

Danby Youth Services
2014 Annual Report
Program Manager: Karlita Bleam

Total Unduplicated Count: 50

Male: 20 Female: 30

Distribution by Age of Unduplicated Youth

(Age as of January 1)

5 & under	6	7	8	9	10	11	12	13	14	15	16	17	18	over 18
0	1	2	8	8	9	12	5	2	1	1	1			0

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Section 1: Youth Development Programs

Program Title	Number Of Sessions	Activities	Life Skills/Outcomes	Age Range	M	F	Total Youth Attending
2014 Fall Gifting Up the Cycle- Upcycling	9	This program was a result of youth and parent input. The youth wanted to help raise money for Dottson Park Playground, a parent asked me about the potential of students selling things, and I wanted to encourage giving home made gifts rather than spending money. I looked into a practice called upcycling which is the process of converting waste materials or useless products into new materials or products. In this program we explored the ways that seemingly useless items can be altered to become useful again. Creativity is the key word for this program. At the end of the program we held a sale and all of the money went towards the park.	The youth are committed to help to raise money for the Dottson Park Playground. In this weekly afterschool program youth learn different craft skills, practice leadership, and developed communication skills. Also, older youth got a chance to help younger youth with appliances such as the hot glue gun or toaster over. While playing games they experienced working together in teams to accomplish a goal. While working inside on craft projects youth were able to focus and relax. They worked on negotiating and sharing limited materials. We also had a lot of fun finding items that could be upcycled. Hopefully, the youth will begin to think about protecting the planet and recycling.	9 - 13	2	6	8
2014 Fall Harvesting at the Youth Farm	5	Gardening, animals, and games; During this program we toured and worked on a local farm, helping to harvest the crops from the fields, collecting chicken eggs, and much more. Youth were able to learn about where their food comes from and how they could grow their own food at home.	Students participated in a multitude of activities including interacting with the chickens, harvesting garlic in fields, and seperating the garlic for sale. Also, everyone went home with a carved pumpkin on the final day. This program allowed youth who may not have known what goes into growing the food they eat, to witness and gain understanding of the long and hard process growing food is. It also allowed them to work in teams when they were assembling the seed flats. Youth also practiced cooperation when in the fields because the rows were narrow and we needed to follow Ann's lead.	8 - 10	1	3	4

2014 Fall Primitive Pursuites	8	Much of the sessions have been spent working on hiding and stalking skills as well as shelter and fire building. The final days were spent on a challenge to each build their own fire structure that could be lit with only one match. Before the end of the program every student had accomplished this task and they were rewarded with popcorn and s'mores made over the fire we made as a team.	Program students build nature awareness and survival skills. We had a very young group this season, averaging around 4th grade. Only three youth had participated in Primitive Pursuits prior to this season. This was very exciting because it allowed us to begin with the basics. Meanwhile, the more experienced youth were able to gain leadership skills by assisting the others.	8 - 12	6	5	11
2014 Spring Green Girls Gathering	1	During this all day program we played games, made crafts, and some of the students participated in a campaign called "Above the Influence." We started by discussing "self care" and what it means to us. We made a graffiti board to draw, write, or color our answers. Next we got to know each other, played games outside, enjoyed a healthy snack, and then enjoyed a free craft time and/or participated in "Above the Influence." We talked about ways they experience their peers influences, as well as any negative influences youth observe around them and positive influences that keep them above the negative influences. We watched videos made by other youth from around the country that have been involved in "Above the Influence." Each youth took a picture with an "Above the Influence" Post-It note that was about being above some influences. We marched in the Ithaca Parade on May 29 as an "Above the Influence" group along with other students from other schools and towns within Tompkins County.	Youth had a safe space to talk about influences in their lives and ways to stay above negative influences. The day ran very smoothly rather than forcing the activities on the students. They enjoyed smoothies, snacks, and outdoor games, as well as the free space to create. They also had the opportunity to get to know some students from Enfield. Older youth had the opportunity to assist younger youth with crafts and games. Though the age range was wide, no one complained or was rude to the younger students. It was a pleasure to work with Lauren Salzman, the Enfield Program Manager, and learn new games and tactics for working with rural youth.	9 - 13		7	7
2014 Spring Ithaca Festival Parade	1	Students were able to mingle with youth from four other areas of the county while decorating hats, painting faces, snacking, and playing games. After all of this, as a group we walked to the parade staging area and prepared to march through the parade chanting as a group.	This program provided youth with the opportunity to meet and work with youth from other towns because was a joint program with JYC, Dryden, and Enfield. Cooperation was prevelant as youth shared supplies for the parade preperation.	9 - 11		3	3

2014 Spring Let it Spring in Danby- Animal Cracker	1	Students participated in a multitude of activities revolving around cows and the dairy production. They learned how to show cows and chickens at 4H fairs and became aware of the cow's digestion process. The students had the opportunity to enter their hand in a fistulated stomach.	This program showed the students a different side to cows than they had seen before. This was a lesson for them to see cows as a nutritional resource rather than a pet. Students also enjoyed the opportunity to explore a collegiate environment. While we were in the main auditorium one of the students was wondering how college students took notes without tabletops until I showed her the folding table surface that folds into the armrest. They also had the opportunity to meet and talk to students from across the state.	9 - 13	4	4
2014 Spring Let it Spring in Danby- Youth Farm	1	Students participated in a multitude of activities including interacting with the chickens, planting seeds in starter flats, and transplanting sprouting lettuce into the fields. They worked in teams, one filling the flat with soil and the other placing the seed in the proper area. They took home a tomato or flower plant which they transplanted themselves.	This program allowed youth who are not yet skilled in gardening to experience the process. They shared resources and worked together while they were assembling the seed flats. They also practiced cooperation when we were in the fields because the rows were narrow and we needed to follow Ann's lead when we were harvesting tomatoes, pickings, and flowers. We enjoyed the taste of fresh chamomile tea, demonstrating the true holistic benefits of growing your own foods.	8 - 9	1	2 3
2014 Spring Magic Afternoons	8	A joint program with Aislyn Cleveland Colgan whom works with the Town of Ithaca, Cayuga Heights, and Caroline. Weekly, we met to play the card game Magic. Students traded cards in order to build playable decks. Youth expressed interest in this program so we honored youth voice by offering Magic Afternoons to Danby youth, as this program has been very popular in other RYS programs.	Promotion of critical thinking and teamwork. Danby youth interacted with youth from other towns through this joint program. Students had more knowledge about the game than the Program Managers which provided for a rare opportunity for role reversal which contributed to the development of self of self confidence and leadership abilities.	11 - 15	1	2 3

2014 Spring Movie Making the Claymation Way	1	Each student made their own characters with a multitude of materials including clay, craft paper, and wires. They then came up with a story line, some students worked alone while others worked in pairs. Next they took photos to create the stop motion film. Ideally each student would have had a short film to take home but we ran into some technical issues. A parent and community council member, Julie Clougherty and her son came to assist with the problem meanwhile the students continued to create works of art with the clay. While the day did not go exactly as planned, the students had fun and still had projects to take home. Though I asked, not a single student complained about the result of the day.	This program provided youth with many creative outlets for their imagination through story writing and photography/filming. They also learned teamwork and cooperation while working on stories and filming together. Also, the technologic malfunctions we experienced turned into a discussion we could all learn from. We discussed technology and its hold on many people as well as the benefits of having a "Plan B" prepared in case there are problems. It was also a great way to learn about patience with the technology as well as flexibility with plns. This program was the third Claymation program held in Danby, the first two were held by the DCC. This session was designed to bring in new youth to the programs. Of the nine youth enrolled, five of them were first time participants for 2014 Danby programs. Of those five, two enrolled in programs for the spring. This was a successful recruitment program. There has been much interest in the stop-motion filmmaking, I have reached out to the animation professor at Ithaca College for support in making more advanced works. If that fails I have a "plan B," to look for students that might want to intern.	9 - 16	4	6	10
2014 Spring Primitive Pursuits	8	Much of the sessions so far have been spent working on hiding and stalking skills as well as shelter and fire building. The final days were spent on a challenge to each build their own fire structure that could be lit with only one match. Before the end of the program every student had accomplished this task and they were rewarded with popcorn and s'mores made over the fire we made as a team.	Though this program students are building nature awareness and survival skills. Also they are building self-confidence and working on their teamwork skills. In the beginning we only had three students attending the program so I recruited at Sounth Hill Elementary School. The older students were gracious and helpful when the younger students had trouble. This was a wonderful surprise.	6 - 13	3	8	11

2014 Summer Chasing Our Tales	2	Let your creativity flow with stories, crafts, and magical StoryDance. With a variety of bright costumes for all and fun lively music, Zajal the Sugarplum Fairy (a.k.a. Dr. Katharyn Howd Machan, poet and Ithaca College professor) will lead us in dance movements and story-making. Both days we celebrated the power of fairy tales, with imaginative quests to bring happiness to birds and animals in need.	The power to create the daily schedule which increased their self-esteem. Youth worked together as a group; requiring skills such as decision making, compromise, and conflict resolution. The program provided youth the ability to practice these life skills in a safe environment. Throughout the day, youth enjoyed learning different craft skills, practiced leadership by helping and guiding one another. Craft projects gave youth an opportunity to create something of their own. At the end of each day there youth were excited to share their creations with their parent or guardian.	7 - 14	2	12	14
2014 Summer Danby Fun Days	2	Day one was all about the planning, designing games and crafts for younger kids to enjoy on Saturday, and of course they had to play them to make sure they're fun. We also prepared the float and costumes for the parade. Then on Saturday, the games began.	A unique opportunity for youth to design, create, and facilitate their own games and activities for Danby Fun Day. It was incredible to see the kinds of games the youth designed. Some remained traditional in their creations, ring toss, duck races, but others brought their own unique ideas to life. Either way the youth used creativity and often teamwork to build the games. This program does so much for the youth who participate: community volunteering, leadership, citizenship, teamwork, critical thinking, creativity, concern for others are only a few of the skills youth practiced during this program. I believe that this program most strongly promotes a community identity. There are not too many chances to see the town's people all together and celebrating as a community. The importance of this to youth should not be overlooked. We also participated in the RYS Lights On event on October 28, sharing our games again but this time with all of Tompkins County.	8 - 14	3	9	12

2014 Summer Growing Girls Group	2	<p>We talked about the different issues girls face in middle school, compared to boys. We made a graffiti board to draw, write, or color our answers. Next we moved onto activities that the girls chose such as jewelry making, face masks, and other various crafts and games we had available. I let the conversations grow from there.</p> <p>Day two of this program took place at the Yurt on Goul Collman's property in Danby. This part of the program was a collaboration with Enfield girls. Together we played games, learned some belly dancing moves as well as information about the culture it is derived from. After this we cooked dinner on the fire, played games, and enjoyed our time together in nature.</p> <p>The next morning we woke to a beautiful sunrise. Once we packed up our belongings we enjoyed muffins by the fire. We ended the program with a closing circle and shared what we appreciate most from this experience. This was a wonderful way to end the program.</p>	<p>The benefits that come from female youth having an all female group to talk about the influences in their lives are immeasurable. Girls feel safer talking about certain issues when only girls are present. This was actually stated by one of the youth at the program when we asked, "What would be different if boys were here?" Because these conversations are so important, the conversations and youth to lead us to the activities rather than forcing the activities on the students.</p> <p>This is the second time Enfield and Danby have collaborated on a Girls Group so while this program provided the opportunity for some girls to get to know other girls from another town, Enfield, it also served to strengthen the bond between the town and girls. Also, as always it was a pleasure to work with Lauren Salzman, the Enfield Program Manager. I always learn new games and tactics for working with youth and that is always a benefit.</p>	8 - 14	10	10	
2014 Summer Moo-ving around Ithaca	2	<p>This was a two day program; both days we traveled via CCE van to an Amish farm in Interlaken, NY and visited Taughannock Falls State Park. On the first day we visited a produce farm. We road in a hay wagon pulled by two horses through the fields, at each new crop we would stop and Eli, the primary farmer and our tour guide, would explain how the plants got water and how to know when something is ready to be harvested. If all of this was not enough youth were able to each take a turn "driving" the horses pulling our wagon. When we returned to the barn, it seemed as if the youth became surrounded by puppies and kittens. After time with the animals we walked to the Country Market where the produce is sold. After we were done at the farm we traveled to Taughannock Falls State Park where youth swam and played on the playground.</p>	<p>On the second day of the program we visited an Amish dairy farm. We toured the barn, saw where and how the cows are milked. After the cow barn we moved on to Lively Run Goat Dairy Farm. Here we were lucky to have a very informative tour guide. Youth were able to feed the goats, while they also learned about the shape of a goat's pupil. Youth were even instructed and encouraged to milk a goat. Everyone who wanted to try had the opportunity and those who couldn't succeed the first time succeeded before we left.</p>	7 - 11	5	5	10

2014 Summer
Shutterbugs

2

This program was designed as a lesson in photography, encompassing photo activities that require creativity and "out-of-box" thinking. However, during the program I sensed some apathy coming from the group. I called together a circle and asked for a poll of who was present to learn about photography and who was here for other reasons. At this point in the summer many youth had projects that were not complete and others wanted to do other activities such as games and theater. I recognized that the majority of youth did not have a desire to learn about photography, but a few still did. Because of this, I decided to allow the youth to work on their own various projects and activities but I encouraged them to make them related to photography. For example a few students made frames from the craft supplies and another made a stop-action movie. Meanwhile I worked with the few youth interested in photography.

This program was designed to be a skill based look into the field of photography. It turned into being part tech skill based and part life skill based. By recognizing that many youth were not happy with the activities in the beginning I became an example of an adult recognizing their wants and needs and acting on it, rather than ignoring their interests and forcing them to do something they really do not have interest in. This provides youth with a self-esteem boost, a feeling that they matter and these are very important factors for youth. Also, the fact that this program changed activities, and I was able to change plans somewhat seamlessly, demonstrates to youth that life can be spontaneous. Flexibility is a life skill that will benefit youth greatly both in their personal lives and careers.

9 - 11

2

7

9

2014 Summer Splish
Splash but Not in a Bath

2

After meeting in the morning as a group, and creating the Rules and Expectations graffiti board together, I brought out a list of all of the activities we had available. This program was designed to continue the process of helping youth to form relationships with other youth. Its purpose was to bring youth together over water games in the middle of August, which is typically hot. However, the weather was near cold on these days. I brought out craft supplies and a few games. One of the games that was played during a warm moment on the second day was a race to put a shirt on. This may sound easy but the shirt the two teams worked to unfold was soaked in water and frozen. The two teams had very different tactics but the key was teamwork. After that we played a few games/teambuilding activities. The youth in the program enjoyed the games so much they created more versions and continued to play together later. Other activities for these days included water games, racing beach balls, blowing bubbles, making ice cream in a bag, and the crafts that were always expected: shrink-dink and pearler beads.

Youth played many games/teambuilding activities. We played "Minefield" and the block path memory game. These games were designed to build respect, teamwork, communication, problem solving, trust, and many other important life skills; they are utilized by colleges and many other official organizations during staff development.

This program was uniquely designed to be attractive to many Danby youth and therefore be a community building program. We had a few new youth at this program. However, I think what this program turned into was just as important.

Specifically when we played "Minefield" and the block path memory game which was designed to build respect, teamwork, communication, problem solving, trust, and many other important life skills; they are utilized by colleges and many other official organizations during staff development. The youth in the program enjoyed the "games" so much they made more versions to play together after I was done facilitating the first round. The activities were serving their purpose of building teamwork and respect and the kids were having a blast doing it. As a side note, the fact that this program changed locations and activities yet was still successful I believe helps youth to learn to be flexible with plans. Everything does not always go the way you plan it and we must always be ready with a Plan B.

8 - 14

4

11

15

2014 Summer Summing
up the Summer

2

Recounting the last seven weeks with a little bit of everything, I brought out a list of all of the activities we created during the summer programs. Within the group present at this program, each had participated in different programs, but there was at least one youth present from each program. I asked the students to write their names next to any of the activities they had completed, knew how to recreate it, and were willing to help someone else create their own. We spent the day finishing projects that were started during other programs and creating new projects that we may have missed.

Leadership was the primary life skill that this program was devoted to. By creating a list of the activities and who knew how to make it, the teaching was turned over to the students in hopes of encouraging leadership, self-esteem, sharing, and many other future marketable communication skills. Throughout the day, youth enjoyed learning different craft skills, practicing many life skills through helping each other, and worked on other skills through games and other activities.

7 - 14

6

8

14

2014 Summer Welcome Wacky Summer	2	This program was modeled from a successful program that was run during the spring, Wacky Wednesdays. A range of activities were offered from Fox Tail to pearler beads, games, crafts, jewelry making, gardening, and walking through Danby Park.	The wide age range of participants (8-14) presented challenges. The group began each day by meeting in a circle. The day's schedule would then be created. Youth had the opportunity to practice decision making as well as honing their ability to compromise.	8 - 14	1	9	10
2014 Winter Cooking Without A Kitchen	6	During this program we worked creatively to cook food using non-typical cooking appliances. For example we made grilled cheese and S'mores with a clothing iron, ice cream in ziplock bags, using the ice from the snow piles, and melted chocolate on graham crackers with solar ovens made out of pizza boxes.	These activities challenge the students to think "outside of the box" and consider ways of cooking with things that are not considered cooking appliances. This gave them a clear sense of pride. The week after the Ironed Grilled Cheese program two students, a brother and sister, came in talking about how they had gone home the night after the last program their mother had not yet prepared dinner. She was tired and so they suggested they make dinner. They then taught their mom and dad how to make Ironed Grilled Cheese sandwiches.	9 - 11	1	2	3
2014 Winter Get Your Game On	6	In this program youth created and played games. Students designed and built game boards, pieces, cards, and even dice. Students then then shared the games with each other and their families at home. When the weather allowed the games were played	With a wide range of ages (8-14yrs) in this weekly afterschool program youth led and taught different games to one another. Participants experienced working together in teams to accomplish a goal, while exercising and enjoying the fresh air. At the end of the program each student had at least one game to take home and teach to his or her family and friends.	9 - 15	1	4	5
2014 Winter Wacky Wednesday's	6	In this program we played games and made lots of arts and crafts. Arts/crafts included drawing, pearler beads, painting flowerpots, jewelry making, and crayon melts, among other creative activities.	In this weekly afterschool program youth learned different craft skills, practiced leadership through helping each other, and stayed active playing games outdoors. While they play games they experienced and practiced working together on teams to accomplish a goal. Craft projects give youth an opportunity to create something of their own however, they were still working with the same limited materials so this required sharing and negotiating. From this program each child brought home at least one project, and at the end of each day there were always youth excited to share their creations with their parent or guardian. This program was also very beneficial in creating ideas for new programs. It was a fun and free spirited way to learn about Danby's Youth's interests so that future programs can be successful.	9 - 13		4	4

Section 4: Special Events

Program Title	Activities	Life Skills/Outcomes	Total Number of Participants
2014 Fall Boynton Lunch	In this program games and crafts were provided for the student's to use. Students were met in the lunch room. This was an effective way to meet Danby youth and highlight our program offerings.	Boynton Lunch was a time for Danby youth to gather together, play games, and participate in crafts. Students were able to meet with other Danby youth. They practiced their social skills when sharing their joys and challenges in life. They also practiced accepting differences when they supported each other.	10
2014 Fall Danby Harvest Fest	This program is an event hosted by the Danby Community Council and the Danby Youth Program was invited to run a both for youth. A Spook Tent was created and snacks and craft activities were provided.	This is a community event and it was a very active day, which included hay rides and a catapult. This event was wonderful for networking and connecting with the community a whole and Danby youth.	25
2014 Fall South Hill Recess	Students were met on the playground and games and crafts were provided for their use during recess. This afforded the opportunity to interact with students and promote programs.	Youth focused and succeeded in accomplishing different craft projects, while working in a comfortable and inclusive setting outside of the classroom. They shared joys and challenges in their lives and received support from one another, as well as the program manager.	20
2014 Fall Upcycle Gift Sale	This program was a capstone event from the Upcycle program. Youth wanted to raise money for the Dottson Park Playground. This event is where the items the youth created were sold, all of the proceeds went towards the park.	This event was very successful and I look forward to repeating it next year. Youth enjoyed raising funds for the Park Playground, they were so proud of themselves. They accomplished a goal, helped their town, and had a lot of fun doing it.	5
2014 Spring Boynton Wise Women Wednesday's	This was a collaborative program that encompassed youth and Program Managers from Enfield and the Joint Youth Commission. Wise Women Wednesdays provided a safe space for young girls to talk about female topics. Time was also spent on crafts, writing poetry and or stories, and potentially are working towards publishing a "zeene." Other wise known as a magazine.	The promotion of self confidence, a strong sense of identity. Healthy relationship with peers, Acceptance of others.	9
2014 Spring South Hill Lunch/Recess Bunch	Lunch bunch was a time for Danby youth to gather together in the quiet of a social worker's room or an outside area to eat lunch, play games and enjoy crafts. This concept was adjusted and instead of meeting in the social workers room the group met on the playground. Crafts and games were provided.	Youth met with other Danby youth while eating lunch and worked together on different crafts, projects, or games. These activities were always focused around caring skills such as sharing, empathy, and trust. This program also provided a wonderful way for a new program manager to get an idea of what the youth of the area would like to participate in.	30

2014 Summer Danby Fun Day

The DanbyFire Department's Danby Fun Day event. Youth designed and built game boards, game pieces, cards, and even dice for other youth to enjoy at the event. Students were able to share their games with their friends and families at the event.

The program benefits for the youth who participated included community service through volunteering, leadership, citizenship, teamwork, critical thinking, creativity, and concern for others. This program strongly promotes a community identity. There are not many chances to witness the town's people together and celebrating as a community, which is an importance aspect of this program.

50
