

HART'S LADDER

Applying Concepts to Student Experiences

Name _____

"Los bulldogs deben morir." – anonymous PSL student

Directions: Read each example. Then match the example with the appropriate level of Hart's ladder.

- _____ **8. Youth initiated shared decisions with adults:** Youth-led activities, in which decision-making is shared between youth and adults working as equal partners.
- _____ **7. Youth initiated and directed:** Youth-led activities with little input from adults.
- _____ **6. Adult initiated shared decisions with youth:** Adult-led activities, in which decision-making is shared with youth.
- _____ **5. Consulted and informed:** Adult-led activities, in which youth are consulted and informed about how their input will be used and the outcomes of adult decisions.
- _____ **4. Assigned, but informed:** Adult-led activities, in which youth understand purpose, decision-making, and have a role.
- _____ **3. Tokenism:** Adult-led activities, in which youth may be consulted with minimal opportunities for feedback.
- _____ **2. Decoration:** Adult-led activities, in which youth understand purpose, but have no input in the planning.
- _____ **1. Manipulation:** Adult-led activities, in which youth do as directed without understanding the purpose.

EXAMPLE A: Mr. Soeder and Mrs. Trentanelli decide to use PSL students to reach out to alumni in order to generate donations for the PSL annual fund. The teachers spend a few minutes talking about the costs associated with running various PSL programs and explain the need for donations. The teachers plan to use 75% of donations raised from the alumni campaign to support existing PSL programs (i.e. Giving Garden, philanthropy program, Power Packs, Northeast Ohio Youth Summit, Speaker Fees, etc.) and 25% of donations to start a PSL scholarship. Each PSL student is provided with the text of an appeal email that they are asked to send to 12 alumni.

EXAMPLE B: While volunteering at the Salvation Army food pantry, Mikayla noticed that clients only receive canned food. Further investigation revealed that most local food pantries, including the Perry Center, typically are unable to provide fresh vegetables to clients. Mikayla completed the Lowe's Toolbox for Education Grant seeking \$5,000 to start a Giving Garden at Perry High School and the grant is selected as a winner. Mikayla invited the PHS principal, teachers from various departments, and students to a meeting to begin planning a garden on the campus of Perry High School. Mikayla organized a field trip to a farm near Findley for teachers and students to visit and get ideas for the new Giving Garden. Next, Mikayla organized a meeting with her PSL teachers and the facilities director of the Perry Local Schools to discuss the courtyard as a potential site for the Giving Garden. Mikayla recruits students and teachers to layout the garden, edge the lines, and rototill the soil on Community Green Day.

EXAMPLE C: Ashley is a student in PSL who requested to volunteer at an after school program servicing children in grades 5-8. Ashley understood that the purpose of the after school program was to not only provide kids with a healthy after school snack and safe environment where they could get homework done, but also to provide students with enrichment opportunities. Each week Ashley's supervisor would meet with the PSL volunteers to get their feedback on what aspects of the after school program were going well and what needed improvement. The supervisor also allowed the volunteers to suggest ideas for enrichment activities. Since Ashley was a student at the Fairport Dance Academy she asked if she could teach a class for students interested in learning more about dance. Her supervisor loved the idea and each week Ashley taught dance to a group of 5-8 middle school students in the after school program. When Ashley asked if they could showcase what they learned in a performance in the Goodwin Theater, her supervisor enthusiastically agreed.

EXAMPLE D: Ben is a student in PSL who enjoys interacting with the elderly. During the PSL interview day he connected with the director of the Madison Senior Center who encouraged him to fulfill his service requirement there. One of Ben's grandparents lived alone and he liked the idea of volunteering with an organization that seeks to create programming to enhance the quality of life for people who are 55 and older. Each week Ben volunteered 3.5 hours at the senior center. His duties included setting up seasonal displays, doing odd jobs for the director, and interacting with clients by playing bingo, cards, pool, and other games. The director recognized that Ben was savvy with technology and many senior citizens struggled with how to use their phones and computers. The director asked Ben if he would lead a new program called "Tech Tuesdays" where senior citizens could get help with how to use their phones, laptops, and tablets. On Tech Tuesdays, Ben sat near the fireplace in the senior center and facilitated this program. Not only did he help senior citizens who brought their problems to him, he also independently developed one-page reference guides the senior citizens could rely on when using their favorite technology.

EXAMPLE E: Mr. Soeder and Mrs. Trentanelli decide to make their PSL students participate in World Humanitarian Day. The teachers send necessary waiver/transportation forms with each student asking for parent permission. The teachers select Lake Erie Bluffs, Lakeshore Reservation, the Perry Cemetery, and Pirate Power Pack program as the service locations. Students are expected to follow directions at these volunteer locations without asking questions and do not participate in an evaluation of the activity. The teachers post pictures of the students volunteering for World Humanitarian Day on the PSL Facebook and Twitter accounts.

EXAMPLE F: Barbara has a sibling with special needs. She fears that people think that her sibling is less smart and less capable because of her disability. After participating in Shantytown and seeing how the event raised awareness about homelessness in our community, she asks her PSL teachers if it would be possible to host an event to raise awareness about the abilities of people with disabilities. Her PSL teachers encourage to move ahead with this plan. Barbara finds several friends who are interested in helping her lead this initiative. Together, they begin to plan an after school event called "A Walk in Their Shoes." The students select a movie highlighting the abilities of people with special needs that will be screened at their event. The students also approach The Perry Women's League about providing dinner for all attendees. The students write a grant to The Western Reserve Junior Service League to offset the costs of hosting the event (i.e. purchasing the movie, speaker honorariums, t-shirts for attendees, etc.) The students work with their PSL teachers to identify potential speakers for breakout sessions and send invitations to those speakers. The students also create hands-on simulations for attendees designed to highlight accommodations, assistive technology, and adaptive equipment that allow people with special needs to participate fully in family, school, and community life.

EXAMPLE G: Tyler is a student in PSL who thinks he might be interested in a career in the health care industry. During the PSL interview day organized by his teachers, he chooses to meet with a representative from LakeHealth to learn about volunteer opportunities at TriPoint. He selects TriPoint as his #1 choice on the PSL Site Selection Form and the volunteer supervisor from Lake Health assigns him to volunteer in patient transport. Tyler understands that his volunteer work contributes to community health and well-being but has little power in decision-making and few opportunities to formulate his own opinions while serving. He diligently volunteers 3.5 hours each week at TriPoint transporting patients for x-rays and blood work and occasionally gets to discharge a patient from the hospital. When there are no patients to transport, Tyler either works on homework, reads, or catches up on social media.

EXAMPLE H: After participating in PSL interviews, Syd and Chancey selected the Pirate Power Packs as their first choice for volunteering. In the 1st quarter, they used a menu provided by the teachers to pack and deliver the bags to students at PES. By the 2nd quarter, they took more ownership over the program, frequently providing their opinions and ideas for how to improve the menus. The student volunteers suggested sending a survey to Power Pack recipients to determine which menu items were popular and which were not. The supervisors developed the survey, recorded results, and used this feedback to develop future menus. Syd and Chancey also suggested expanding the Power Pack program to include middle school students. Their supervisors arranged a meeting with the administration to make this happen. In an effort to cut costs and improve the nutritional value of each Power Pack, the volunteers visited Aldi, Sam's Club, and Walmart to determine where to get the best food for the lowest price. Their research was used by their supervisors to make better informed purchasing decisions.

