

# MAKING AFTERSCHOOL COOL BLOG

## POST GUIDE

### EXAMPLE

Many youth in the Houston-area are enjoying HCDE summer programs where they continue to learn once the school year is finished. CASE for Kids uses providers such as GO Strategic to host fun activities for youth that attend these camps. GO Strategic offers a gardening class where they plant vegetables in a community garden, later coming together to eat the food they have grown.

Most of the participants loved the activity, planting all kinds of vegetables in their garden space, except for one student, Amaya. She didn't want to plant vegetables. She would stand on the sidelines and watch the other kids while they planted the vegetables. The program leader, Diane Guzman, to ask her, "How come you aren't in there helping?" since she wasn't participating with the other kids.

And she responded firmly, "I don't want to plant food."

Guzman then asked curiously, "Well, what do you want to do?" She was open to the possibility of what Amaya may choose since "students feel autonomous when they understand the value or relevance of a task, particularly if they believe that the task aligns with their values, interests, and goals," (Bartell, et. al, 2017).

Amaya said, "Well, I want to plant plants over there in the memorial, because that's meaningful." Guzman was surprised; the memorial is dedicated to former students Amaya's age that ended their lives.

"What kind of flowers?" Guzman asked.

"Any kind of flower that's purple," Amaya insisted. Guzman went to Lowe's that night, found purple flowers, and brought them to the site the next day.

Excited that Guzman had brought the flowers she wanted, Amaya quickly took charge, directing her peers to plant the flowers around the memorials. Guzman encouraged this leadership, and gardening became a fun and meaningful activity for everyone involved. As Ms. Guzman has shown, encouraging student voice helps build confidence. This leads to more autonomy later on; students will have the foundation to trust themselves when making decisions or trying new things.

Source:

<https://www.kappanonline.org/engage-students-give-meaningful-choices-classroom/>

### SEQUENCE OF THE STORY TELLING

- I. Introduce the event. You do not need to explain what CASE is or go into an in-depth review of the program. We are assuming that the reader already understands what CASE is and does since this blog is on our website: <https://hcde-texas.org/after-school/case-blog/>
- II. Connect the activity to S.E.L., numeracy, or literacy.
- III. Use some direct quotes to make the story feel more personal. You will get these quotes by doing interviews, or you will be provided with the quotes by the program coordinators.
- IV. Insert 1 quote from a scholarly source into the story.
- V. Wrap up the story by explaining its tie to CASE for Kids services.

## USEFUL WEBSITES FOR SOURCES

Afterschool Alliance: <http://www.afterschoolalliance.org/sel-toolkit.cfm>

Google Scholar: <https://scholar.google.com/>

TxPost: <https://www.txpost.org/>

Edutopia: <https://www.edutopia.org/about>

## TIPS

### **I. Consider your audience**

These blog posts should be written in a simple, yet effective way. Everything must be written on an 8<sup>th</sup> grade reading level.

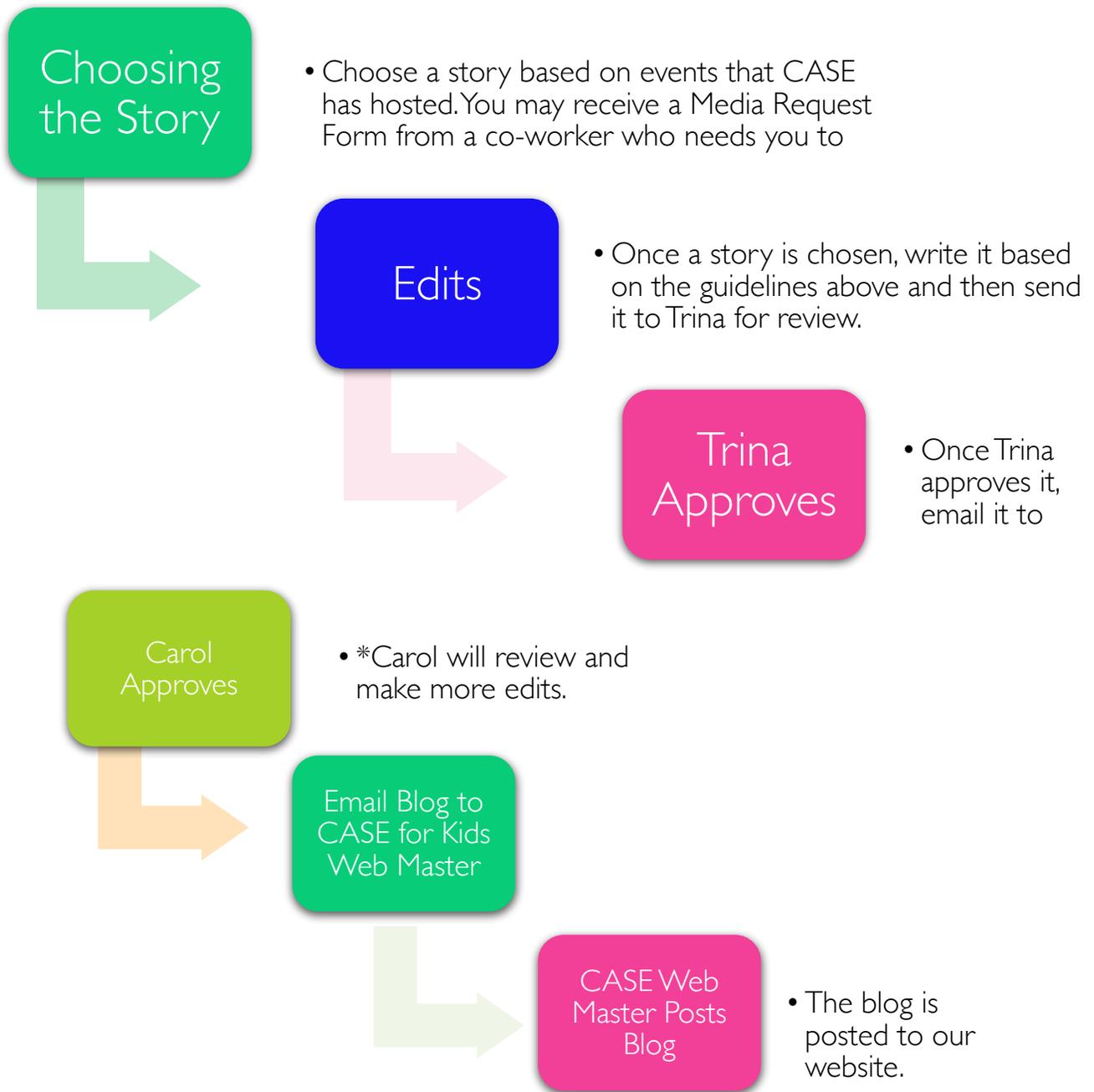
### **II. Program Focus**

Trina may ask you to focus your efforts on one type of program, such as the Partnership Program. Refer to the CASE for Kids Branding Bible for more information on specific projects/programs.

### **III. Wording**

Do not use “kids.” Use “students” or “youth.”

## THE WRITING PROCESS



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