



A QUICK GUIDE ON YOUTH ADVOCACY



FOR OUT-OF-SCHOOL TIME (OST) PROGRAMS

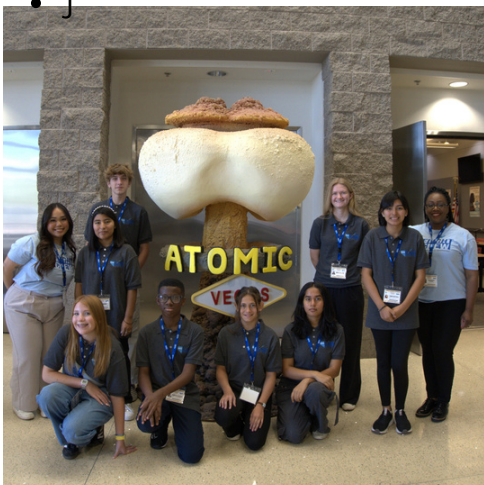
About Our Quick Guide



Out-of-School Time (OST) Programs are a place for youth to discover their passion and make connections with adults and peers alike. Who better to tell decision makers the power of OST programs? Speaking truth to power can seem intimidating, but it doesn't have to be! This quick guide will help you craft and share your unique OST Story.

ELEMENTS OF YOUR STORY

- **Humans are storytellers.** Stories put a face to bigger issues, foster connection, and bring statics to life.
- Dr. Brené Brown says, "We (humans) are **emotional, feeling beings**; who, on rare occasions, think." When your story **makes people feel something**, they're more likely to listen.
- All stories should have a **beginning, middle, and end**.
- **Be authentic** in telling your individual story, **but...**
 - Understand the power of your story being representative of **your generation**.
 - Connect your story to the **larger impact** and value of afterschool. Include data/statistics (just a dash), such as [Nevada After3PM \(2025 Updates\)](#), and the [NAN Nevada Factsheet](#).



Crafting Your Story

BEGINNING:

Who are you? Include your name, age, where you live, and any relevant family or school background.

END:

What do you want the audience to know or change when it comes to out-of-school time programs?

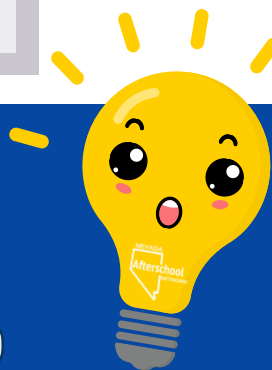
- End your story by telling the audience what you need from them. Do you want them to fund a program? Create more opportunities? Be clear and direct.
- Think especially about what it means in context to you and your generation's future.

MIDDLE:

What type of OST activities do you participate in?

- Paint a picture of what that looks and feels like.
- What is exciting or meaningful about it?
- What emotions does it evoke?
- The goal is to hear your passion or meaning associated with your experiences in OST programs.
- How is this experience unique to the afterschool/summer learning space?

!!!
**WAIT! DOES YOUR STORY
ANSWER THESE QUESTIONS?**



- **How are the clubs and activities you participated in during the afterschool and out-of-school time settings different and unique to the school day?**
 - Do they offer flexibility and choice?
 - Do they provide room to fail and learn from it without impacting grades?
 - Do they create the space for social-emotional support and to build relationships?
- **Why do you think these activities are a good fit for the afterschool/out-of-school time setting as opposed to in your regular classroom? Consider...**
 - If they provide hands-on exploration
 - If the ability to choose based on interest has allowed you to find “your people”

Example Story

BEGINNING:

Hi, I'm Kayla, a 13-year old from Fallon, NV. Growing up, I struggled to find where I fit in school. But when I joined the robotics team at my afterschool program, everything changed.

MIDDLE:

Now, every week, I'm building robots, learning new skills, and working with a team that feels like family. I'm not exactly sure what the future holds but now thanks to my afterschool program, I can see myself as an engineer.

END:

My afterschool programs helped me discover my passion. More kids like me need these opportunities. It's not just me that feels this way. According to the Virginia After 3PM: STEM Report, 77% of Virginia's parents agree that STEM learning in afterschool helps children gain interest and skills related to STEM. I'm urging you to make sure they have that chance by continuing to fund the Nevada Afterschool Program.



SAME STORY - MULTIPLE FORMS

Your story is uniquely yours but the environment you are sharing it in will change. Consider crafting different versions of your story. This might include:

- **An Elevator Pitch:** How long are you in an elevator? Maybe a minute or two. Have a short and sweet version of your story that you could tell on an elevator ride.
- **Social Media Content:** How does your story translate on social media? Consider videos or slides that fit on socials.
- **An Official Public Speaking Script:** Longer and more formal stories are perfect for telling your story to decision-makers like school boards as well as local, state, and federal representatives.

Taking Audience into Consideration

Consider who you are speaking to and adjust accordingly.

- Are they familiar with out-of-school time programs? Are they familiar with your area of interest? If not, this is an opportunity to educate them and clarify the importance.
- If they're unfamiliar with OST programs, start by explaining why these programs are important. You could say, "Afterschool programs give kids like me a safe space to learn and grow outside the classroom."

Consider their experiences and perspectives.

- Consider how your story may or may not resonate with them. Any potential points of connection will help you be heard.

Hold those in power accountable.

- Are there stated positions, like campaign promises or statements to the media you can point out in support of your call to action?



GET FEEDBACK AND PRACTICE!

Your best story is one that you feel comfortable sharing. Don't be afraid to get feedback. Artificial Intelligence can't write your story for you, but it can give you feedback or help you consider the perspectives of your audience.

Practice, practice, practice! If nerves kick in, you are much more likely to go on autopilot if you have practiced! Not that you need it - **YOU GOT THIS!**

ADDITIONAL RESOURCES

- [NAN Advocacy Webpage](#)
- [NAN Advocacy Toolkit](#)
- [2025 NAN Youth Flight Crew Advocacy Videos](#)
- [NICRP Children's Week Advocacy Video Playlist](#)
- [NAN OST Advocacy Google Folder](#)

Direct any
questions to
NAN@unlv.edu



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