

TEMESCAL Associates



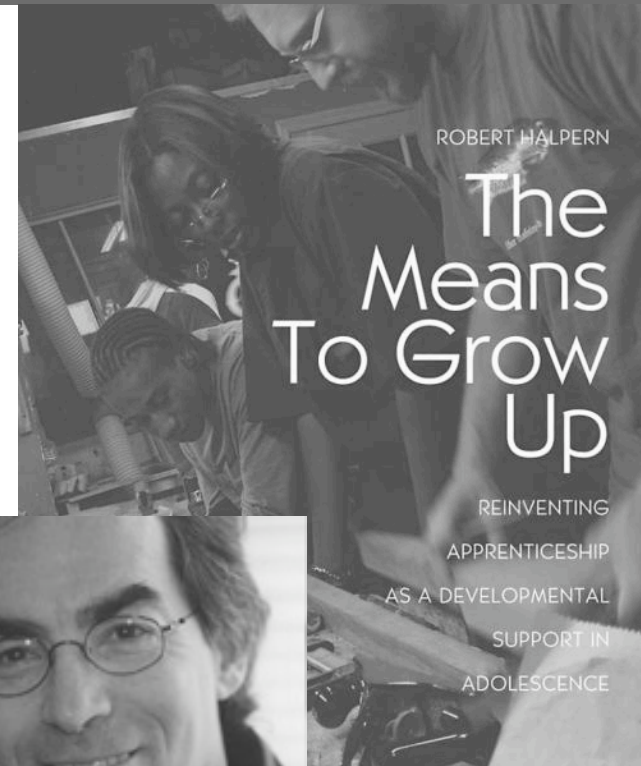
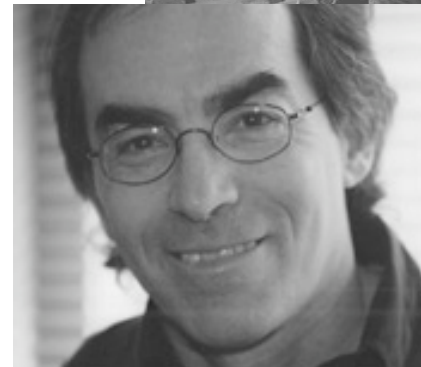
Building the capacity of leaders
and organizations in education
and youth development

Presentation Facilitator: **Lynn Johnson,**
Temescal Associates

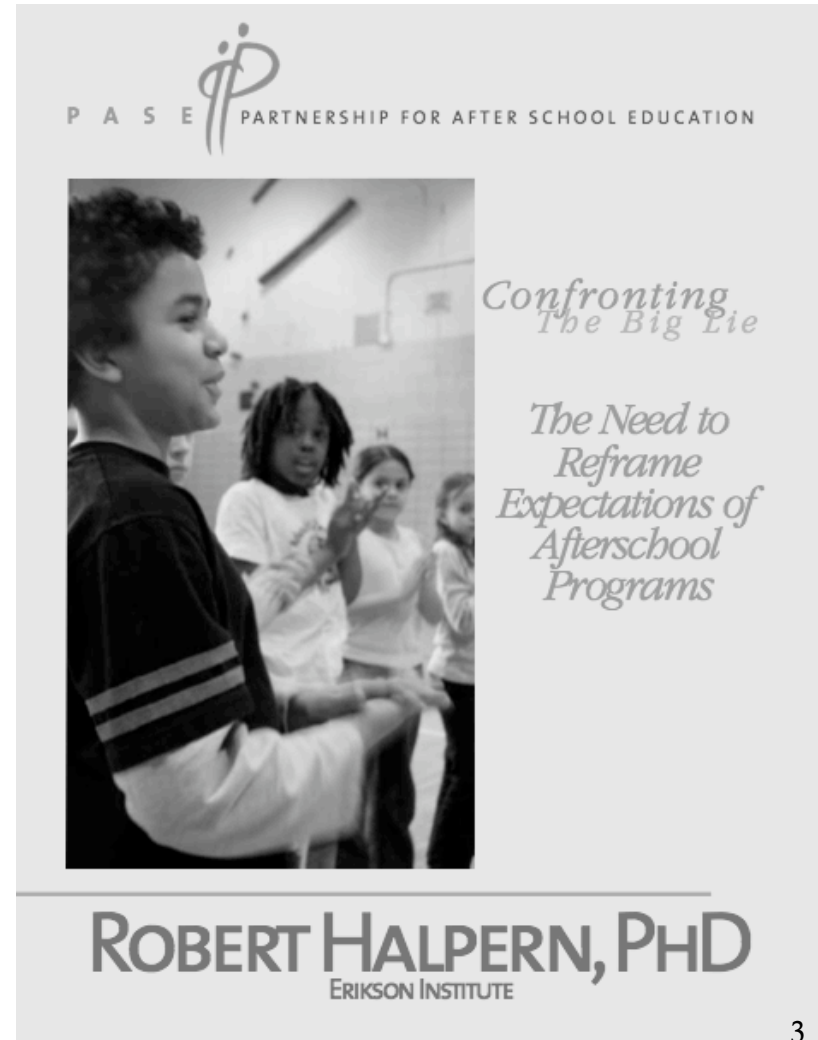
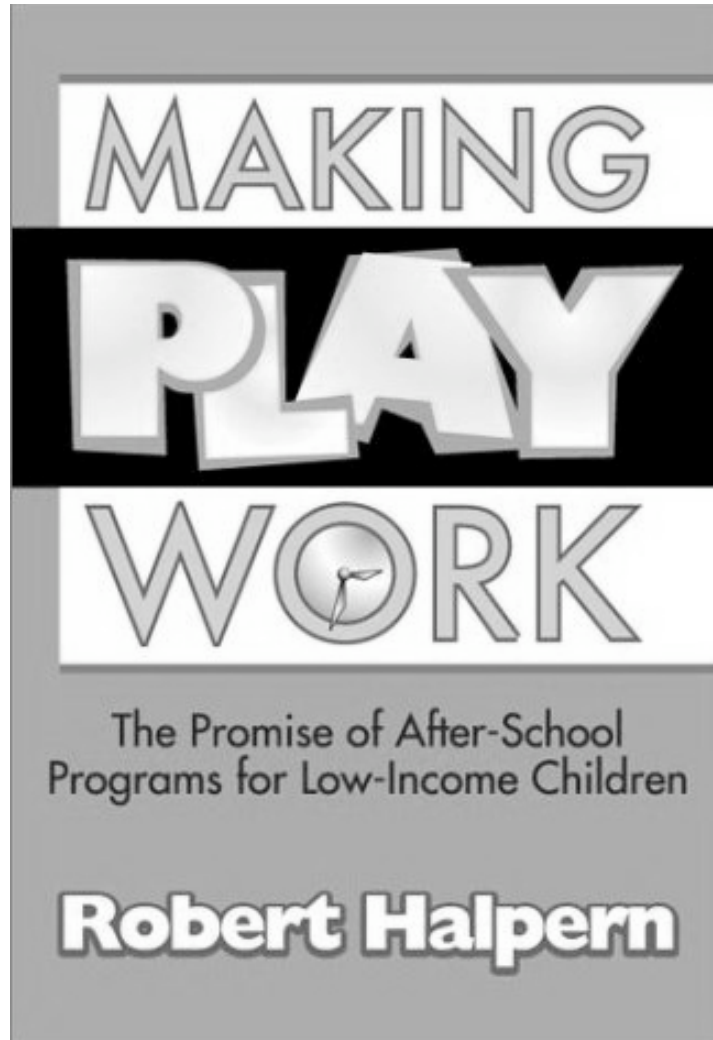
Guest Speaker: **Robert Halpern**

ROBERT HALPERN

- Director of the doctoral program and chair of the Research Council at the Erikson Institute.
- Current research: The evaluation of after-school programs for poor children and their families.



ROBERT HALPERN



ROBERT HALPERN

To purchase *Making Play Work* and *The Means to Grow Up*, please visit:

www.amazon.com

To view a PDF of *Confronting The Big Lie*, please visit:

www.temescalassociates.com and click on “resources,” then “general afterschool resources”

INTERVIEW WITH ROBERT HALPERN

**What are the key developmental tasks
of older youth?**

**What age of youth you are talking
about?**

DEVELOPMENTAL TASKS

- **The need for experiences to carry out more complex tasks**
- **Asserting control over their lives and communities**
- **Experiencing an act of resistance of being dependent and being controlled by another**

DEVELOPMENTAL TASKS

- **Balancing preoccupation with self and commitment to others**
- **Thinking about the adult world and their role in it**
- **Forging a sense of identity and voice as someone who can positively impact others**
- **Demonstrating real accomplishment and achievement**

INTERVIEW WITH ROBERT HALPERN

How are youth helped or impeded in accomplishing these developmental tasks during the school day?

- Do not provide a good fit to the ways in which kids learn
- Organized to get kids ready for college
- No multiple pathways to learning
- No sense of relevancy
- Kids are not aware of all the ways they can get ahead

INTERVIEW WITH ROBERT HALPERN

How are youth helped or impeded in accomplishing these developmental tasks in afterschool programs?

Are there specific examples?

INTERVIEW WITH ROBERT HALPERN

Are there mistakes in program design?

- Afterschool focuses on a peer-oriented world, but kids want adult work/life and workforce development

INTERVIEW WITH ROBERT HALPERN

What are developmental tasks of young adolescents? What are the implications for the design of middle school programs?

- Different set of developmental struggles and tasks
- Build on kids' interests
- Gender related differences
- Kids are in a fluid period and the adult world becomes salient

INTERVIEW WITH ROBERT HALPERN

Any questions or comments?

INTERVIEW WITH ROBERT HALPERN

Defining “apprenticeships”

- A young person works in a sustained way on a specific discipline with a skilled adult
- Young person acquires the skills and habits necessary for the discipline

INTERVIEW WITH ROBERT HALPERN

Why study apprenticeships?

**How is the apprenticeship model
used in school-based afterschool
programs?**

INTERVIEW WITH ROBERT HALPERN

The role of adults

- The adult is the model/exemplar – the example of what it means to be in this discipline as an adult
- Some adults deliberately teach; others completely immerse

INTERVIEW WITH ROBERT HALPERN

Any questions or comments?

End of presentation