aspirantes and they will participate in an Areyto Ceremony.

Goal:

Participants will develop knowledge of ASPIRA's mission, vision and history and the ASPIRA Process. Participants will also understand the importance of ASPIRA in the development of the Puerto Rican and Latino community. The overall aim is that they will use ASPIRA's principles as a guide for their future actions and development.

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[Unit I. ASPIRA Overview](#) [23]

Unit 2. The ASPIRA Clubs

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Course Description:

Participants will learn about the ASPIRA Process, expectations of Aspirantes, ASPIRA's Leadership Development Clubs and the ASPIRA Club structure. They will learn about the roles and responsibilities of officers, and about the ASPIRA Club Federation. They will also review Robert's Rules of Order.

Goal:

Participants will develop knowledge of ASPIRA, ASPIRA clubs and the responsibilities of club officers. The overall aim is that they will use ASPIRA's principles as a guide for their future actions and development.

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[Unit II. ASPIRA Clubs](#) [25]

Unit 3. Building Personal Growth

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Course Introduction:

Participants will learn and reflect on their lives to develop awareness about self and others. They will examine their identities, self-esteem, values, strengths and weaknesses. Participants will also learn how to keep motivated and will enhance their communications skills. Additionally, participants will write their personal mission, vision and goals. Finally, they will learn about group dynamics, tolerance and prejudice. This program activity is designed to develop students' understanding of the conflict cycle, words, gestures, and behavior that promotes collaboration or diminish conflict. Peer mediation, effective

communication, active listening and non-verbal communication are among the skills that are practiced. Course Description:

Goal:

Participants will develop knowledge of self and others in order to prepare for effective leadership through the exposure to a series of activities that promote healthy self-esteem, identity and cultural awareness, and development of thinking, communication, planning and organizing skills.

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Unit III. [Introduction to Building Personal Growth](#) [27]

Unit 4. Building Resiliency

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Course Description:

Participants will work in creating definitions of youth violence and will examine the factors that lead to youth violence and how they can avoid falling on this trap. They will learn how building self-resilience, stabling goals and maintaining parent/guardian-child communication can help to prevent them from becoming victims of bullying and gang violence.

Goal:

Youth will develop resiliency skills through the seminars on youth violence, bullying and gang violence prevention. This course promotes parent-child communication and emphasizes self-responsibility.

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Unit IV. [Introduction to Building Resiliency](#) [29]

Unit 5. Leadership Development

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Course Description:

Participants will learn about the definitions of leadership, leadership characteristics and skills, types of power for leaders, individual differences, leadership styles, leadership principals and ethics, leadership as a process, impact of culture and community on leadership, diversity of leadership, and leader and follower relations. They will develop leadership skills through hands on participation.

Goal:

Youth will learn the basic concepts of leadership development. They will learn the concept of leadership and will understand what it means to be a leader. They will also learn different models and theories of leadership.

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Unit V. [Introduction to Leadership Development](#) [31]

Unit 6. Academic Success

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Course Description:

Participants will learn about planning their education from high school to college. They will learn how to succeed academically by learning about study skills, time management, reading techniques, and test taking skills for PSAT, SAT, and ACT tests. Also, they will be able to write their personal statement and be better prepared for college. The course will also enable participants to have an understanding about the college application process. This includes college selection, college visits, financial aid, and scholarship search. Finally, they will learn about post secondary education life.

Goal:

Participants will learn how to plan their academic studies in order to have a successful academic performance. In addition, they will learn about the college application process and how to pay for college.

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Unit VI. [Academic Success](#) [33]

Unit 7. Career Awareness

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Course Description:

The word "career" has a scary sound to it when you are still in school. Careers are for college graduates or those who have been in the work force for years. When adults asks kids what they want to do as a career. But there are more than 40,000 jobs titles a person ca hold. We tell kids to pick a path first. When you exit high school, there are three paths you can take. One is to the work force, one leads to the military as a career or as a stepping stone. The third leads to more education, a professional degree, a four-year degree, or a two year degree. They have to determine which path will take. This section will show participants how they can begin to explore their interests and school subjects related to what they like to do in a future career.

Goal:

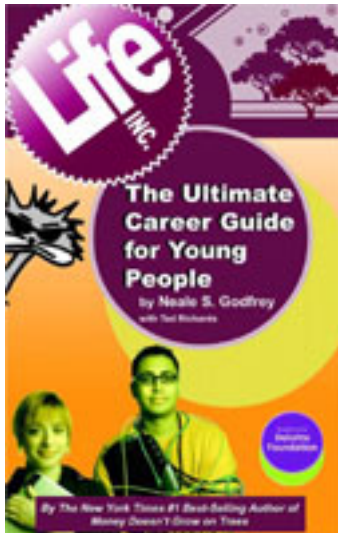
Participants will become familiar with career research and paths to careers. They will also apply their decision-making skills to career selection.

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Unit VII. [Introduction to Career Awareness](#) [35]

Additional Instructional Resources:



[36]Life Inc. Recently, the Deloitte Foundation teamed with Neale Godfrey, author of LIFE, Inc.: The Ultimate Career Guide for Young People to provide her book, student journal, teacher's guide, companion website and other valuable tools to help middle and high school students begin thinking about possible careers. LIFE, Inc.: The Ultimate Career Guide for Young People provides creative ways for students to begin thinking about future careers. The associated website encourages young people to examine their likes/dislikes and talents in innovative and interactive ways. Techniques of gaming and assessments are some of the tools utilized. The LIFE, Inc. curriculum consists of the: Career Guide, Student Journal, Teacher's Guide and [supplemental website](#) [36].

Unit 8. Community Involvement

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Course Description:

Participants will learn about the definition and history of the community. Also, they will be able to learn about community assessment, which includes local resources, fact-finding field trips, community mapping, and environmental awareness. The course will enable participants to develop and implement projects and learn about community service and service learning.

Goal:

Youth will learn the basic concepts of community. They will learn about the community history. They will also examine the influence of culture on community and will have an opportunity to develop and implement a project to carry out in the community as future leaders.

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Unit VIII. [Introduction to Community Involvement](#) [38]

Unit 9. Building Cultural Awareness

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Course Description:

Participants will learn to develop a better understanding of the Latino culture and history of the community. They will also examine diversity, prejudice and racism. Additionally, they will have an opportunity to complete a cultural project in order to develop a better understanding of other people's cultures.

Goal:

Participants will develop knowledge and awareness about the Latino culture. They will be able to explain

what culture and race is. Participants will also develop consciousness of the issues of prejudice, racism, stereotyping and diversity.

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Unit IX. [Introduction to Building Cultural Awareness](#) [40]

Unit 10. Public Policy Leadership

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Course Description:

Participants will learn about the public policy process while developing their leadership skills. This should assist in facilitating their involvement in the policy arena at the local, regional, and national levels. Students will define public policy and study policy-making structures. Students will become more acquainted with their community, and the public policy issues affecting it. They will be provided with applications of policy development for impacting public policy. Students will become engaged in a community service project that provides them with the opportunity to participate in public policy issues in their community.

Students will be involved in community leadership activities by working, and interacting with public policy makers.

Goal:

The goal of the Public Policy unit is to empower Latino youth by informing them about the public policy process while developing their leadership skills. The anticipated outcome is their involvement in the policy arena at the local, regional and national levels.

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Unit X. [Introduction to Public Policy Leadership](#) [42]

Unit 11. Financial Literacy and Personal Finance

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Course Description:

Participants will learn and develop knowledge of financial literacy by understanding the ABC's of

checking, savings and investment accounts, and the importance of maintaining a healthy checking account. They will develop an appreciation for setting financial goals, building monthly budgets, establishing and maintaining good credit, proper use of credit cards, managing credit issues and and securing tax records.

Goal:

Youth will learn the basics of financial literacy and personal finance. They will learn the concepts of banking services and will understand what it means to have a successful financial plan.

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Download Curriculum PDF Files:

Unit XI. [Introduction to Financial Literacy and Personal Finance](#) [44]

URL de origen: <http://www.aspira.org/es/facilitated-youth-development-curriculum>

Enlaces:

- [1] <http://www.aspira.org/es/user/login?destination=comment/reply/447%23comment-form>
- [2] <http://www.aspira.org/files/Facilitator%27s%20Guide%202012-V3.pdf>
- [3] <http://www.aspira.org/files/YLDP-2012.ppt>
- [4] <mailto:hcrespo@aspira.org>
- [5] <http://www.aspira.org/files/documents/youthdev08/ASPIRA MIS Intake Form.pdf>
- [6] http://www.aspira.org/files/documents/youthdev08/mis_intake_sp.pdf
- [7] http://www.aspira.org/files/documents/youthdev08/parent_consent.pdf
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- [16] <http://www.aspira.org/files/documents/youthdev08/STUDENT SIGN IN SHEET.pdf>
- [17] <http://www.aspira.org/files/documents/youthdev08/STUDENT SIGN IN SHEET - Spanish Version.pdf>
- [18] <http://www.aspira.org/es/user/login?destination=comment/reply/446%23comment-form>
- [19] <http://www.aspira.org/files/Role%20of%20the%20ASPIRA%20Student%20Advisor.pdf>
- [20] http://www.aspira.org/files/ASPIRA_Advisors_Ethical_Standards.pdf
- [21] <http://www.aspira.org/es/user/login?destination=comment/reply/579%23comment-form>
- [22] <http://www.aspira.org/files/Unit%201%20overview%20version%202.pdf>
- [23] <http://www.aspira.org/es/user/login?destination=comment/reply/580%23comment-form>
- [24] <http://www.aspira.org/files/Unit%202%20ASPIRA%20Clubs%20version%202.pdf>
- [25] <http://www.aspira.org/es/user/login?destination=comment/reply/581%23comment-form>
- [26] <http://www.aspira.org/files/Unit%203%20Personal%20Growth%20%20version%202.pdf>
- [27] <http://www.aspira.org/es/user/login?destination=comment/reply/582%23comment-form>
- [28] <http://www.aspira.org/files/Unit%204%20Building%20Resiliency%20version%202.pdf>
- [29] <http://www.aspira.org/es/user/login?destination=comment/reply/583%23comment-form>

- [31] <http://www.aspira.org/files/Unit%205%20Leadership%20version%202.pdf>
- [32] <http://www.aspira.org/es/user/login?destination=comment/reply/584%23comment-form>
- [33] <http://www.aspira.org/files/Unit%206%20Academic%20Success%20version%202.pdf>
- [34] <http://www.aspira.org/es/user/login?destination=comment/reply/585%23comment-form>
- [35] <http://www.aspira.org/files/Unit%207%20Career%20Awareness%20version%202.pdf>
- [36] <http://www.deloitteinsiders.com>
- [37] <http://www.aspira.org/es/user/login?destination=comment/reply/586%23comment-form>
- [38] <http://www.aspira.org/files/Unit%208%20Community%20involvement%20version%202.pdf>
- [39] <http://www.aspira.org/es/user/login?destination=comment/reply/588%23comment-form>
- [40] <http://www.aspira.org/files/Unit%209%20Cultural%20Awareness%20version%202.pdf>
- [41] <http://www.aspira.org/es/user/login?destination=comment/reply/589%23comment-form>
- [42] <http://www.aspira.org/files/Unit%2010%20Public%20Policy%20Leadership%20version%202.pdf>
- [43] <http://www.aspira.org/es/user/login?destination=comment/reply/590%23comment-form>
- [44] <http://www.aspira.org/files/Unit%2011%20Financial%20Literacy%20version%202.pdf>