

Creative Youth Programs

GLOSSARY: *Definitions and explanations of terms frequently used in guidelines and applications for The Creative Advantage Community Arts Partner Roster, Youth Arts Grant, and Work Readiness Arts Program Grant*

Culturally responsive teaching – An instrumental pedagogy (method and practice of teaching) that recognizes students as the center of learning and uses student’s cultures and experiences as an entry point for teaching and learning. Identifies and integrates the cultural knowledge, prior experiences, and the varied learning and participation styles of students to make learning more appropriate and effective.

Experiential Learning – Experiential education is a philosophy that informs many methodologies (approaches to teaching) in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities. (For more information, visit Association for Experimental Learning at www.aee.org)

Teaching Artist - Teaching artists are professional artists who are dedicated to arts education as an integral part of their professional practice and who have cultivated skills as educators in concert with their skills as artists. Teaching artists may work in and for schools, youth arts programs, community centers, and professional arts organizations. They may work within their own discipline only, or they may use their discipline as an entry point for learning about non-arts topics. (Arts in Education, ArtsWA: “Roster of Teaching Artist Application Guidelines”)

Teaching Plan – A tool for planning and communicating the work that you will be doing with young people over the course of your program. Elements will likely evolve in implementation, based on participant input and progress. Example of the first 3 sessions from a teaching plan:

SESSION #	DATE	GOAL	SUPPORTING ACTIVITIES	STAFF ASSIGNED	LOCATION
1	9/13/2017	Develop creative agreements as a group and introduce theatre concepts	Foundational theatre games/community building activities	Lead Teaching Artist F	Jumbo Sandy Mainstage
2	9/20/2017	Artistic goals: Understand stage directions and a brief history of the stage	Theatre activities that provide new vocabulary - center stage, upstage, downstage, stage left, stage right	Lead Teaching Artist N	Jumbo Sandy Mainstage
3	9/27/2017	Creative Goal: practicing communication, listening and response; imagining	Name game; up stage/downstage activity; creating short dialog in pairs (writing activity)	Lead Teaching Artists F/N	Jumbo Sandy Mainstage



Youth Development/Learning Environment –The approach, pictured in the pyramid, is premised on the belief that it is a youth worker’s job to set up an environment for youth in which needs are met and learning is encouraged—to create a space in which youth can thrive. The pyramid provides a way to organize the many, many things a youth worker does to build a great experience for young people by creating a safe, supportive, and productive environment. (Wiekart Center for Youth Program Quality)

21st Century skills/Life Skills –Refers to skills needed by students in order to thrive in school, career and life. These skills are a core component of high quality arts teaching and learning and include:

- **Creative and Critical Thinking:** To create new and useful ideas, innovations, and products; and to elaborate, refine, analyze, and evaluate one’s own and others’ ideas.
- **Communication:** To articulate thoughts and emotions effectively using oral, written, and nonverbal skills; to listen effectively; to inform, instruct, motivate, and persuade; to negotiate; and to give and receive feedback.
- **Collaboration:** To work effectively and respectfully with diverse teams, which involves flexibility, sharing, responsibility, and being open and responsive to new and diverse perspectives.
- **Perseverance and Growth Mind-set:** A belief that intelligence and ability can be increased with effort; a belief in one’s own capabilities and capacity to learn. A growth mind-set is foundational to perseverance: persisting in a task through to completion; remaining focused; and looking for ways to reach one’s goal in the face of obstacles.