Preparing The Youth Development Professional

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This staff development offering is a demonstration of effective collaboration toward supporting staff and systems who are working to provide youth with the environments and supports necessary for developing into full functioning adulthood.

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Notes on Implementation

The original training was designed to be implemented over the course of 4-5 days. Becuase sessions tend to build upon one another, we have found it most useful to conduct the training with the 4 day sequence presented in the manual (sample agenda provided). This does not mean however that you must complete the entire sequence all at once.

How to decide?
Current Skills
In planning your training, consider the baseline knowledge the staff may already have as well as the current developmental needs of your staff. Some may already be well-versed in experiential learning while others are lacking in the area of diversity education.

Time Constraints
Consider how much training time you have. Is it easier for your team to devote 2-4 days to training or is it easier to divide it up into several sessions over the course of a month? Our experience has been that when the entire training is conducted over 2-4 days, the team builds a sense of connection and excitement about their work. If schedules necessitate spliting up the training, try to ensure consistency in particpation (again, remembering that sessions build upon one another).

To facilitate your thinking, the "Preparing the Youth Development Professional" Sessions are listed below in terms of Phase 1 and Phase 2 training components.It is suggested that Phase 1 topics can be completed within a 2 day training format. Estimated session times are given in the Lesson Plans, but it is important to note that you have the flexibiity to adapt the time as needed. Additionally, you may wish to vary the format based on your groups staff development needs.

Phase 1 topics:
Overview
Session I: About Youth and Caring Adults
Session III: Setting Ground Rules
Session IV: Experiential Learnining Model
Session V: Characteristics and Developmental Tasks of Youth
Session IV: Essential Elements to Support Youth
Session X: Understanding Risk Behaviors of Young Adolescents
Session XII: Characteristics of Programs that Work
Session XIII: Putting the Pieces Together to work for Your Team

Phase 2 topics:
Session II: Personality IQ
Session VII: Understanding and Valuing Diversity
Session VIII: Communicating One-on-One and in Groups
Session IX: Understanding Peer Group Support
Session XI: Youth Adult partnerships

Training Venue
Once you have determined your training needs and time constraints, it is time to think about the training venue.

We have had great success in conducting the training in retreat format. While this can be expensive and logistically challenging, our experience has been that being away from the office (i.e. e-mail, voice mail, computers!) allows the participants to bond with each other and to become immersed in the material without outside interruption. It provides a time for them to be wearing only their "youth development" hat.

If a retreat setting is not possible, try to figure out a way for pariticipants to stay focused and to physically stay in the room for the training. Because the training sessions build upon one another and because much of the training relies on participants sharing their own experiences, people drifting in and out of the training sessions can become disruptful.

Trainer Preparation
This training requires that trainers prepare their materials in advance. Schedule several training team meetings prior to actual implementation to ensure that trainers have reviewed the materials and are well-prepared. The interactive nature of the material requirest that trainers have a firm grasp of the concepts they are teaching so that they can seemlessly integrate it with examples generated by participants.

HAVE FUN!
The most imporant piece to remember is that this training is FUN! Staff attracted to the youth development field are often easily bored. This training was designed to be interactive, experiential and fun!! No matter what happens, don't lose your sense of humor.

Good luck!!

Preparing the Youth Development Professional

SAMPLE 4-DAY SCHEDULE

Day 1

8:00 Welcome
Overview: What is this training about?
Introductions: Instructors & Participants
9:30 Session I: About Youth, About Caring Adults, About Your Current Roles
10:00 Break
10:15 Session I: continued…
12:00 Lunch
1:00 Session II: About You: Personality I.Q.™
2:45 Break
3:00 Session II: continued…
Session III: Setting Ground Rules–Establishing Norms
Team Time
Reflecting and Applying
5:00 Close for the day

Day 2

8:00 Group Process
8:30 Session IV: Characteristics and Developmental Tasks of Youth -19
9:00 Session V: Characteristics of Youth from 6–18 "Let's Start Where They Are"
10:00 Break
10:15 Session V: continued…
12:00 Lunch
1:00 Session VI: Essential Elements to Support Youth and Create Opportunities for Growth
2:45 Break
3:00 Session VI: continued…
Reflecting and Applying
Team Time
5:00 Close for the day

Day 3

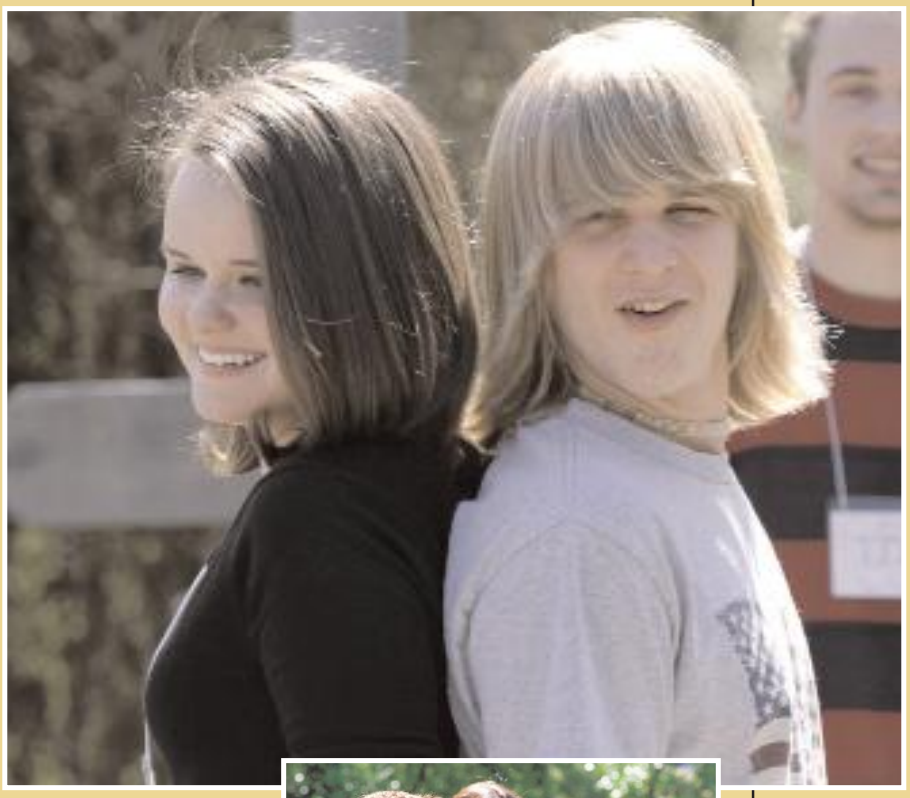
8:00 Group Process
8:30 Session VII: Understanding and Valuing Diversity
10:00 Break
10:15 Session VII: continued…
12:00 Lunch
1:00 Session VIII: Communicating One-on-One and in Groups
2:45 Break
3:00 Session IX: Understanding Peer Group Support
Reflecting and Applying
Team Time
5:00 Close for the day

Day 4

8:00 Group Process
8:30 Session X: Understanding Risk Behaviors of Young Adolescents
10:00 Break
10:15 Session X: continued…
11:00 Session XI: Youth and Adults as Full Partners
12:00 Lunch
1:00 Session XII: Characteristics of Programs that Work
1:45 Session XIII: Putting the Pieces Together to Work for Your Team
2:45 Break
3:00 Team Reports
4:00 Final Evaluation
Closure and Celebration
5:00 Dismiss Class

DAY ONE

It's in Every One of Us



DAY ONE

Theme: It's in Every One of Us

Focus: Learning about others who are present, who the trainers are, what this training is about. Reflecting on youth, in nonformal educational youth programs and the significant work of youth professionals.

8:00	Welcome/Protocol	Why Are We Here This Week?
8:10	Overview	Training Structure Outcomes for Participants (Goals) Conceptual Overview Schedule and "Housekeeping" details
9:00	Group Process	Getting Acquainted
9:30	Session I	About Youth, About Caring Adults, and About Current Roles Objectives: • To identify specific successes, big challenges, and exciting, fun times of growing up. • To identify specific characteristics of powerful adults in the lives of youth. • To understand needs and competencies critical to youth for healthier growth and development.
10:00	BREAK	
10:15	Session I	continued…
12:00	LUNCH	
1:00	Session II	About You: Personality I.Q.™ Objectives: • To develop an awareness of a variety of styles of communicating, problem-solving, working/learning, resolving conflict. • To know our own preferred styles and how to work effectively with other styles. • To appreciate the differences among us and celebrate them because we need each other.
2:45	BREAK	

3:00 Session II continued…

3:45 Session III Setting Ground Rules—Establishing Norms

Objective:

- To create a safe environment for sharing and processing learning experiences.

4:15 Reflecting and Applying

Objective:

- To integrate the day's experience with your work with youth.

5:00 Close for the Day

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OVERVIEW

- Purpose of This Training
- Training Goals and Objectives
- Conceptual Overview

Preparing the Youth Development Professional

TRAINING GOALS

The purpose of this training is to prepare youth development program staff to implement a comprehensive initiative which fosters positive growth and development for youth.

By the end of this week-long training, participants will have the understanding, knowledge, and skills to:

Goal 1: Articulate the significance and benefits to communities of nonformal programs delivered through positive youth development programs.

Objectives: Youth Development Professionals will:
1. Understand the link between positive youth development and their program.
2. Understand the connection between their program and development.
3. Understand how advocating for nonformal educational youth programs enhances and supports the their program.

Goal 2: Demonstrate improved skills in communicating effectively with the children, youth, and families with whom you work.

Objectives: Youth Development Professionals will:
1. Practice useful skill-building activities.
2. Receive feedback from colleagues and teaching staff.
3. Assess their own strengths and weaknesses in communication skills, set personal goals, and identify improvements.
4. Develop skills in bridge-building, compromise, win-win thinking, and cooperation.

Goal 3: Apply knowledge of positive youth development and family resiliency to minimize the risk behaviors of young people with whom they work.

Objectives: Youth Development Professionals will:
1. Understand the philosophy and principles of positive youth development.
2. Understand the everyday life of youth today.
3. Understand the concept of risk and protective factors in society today.

Goal 4: Deliver programs for children and young people that minimize risk and reinforce principles of positive youth development.

Objectives: Youth Development Professionals will:
1. Understand the basic developmental needs and tasks of children and adolescents.
2. Gain skills in designing programs that match youth needs with the

principles of programs that work.

3. Recognize the essential elements of programs that work in the promotion of positive youth development, prevention of high-risk behaviors, and intervention for existing high-risk behaviors.

Goal 5: Become advocates for young people and resources for youth, families, and community members.

Objectives: Youth Development Professionals will:

1. Understand the support systems necessary for youth to grow and develop healthily, the ecological model that demonstrates the relationships of these systems to youth development, and their place as staff in that model.
2. Understand the concept of a circle of support — an interactive or cooperative support system of family, peers, and caring adults.
3. Know resource people and systems available to assist the families and young people with whom they work.

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Preparing the Youth Development Professional

CONCEPTUAL OVERVIEW

Assumptions Underlying Training

1. All children and youth need support and productive experiences to grow to their fullest capacity. Vulnerable, isolated, and troubled young people may need extra support and attention. Solid youth development programs meet the needs of both groups (Russell, 2001).

2. Youth development programs exist to promote the positive, healthy development of young people. Their mission is to provide the challenges, experiences, support, and help young people need to develop to their fullest potential (Russell, 2001).

3. Youth development programs are based on the idea that children learn practical life skills through structured programs emphasizing fun, play, action, and group and individual challenges. Clubs, teams, camps, workshops, classes, social events, training sessions, volunteer work, and youth exchanges are all vehicles to get youth involved in positive activity and learning (Russell, 2001).

4. Caring adults play an absolutely essential role in the healthy development of youth (Scales et al., 2001). As a rule of thumb, every young person needs three active adults involved in his/her life. These adults can be called leaders, guides, mentors,advocates, helpers, friends, and teachers; they are adults who care.

5. Each child and family (whatever its configuration) has strengths and assets that can be mobilized to serve as a source of power and support (Lynch, 2000). As youth service professionals, we must learn to reframe what at first glance appear to be negative, deficit behaviors into positive, protective forces for the child and family.

6. Young people are an essential resource; they must be active in the planning, execution, and evaluation of any program (Larson, 2006). In this way, they learn from us, and we adults learn from them.

SESSION I:

About Youth, About Caring Adults, and About Current Roles

- Group process: Getting acquainted
- Meeting needs
- Building competencies
- Basics of youth development
- Understanding youth development work
- Youth development as nonformal education
- Working in the youth development profession
- Key youth development concepts

GROUP PROCESS
Getting Acquainted

Techniques for Building Trust

Time spent in doing activities which will develop closeness within the group and a team feeling is not wasted time. Plan to spend one fourth to one third of your meeting time in group-building activities at the onset of putting your group together and you will save a great deal of time later in the learning experience. What happens when people first arrive at a meeting will set the tone for the entire experience, so it is extremely important that something positive be planned to do upon their arrival. They should not be left to stand around or be alone. Once you have your group together and are ready to do some formal team building or getting acquainted activities, there are a few basics to remember:

A. Begin with an individual activity which will help members identify some aspect of self that they will be comfortable sharing with others.

B. Move from individual to partner activity, one to one, preferably a partner acquired through some common interest or activity.

C. Move from partner activity to small group activities, with a maximum of six per small group.

D. Finally, involve the total group in sharing experience.

SESSION I
Basics of Youth Development Programs

Meeting Needs & Building Competencies

SESSION I
Meeting Needs

Young people have basic needs critical to survival and healthy development (Maslow, 1970). These are a sense of:

Safety
and structure

Belonging
and membership

Self-worth
and ability to contribute

Independence
and control over one's life

Closeness
and several good relationships

Competence
and mastery

Self-awareness
and ability to act on that understanding

SESSION I
Building Competencies

A review of research suggests that to succeed as adults, youth must acquire adequate attitudes, behaviors,and skills in several areas (Huebner, 2003):

Physical Health

Good current health status and evidence of knowledge, attitudes, and behaviors that will assure future well-being; for example, exercise, good nutrition, and effective contraceptive practices.

Emotional Health

The ability to respond affirmatively and cope with positive and adverse situations, to reflect on one's emotions and surroundings and to engage in leisure and fun.

Personal/Social

Intrapersonal skills—in understanding emotions and practicing self-discipline. Interpersonal skills, such as working with others, developing and sustaining friendships through cooperation, empathy, negotiation, and developing judgment skills and a coping system.

Knowledge, Reasoning, and Creativity

A broad base of knowledge and an ability to appreciate and demonstrate creative expression. Good oral, written, problem-solving skills, and an ability to learn. Interest in lifelong learning.

Vocational

A broad understanding of life options and the steps to take in reaching them. Adequate preparation for work and family life, and an understanding of the value and purpose of family, work, and leisure.

Cultural

Respecting and affirmatively responding to differences between groups and individuals of diverse backgrounds, interests, and tradtions.

Civic

Understanding of their nation's, their community's, and their racial, ethnic, or cultural groups' history and values. Desire to be ethical and to be involved in efforts that contribute to the broader good.

SESSION I
Understanding Youth Development Work

What Is Youth Development?

An understanding of positive youth development is critical before skills in delivery can be enhanced. Youth development is an ongoing process through which young people attempt to meet their basic needs and to develop the competencies they perceive as valuable, both now and in the future. This typically takes place in the context of the family, the peer group, the school, and the neighborhood or the community. Positive youth development results when that process is positive and productive for both youth and their communities.

Who Does the Work of Youth Development?

Youth development is the work of youth. Adults cannot do this work for them. However, adults can and must support youth in their efforts to grow and develop into healthy and productive adults. Caring adults can play an important role in assisting young people to reach their full potential (Scales, et al., 2001).

Many young people do not have the advantages that promote optimal, healthy development of the body, mind, and spirit. Many youth do not have the opportunities to experience positive stimulation for growth or nurturing support from family, friends, and the community. Youth development is a natural process, but it cannot be left to chance. Intentionality in structure, supportive relationships, opportunities for belonging, skill building, and mastery are essential (National Research Council, 2002).

What Is a Youth Development Organization?

Youth development organizations are community-based support systems for young people (Russell, 20001). They exist to promote the positive, healthy development of youth. They provide opportunities for youth to make connections with others, to learn and demonstrate caring and compassion toward others, to develop moral character, gain confidence in themselves, and learn specific skills that allow them to make meaningful contributions to their world. The mission for these organizations is to provide the challenges, experiences, support, and help that will assist young people in gaining the competencies they need to make a successful transition to adulthood. These community-based organizations work to meet needs in the environment and enhance the learning experience of young people. Youth development organizations involve people of all ages and both sexes, although some target specific audiences.

Youth development organizations are different from agencies and systems that exist to provide social control, treatment, or training for young people. Positive youth development organizations recognize that being problem free does not mean that a young person is fully prepared to face life's challenges and succeed in the world (Pittman, Irby & Ferber, 2000). Young people can avoid harmful behaviors and yet not be mastering the skills they need to be ready for adulthood (Lerner, Almerigi, Theokas, & Lerner, 2005). Positive youth development organizations do more than keep youth busy and "out of trouble". They provide opportunities to develop the skills and attitudes needed for adult life. Effective positive youth development organizations encourage long-term involvement and provide a progression of experiences promoting developmental growth. They emphasize learning strategies based upon fun, play, action, and group and individual challenges teaching life skills rather than academic lessons.

What Is the Role of a Youth Development Professional?

The role of the youth development professional is two fold. First, they must strive to develop a positive, supportive relationship with young people (Walker, 2003). Second, they must provide environments that meet the needs of youth and offer opportunities within those environments to master competencies that help to prepare youth for successful adulthood (Lerner et al., 2005). To do this, youth development professionals must understand the basic needs of youth that must be met before young people can learn and grow, and must assure that these needs are met through the environments their organizations provide. Youth development professionals know the critical competencies that must be mastered for a successful and happy adulthood and are skilled in providing experiences that will assist youth in mastering these skills (Walker, 2003). Youth development professionals carry out their work in nonformal settings and utilize experiential learning methods.

Youth Development as Nonformal Education

Nonformal education is organized, systematic teaching and learning carried on outside the formal school system. Generally, nonformal education is sponsored by community groups that provide particular types of teaching and learning experiences for specific youth populations. It is not an alternative to formal education offered in the schools; it is another kind of education essential for helping young people to grow to optimal maturity (Russell, 2001).

The schools that provide formal education are typically chronologically graded and hierarchically structured. They offer credits, grades, and diplomas to document learning and achievement. Increasingly, schools are asked to document more closely the competency of their learners as proof that the credits, grades, and diplomas have real value.

For several reasons, nonformal education provides the ideal system for youth development education to take place (Russell, 2001):

- Nonformal youth development programs are most often voluntary, reflecting the values, priorities, and goals of the adults and young people who support them.
- Nonformal youth development programs identify their own mission, their curriculum priorities, their population of learners, and their teaching methods.
- Nonformal youth programs commonly use club structures, camps, sporting activities, regular group meetings, expressive arts, and youth-conducted events to carry out their educational work.
- Nonformal programs operate largely outside the scope of public funding and public policy directives, hence they can respond to community-based agendas.
- Nonformal programs typically reward learning, achievement, and positive growth through recognition and incentives such as certificates, ribbons, badges, and increased opportunities for leadership.

The Curriculum for Nonformal Youth Development Education

When curriculum is defined as any planned sequence of learning experience (Schneider, 1983), a curriculum for youth development education has two major components. First, the curriculum has content or subject matter upon which the planned sequence is built. Second, the curriculum has a method or a set of principles that guides the design of the learning experiences. The synergy of content and method promotes learning and competence in life skills critical for the healthy development of young people.

Experiential methods of learning are most commonly associated with youth development education programs in nonformal settings (Enfield, 2001). These emphasize exploration and critical thinking and focus not only on the learner doing work, but on sharing, processing, analyzing, and applying the understandings of skills gained. This method is a powerful approach for learning life skills essential to socialization, skills that rely on interaction and demonstration over time.

The subject matter should strive to help youth develop competence in a variety of areas (Huebner, 2003), including:

1. Phsyical Health
2. Emotional Health
3. Personal/Social Competence
4. Knowledge, Reasoning, and Creativity
5. Vocational
6. Cultural
7. Civic

While these content areas are an ideal focus for intentional learning experiences for nonformal youth development education programs, they are also central to many school curricula. It is the educational design and delivery system that commonly distinguishes formal and nonformal education.

Learning: Greater Than the Sum of the Parts

Neither subject matter content nor experiential method alone tells the story. In the hands of leaders and teachers, they combine to create the curriculum, the planned sequence of learning experiences. But it is only when the learner enters the picture that life skill competencies and the fundamental tasks of healthy youth development are understood. This dynamic evolves from the process of youth engaged in active work on topics of interest that build competence and address basic youth developmental needs. This strategy should result in youth development outcomes described as the 6 C's of Positive Youth Development (Lerner, 2004; Roth & Brooks-Gunn, 2003).

COMPETENCE in academic, social and vocational areas

CONFIDENCE or a positive self-identity

CONNECTIONS to community, family, and peers

CHARACTER or positive values, integrity and moral commitment

CARING AND COMPASSION for self and others

CONTRIBUTION to community

These C's become legitimate criteria to assess the impact of teaching important life skills in a youth development program. As an example, young people may decide they want to learn public speaking skills to build their personal and social competence. Youth development professionals would then be responsible for assuring that the activities and materials used in the learning experiences foster a sense of safety and structure, allow for active participation, provoke self-understanding, and demonstrate that success is possible. Not every intentional learning experience will address all of the needs identified as essential elements for healthy youth development, but performance outcomes based on meeting these needs are as important as content competency. Indeed, they are often more important, depending on the age of the child and the stated goals of the program.

Working in the Youth Development Profession

Fields of work attain credibility as professions when they can identify their research and knowledge base, when they base their work on agreed upon standards of practice, when criteria for preparation and ongoing professional development are outlined, and when there is a common language to use in advocating for the work. These elements provide a basis for an expectation of reliable and consistent service. In the past 15 years, youth development delivered in the nonformal educational setting has met, to a large extent, these criteria and is emerging as a recognized profession (National Research Council, 2002).

Those working in programs addressing the needs of youth in the out-of-school hours have been utilizing knowledge and research from a variety of academic disciplines to do

their work for years, but it has only been in the past decade that the knowledge and research specific to this youth development work has been highlighted for the field and for the public. The result of the identification of this knowledge and research base across organizational boundaries has created professional recognition for the youth development field.

This recognition has led to a more clearly understood definition of the role of the youth development professional. No longer are these roles defined by the organization through which the work is done. Youth development professionals work with youth through many youth development organizations: 4-H, Army Child & Youth services, Boys and Girls Clubs, Boy Scouts, Girl Scouts, etc. Within those organizations, their work is the promotion of growth and development of youth. The organizations, in turn, support that work through the structure and program opportunities that are unique to those organizations. If, for example, your organization is 4-H, you are a youth development professional working in 4-H. If your organization is the Army, you are a youth development professional working in Army Child and Youth Services. If your organization is Girl Scouts, you are a youth development professional working in Girl Scouts. The acceptance of the professional status of the work opens the door for professionals to find employment across organizational boundaries.

As the role of the professional became more clearly defined, criteria for the training needed to do the work could be established. At this time, several universities offer degree programs in youth development and opportunities for professional development within the field are abundant.

Recent work to establish the components for effective youth organizations and programs and the critical elements by which programs can be measured for effectiveness has provided the field with an initial set of agreed-upon principles of practice. During the last ten to twelve years of efforts to lift youth development work to professional status, a language has emerged to advocate for the work, for youth, and for the profession.

SESSION I
Key Youth Development Concepts

Youth Development: an approach to youth work that has preparation and development rather than prevention and problem solving as its goal.

Youth in Families and Communities: all young people play an active role in the world and youth development applies to all young people, but individual youth experience the world differently. Where youth live, how they live, and with whom they live affect how we work with and think about them.

Youth Outcomes are about young people feeling competent, committed, confident, and connected. A "problem-free" youth is not a "fully prepared" youth.

Youth Workers must expand their definitions of what young people need to develop. In short, youth need people to talk to, places to go, things to do, and meaningful roles.

Principles of Practice for youth work focus specifically on participation of young people, on the people who relate to youth, on the places in which young people develop best, on the possibilities offered to young people, and on the impact that partnerships with youth and for youth have on their healthy development.

Youth Service Workers need competencies in the basic areas of knowledge, in skills, and in behaviors necessary to provide young people with the services, supports, and opportunities they need to develop healthfully.

Supportive Organizations and Communities are crucial to youth development programming accountability for youth needs to be shared. The absence of adult stakeholders, in addition to systems and organizations, weakens efforts to promote and practice youth development.

SESSION II:

About You: Personality I.Q.™

PERSONALITY I.Q.™

Use the following two pages to take notes over the discussion of styles related to the color categories introduced in the Personality I.Q.™ Inventory.

Gold:

Likes:

Needs:

Is Frustrated by:

Orange:

Likes:

Needs:

Is Frustrated by:

PERSONALITY I.Q.™

Blue:

Likes:

Needs:

Is Frustrated by:

Green:

Likes:

Needs:

Is Frustrated by:

SESSION III:

Setting Ground Rules – Establishing Norms

- Establishing norms and defining purpose

SESSION III
Establishing Norms and Defining Purpose

Establishing group norms

Norms are simply unspoken rules of conduct or values (Hogg & Reid, 2006). Every group struggles with norms. This is easy to understand when you consider that groups begin as a collection of strangers, each of whom comes to the group from his or her own life perspective. When these perspectives begin to interact, there will be some conflicts. Eventually, norms will emerge. Most often they will emerge without discussion. In fact, groups are seldom aware of norms until somebody breaks one. For example, an unspoken norm might be that quiet members are allowed to be silent. There may be enough members in the group to interact effectively with only a nonverbal involvement by the quiet ones. Suddenly, one member begins to demand participation from another quiet member. The group may react with vehement hostility. One of its unspoken rules has been violated.

You can help group members in identifying their underlying rules and bringing those into the open. It is helpful for a group to decide consciously on norms. Then members can be clear as to what behavior is appropriate and what is not.

Defining group purpose and agenda

Once a group progresses past the collection of individuals stage, it has a purpose or a task that is clearly understood and important to the members. The group purpose can be to produce a play, to plan and take a trip, to make decisions about running the program, or to function as an emotional support group. While each member has his or her own reasons for being a part of the group, all members contribute something toward achieving the group purpose, and this purpose is of some importance to them.

The group also has an agenda or strategy for reaching its goal. The members have decided upon this approach, usually after considerable discussion and compromise. Groups of adolescents often look to adult youth workers for the skeleton of a strategy to accomplish group goals. For example, few 13- and 14-year-olds have had the experience of planning a community street fair and dance. They would look to older, experienced adolescents or adults to outline the major tasks to be done. Given the major tasks of securing a band, obtaining police permits, publicizing the event, and organizing the clean-up, they could probably develop specific strategies for getting these jobs done. Sometimes it is most appropriate for youth workers to allow groups of young adolescents to define their purpose with no adult intervention. An example is a pick-up game of basketball or a self-directed group that decides it wants to start a computer club. At other times, youth workers can identify a common concern or interest among several young adolescents and propose a task (which becomes the group's purpose) that relates to those interests.

In other situations, youth workers may define a purpose they see as important to the healthy development of young adolescents and attempt to get youth involved in a group to address that purpose. For example, a youth worker may try to form girls into a group whose purpose it is to do things in which the girls are especially interested. The youth worker may have the ultimate goal of raising the girls' sense of self-worth and self-determination. This ultimate goal may not be clearly stated to the girls for quite a while, but it guides the youth worker's suggestions to the group.

DAY TWO

Understanding Youth Development

DAY TWO

Theme: Understanding Youth Development

Focus: Applying characteristics and developmental tasks of youth 6–19 to youth development programming. Understanding the implications of risk and protective factors for youth development programs.

8:00 Group Process Who Am I in a Group?

8:30 Session IV Experiential Learning Model
Objective:
- To introduce the model that this training will follow.
- To provide a model for working with youth.

9:00 Session V Characteristics and Developmental Tasks of Youth Ages 6–19
Objectives:
- To increase understanding of characteristics and developmental tasks of 6- to 19-year olds.
- To understand the implications of characteristics and developmental tasks of 6- to 19-year olds to youth development program efforts.

10:00 BREAK

10:15 Session V continued...

12:00 LUNCH

1:00 Session VI Essential Elements to Support Youth and Create Opportunities for Growth
Objectives:
- To understand the framework of support and the concept of protective factors as a basis for meeting needs of youth.
- To understand the concept of risk factors and how they erode support and protective elements.

2:45 BREAK

3:00 Session VI continued…

4:15 Reflecting and Applying

4:45 Team Time: Community Mapping

5:00 Close for the Day

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SESSION IV:

Experiential Learning Model

- Group process: Who am I in a group?
- The experiential learning cycle

GROUP PROCESS
Who Am I in a Group

Individuals make up groups. Each individual arrives with his/her own values, feelings, personalities, and experiences. The blending of the individualities begins as group members get to know one another. It is important for the group to develop a feeling of "we-ness," to become aware that they are a congregation of individuals whose common goal or interest unites them into one unique group (Newman & Newman, 2001; Nesdale & Flesser, 2001).

New Group Members

When you find yourself in a group of strangers, how are you going to act? You will have questions about:

Identity: Who am I in this group? How do I act with these strangers?
What do they think of me?

In a new group, your usual way of acting with others doesn't work because the situation isn't familiar. You find yourself holding back while waiting to see what others are going to do. Not only is the situation strange, but it is unclear what others think is proper behavior. The result is that you feel uncomfortable. In a sense you are having an identity problem. You know who you are but not who you are in relation to the others in your group.

Goals: How can this group help me? Can any of my needs be met?
To which of the group's goals can I attach myself?

Your needs and goals may be different from those of others in your group. You may think that outside goals will answer the needs of the group and yourself. Goals imposed from outside the group, however, may not be acceptable. Each member must be committed to the goals of the group. If the group chooses a goal not acceptable to all its members, many will withdraw from participating. The group's work must be interesting to all involved.

Acceptance: Does the group accept me? Do I accept them?
Do they like me? Do I like them? How close to others do I want to become? Can I trust them?

Being in a new group, you may immediately begin to like or dislike individual members. You may have questions about how to present yourself so that you are liked and not rejected. The group may not have clear rules on what is acceptable or unacceptable behavior. Fear of not being accepted, fear of being lost in a group, and fear of being left out are all important feelings to deal with.

All of these questions create tension and uneasiness in you. How you behave is

the product of trying to answer each of these questions. You will find that members react in different ways to these tensions.

The remarks and actions of group members are responses to their adjustments to uncomfortable situations. They are attempts to check out others and jockey for position in the group; in other words, to answer the questions of identity, goals, and acceptance.

Each group will be similar to other groups in some respects because members face the same sorts of questions. Each is also unique because different members bring their own individual variety of responses depending on their personalities.

USING THE EXPERIENTIAL LEARNING MODEL TO DELIVER Positive Youth Development Opportunities

Youth development professionals are expected to create environments that provide the basic needs of youth and to incorporate methods that are effective in helping youth learn the life skills (competencies) needed to be successful adults. Life skills are best learned through practice, which means that multiple situations must be offered that provide opportunities to practice these skills.

The use of the discovery process is an effective way to teach life skills; however, experiences that use the discovery process (learn by doing) must be planned and processed well or they will not result in the targeted learning (Brown, 2004). Youth interpret their experiences based upon the experiences they have had in the past and the conclusions they have reached about those experiences (Dewey, 1910/1998). We are tempted to conclude that when a group of young people have participated together in an activity they will share the same interpretation of that experience. However, because no one shares the same set of background experiences, a common activity will not result in a common interpretation. In addition, because young people have limited life experience, their conclusions may not be accurate.

As a youth development professional, you are expected to be skilled in facilitating group discussion to help youth clarify the concepts learned for the activities offered (Sugerman, Doherty, Garvey, & Gass, 2000). A teaching model that will help you do this is the experiential learning model that we will be exploring during this session. The sequential steps of this model help youth identify what they have learned from an experience or activity and to apply that learning to other experiences or situations. The model requires that the "teacher/leader" be very clear about the skill or concept targeted and that the experience and the processing questions are designed to support that learning.

The sequence of the model involves the participants in the following steps:
1. Experiencing an activity; that is, they perform or do it
2. Sharing the experience by describing what happened
3. Processing the experience to determine what was most important
4. Generalizing from the experience to their daily lives
5. Applying what they learned to a new situation

Providing an experience alone does not create experiential learning. Experiences lead to learning if the participant understands what happened, sees patterns of observations, generalizes from those observations, and understands how to use the generalization again in a new situation (Chapman, 1995). Advantages for adult/youth helpers (volunteers) in using the experiential learning process in group settings include opportunities to:

- assess youth's knowledge of or experiences with a subject and build upon it
- serve as a coach in a learning setting
- use a variety of methods to involve youth in the experience
- learn together with youth in a cooperative way

Benefits for youth participating in the experiential learning process, no matter what their individual learning style, include opportunities to:

- learn from each other; sharing knowledge and skills
- work together; sharing information and evaluating themselves and others
- take responsibility for their own learning
- relate experiences to their own lives

Reviewing the Five Steps of the Experiential Learning Model

1. Experience - Note the model begins with an experience. Action! This immediately focuses the attention on the learner rather than the teacher. The leader should provide guidance throughout the experience, but not be directive—the goal is for youth to "experience" the activity in order to develop the targeted life skills. When the learner is encouraged to learn by doing, opportunities are presented for a wide variety of life skills to be practiced depending on the method used to engage the youth in the experience.

Many types of activities can be used to provide a learning experience. The experience chosen will depend on the life skills being targeted and the way the learners can become involved with the content. If the intent is to have youth practice decision making, then the experience needs to provide opportunities to practice decision making as the subject matter is explored.

Reflecting upon the Experience
To learn from an experience, youth must have time to reflect upon it—if no time is designated for that purpose, the reflection rarely happens. Debriefing the experience is what moves an experience from an activity to a learning experience, allowing youth to integrate their learning and by providing a sense of closure or completeness to their experience.
The leader can assist in this process by:

- Setting aside enough time to reflect on the experience(s)
- Asking the right questions
- Listening to the youth carefully
- Planning appropriate opportunities to help youth reflect on their experiences
- Supporting each youth's unique learning

The questions used to walk youth through the reflection process are critical and must be determined as part of the preparation process for the activity or experience. The format they follow is also critical to the learning process.

2. Share - Sharing is accomplished by simply asking the group or individuals to reflect upon what they did. Ask questions that help them think about:
   - What they did
   - What they saw, felt, heard, smelled, tasted, etc.
   - What part of the experience was the most difficult and what was the easiest for them

This step should generate information leading to the process step.

3. Process - In this step, the questions and discussion focus on the process of the experience or activity. Participants are asked to think about how the experience was conducted or how the activity was performed. Questions should lead youth to think about:
   - What procedures or steps they used in doing the activity
   - What problems or issues came up as they did the activity

- How they dealt with these problems
- Why the life skill they practiced is important

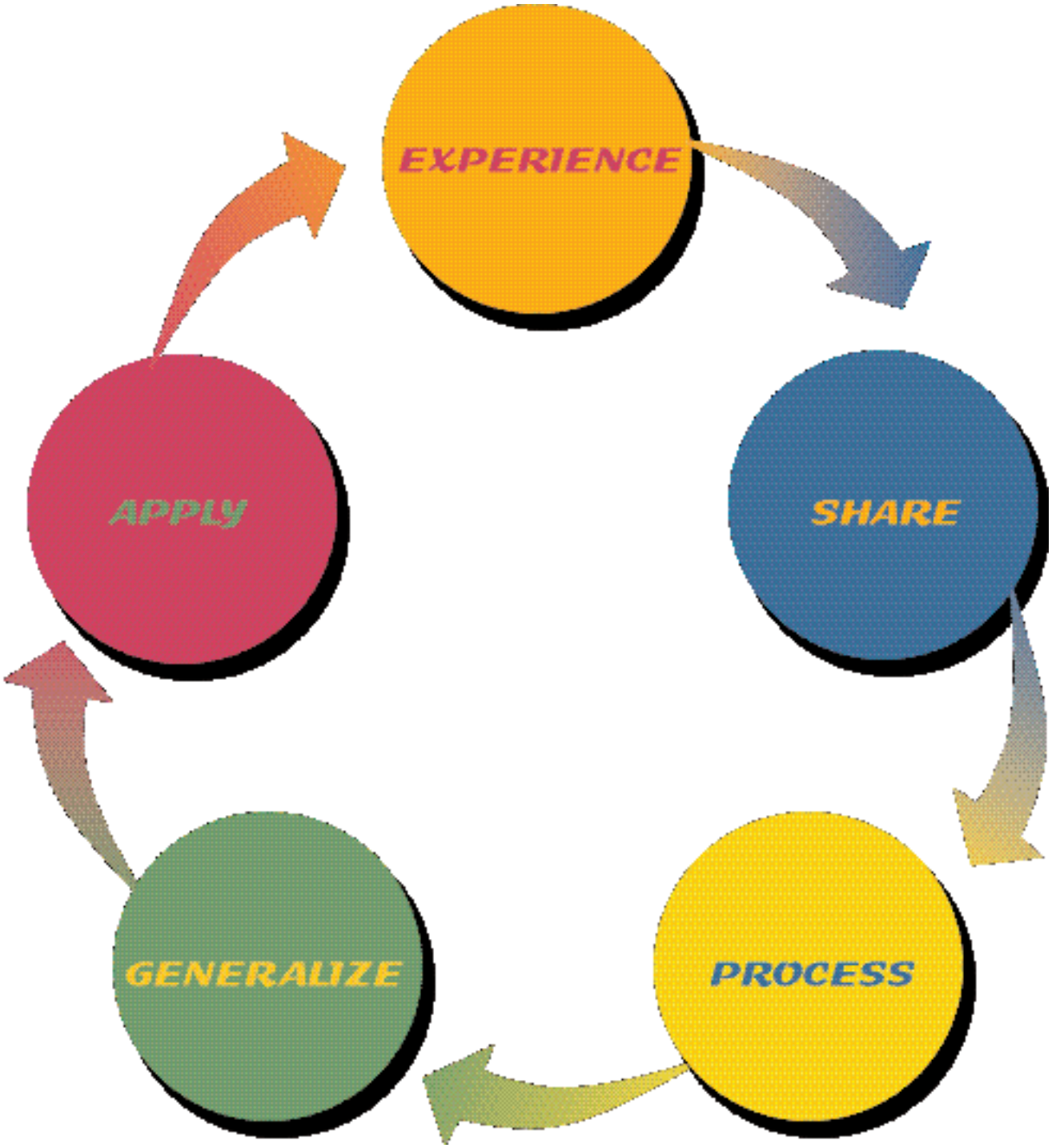
4. Generalize - In this step, the discussion becomes more personal and focuses on what the experience meant to the participant and what was learned from it. For example, if the method employed required the youth to work in teams to complete the activity, then questions about teamwork would be appropriate. If the methodology requires youth to communicate, then communication skills are discussed. Questions should lead youth to determine:
   - What they learned about (the activity objective) from the experience
   - How this learning relates to other things they have been learning
   - What similar experiences they have had (with this life skill or subject matter)

5. Apply - This final step in the experiential learning model directs youth to apply what they learned to their lives. They are asked to think about how the learning from this experience could be used at another time or under other conditions. They are lead to think about how what they have learned might change the way they approach a similar task. Application of learning can be processed for both the life skill practiced as well as the subject matter skill. Questions are structured to address:
   - How what they learned relates to other parts of their lives
   - How they can use what they learned
   - How they can apply what they learned to future situations

Asking the right questions is, in itself, a skill to be learned. Sometimes a short activity in which everyone answers the same question or simply finishes a sentence will get everyone focused. Finishing a statement like “I learned that…” or “I felt…” will stimulate discussion. As you facilitate the processing of the experience you will want to be very aware of the stage or step of the experiential model in which the group is working and be prepared to move the group to the next step when they are ready. Adjust your questions based upon the responses youth give. Continue to help them build on their experiences.

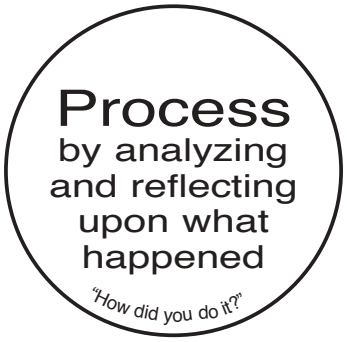
The most important outcome of an experiential learning experience is that group members demonstrate that they have gained new knowledge or skills in the area targeted. The questions discussed in the processing and application steps of the experiential model will often provide excellent feedback. If you use experiential learning successfully over time, you will observe youth demonstrating their learning as they apply new skills in their everyday lives.

EXPERIENTIAL LEARNING CYCLE

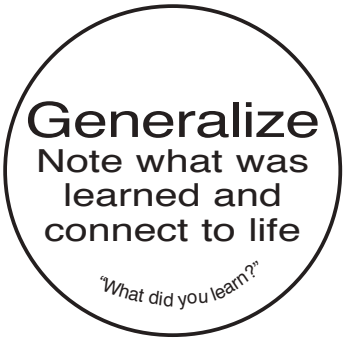


- Begin with a concrete experience that:
  - Can be an individual or group experience, but involves doing.
  - Most likely will be unfamiliar to learner or first-time activity.
  - Pushes learner beyond previous performance levels.
  - May be uncomfortable to learner.
  - Includes the risk of failure.

- Get participants to talk about experience.
- Share reactions and observations.
- Discuss feelings generated by the experience.
- Let the group (or individual) talk freely and acknowledge ideas generated.



- Discuss how the experience was carried out.
- Discuss how themes, problems, and issues are brought out by the experience.
- Discuss how specific problems or issues were addressed.
- Discuss personal experiences of members.
- Encourage the group to look for recurring themes.



- Find general trends or common truths in the experience.
- Identify "real life" principles that surfaced.
- Identify key learnings.
- List key terms that capture the learning.

- Discuss how new learning can be applied to other situations.
- Discuss how issues raised can be useful in the future.
- Discuss how more effective behaviors can develop from new learning.
- Help each individual feel a sense of ownership for what is learned.

SESSION V:

Characteristics and Developmental Tasks of Youth Ages 6–19

"Let's Start Where They Are!"

- Program implication worksheets
- Applying knowledge of characteristics and developmental tasks to the delivery of positive youth development programs
- Continuum of growth toward mastery
- Puzzles of the five age groups

SESSION V
"Let's Start Where They Are!"

This session focuses on understanding the developmental characteristics and tasks of youth from six to nineteen years of age. An understanding of these characteristics will make it possible for you to provide opportunities and experiences for the youth with whom you work that are appropriate to their ages and to their stages of development.

To examine these characteristics and tasks, five age groupings will be used. These are: six through eight, nine through eleven, twelve though fourteen, fifteen through seventeen; and eighteen through nineteen. It is important to note that, while the growth patterns discussed in this unit are common to most young people in these age groups, each person is unique in his/her developmental pattern (Steinberg, 2004). Consequently, young people may not always fall into the stage of development typical of their age. Nevertheless, the knowledge of the range of characteristics common to any one age group will provide a framework for designing programs that are appropriate to the abilities and interests of the youth in your program.
In addition, this knowledge will assist staff in forming realistic expectations for the behavior and skills of the youth with whom they work.

Within age groupings, growth and development is typically studied through four major areas of development: physical, social, emotional, and intellectual (cognitive). Just as growth patterns by age may differ, growth within areas of development will vary for individual youth. Growth may be occurring at typical age-level expectations in one area of development and ahead of or behind typical age-level expectations in other areas (Steinberg, 2004). By understanding the continuum of growth, however, you will be better able to provide a seamless flow of growth experiences for young people at all age levels of your youth development program.

Specific characterisitics and/or tasks are presented in each of the five areas of development for each age group. The information presented is not intended to be exhaustive - rather it is intended to provide a sample of how characteristics and tasks vary by age. These tasks and characteristics are consistent with reports from the following researchers: Bell, & Bromnick, (2003); DuBois, Burk-Braxton, Swenson, Tevendale, Lockerd, & Moran (2002); Greene, Krcmar, Walters, Rubin, Hale, & Hale (2000); Harter, Bresnick, Bouchey, & Whitesell (1997); Hartup & Abecassis (2002); McDowell & Parke (2000); Newman & Newman (2001); Pellegrini (2002); Pons & Harris (2005); Rogol, Roemmich & Clark (2002); Schulman & Kipnis (2001); and Williams & Currie (2000).

SESSION V
Program Implications Worksheet
Ages 6–8 (Early Elementary)

Task or Characteristic	Program Implications
Physical Growth	
Experience slow, steady physical growth	
Are learning to use their bodies and master physical skills; skills are not yet polished	
Cognitive (Thinking) Growth	
Are more interested in the process than the product	
Are learning to sort things into categories	
Are very concrete thinkers; can make choices from a group of concrete options	
Social Growth	
Are learning how to be friends; may have several "best friends" at a time	
Are better able to observe others and are more aware of peers and peer opinions	
Can depend on adults other than their parents; need clearly defined and monitored rules	
Emotional Growth	
Are learning about and wrapped up in self	
Want approval of parents; parents and family are primary role models	
Enjoy playing games but are not yet ready to accept losing	

Program Implications Worksheet
Ages 9–11 (Middle School)

Task or Characteristic	Program Implications
Physical Growth Experience slow, steady physical growth; puberty may be starting for some early maturing girls	
Are very active and enjoy activities that involve movement; are not comfortable sitting still for long periods of time	
Cognitive (Thinking) Growth Are still concrete thinkers but are beginning to think more logically; are able to generate concrete options in decision making	
Understand their world in absolutes; right or wrong, good or bad	
Are curious and open to exploring many interests	
Social Growth Are beginning to identify with peers; enjoy being in clubs	
Have difficulty understanding another person's thinking, but are beginning to recognize the benefit of making others happy	
Complete work to gain approval of adults and follow rules out of respect for adults	
Emotional Growth Are learning about who they are as girls or boys and how to get along with same gender peers	
Admire and imitate older youth; teens serve as role models	
Prefer cooperative activities; comparison with others has negative impact	

Program Implications Worksheet
Ages 12–14 (Young Teens/Early Adolescence)

Task or Characteristic	Program Implications
Physical Growth Experience a growth spurt which occurs across a wide range of ages with girls maturing before boys	
May be uncomfortable with their body image due to their rapid changes in appearance	
Cognitive (Thinking) Growth Are moving from concrete to abstract thinking; can set short term goals, generate options, and predict outcomes	
Tend to reject ready-made solutions from adults in favor of their own	
Regard justice and equality as important issues	
Social Growth Are moving away from dependence on parents; enjoy participating in activities away from home	
Are shifting from dependence on opinions of adults to dependence on opinions of peers; role models are adult public figures	
Are learning about who they are in relation to the opposite sex and to feel at ease with members of the opposite sex	
Emotional Growth Want to be part of something important	
Are beginning an emotional roller coaster ride	
Experience challenges to their self-concept	

Program Implications Worksheet
Ages 15–17 (Middle Teens)

Task or Characteristic	Program Implications
Physical Growth Have completed most of their growth; have reached maximum height	
Are accepting the physical changes that have occurred; recognize their physical abilities	
Cognitive (Thinking) Growth Are maturing in abstract thinking; may still have difficulty understanding compromise	
Reject goals set by others	
Can set long-term goals, generate options, and determine strategies for carrying them out	
Are beginning to explore and prepare for future careers	
Social Growth Enjoy belonging to groups but want to be recognized as unique individuals within the group	
Want acceptance by members of the opposite sex	
Dating increases	
Emotional Growth Actively search for independence and personal identity	
Seek emotional autonomy from parents	
Lose patience with meaningless or “busy work” activities	

Program Implications Worksheet
Ages 18–19 (Older Teens/Young Adults)

Task or Characteristic	Program Implications
Physical Growth Are no longer preoccupied with body changes and body image	
Are perfecting performance levels in sports	
Cognitive (Thinking) Growth Are mastering abstract thinking; can set long-term goals, generate options and strategies to reach those goals, and implement those strategies	
Choose to participate in activities that are in line with goals they have for the future	
Desire meaningful roles in the community	
Social Growth Become preoccupied with the need for intimacy; some will marry at this age	
Find that employment and education fill the need for social relationships which were earlier filled by club and group activities	
Control their own activities; still appreciate respectful adult guidance	
Emotional Growth Have achieved identity formation and established their sense of independence	
Feel they have reached the stage of full maturity and expect to be treated as adults	
Leave home for education and employment; are establishing their own households, separate from parents	

APPLYING KNOWLEDGE OF CHARACTERISTICS AND DEVELOPMENTAL TASKS TO THE DELIVERY OF POSITIVE YOUTH DEVELOPMENT PROGRAMS

Positive youth development programs offer experiences designed to help youth acquire skills that lead to mastery of those competencies critical to successful transition to adulthood. These experiences must be appropriate to the characteristics and developmental tasks that correspond to the age of the group being served. Because each stage of development builds upon the growth of the previous stage, youth development professionals must understand the characteristics and developmental tasks of each stage
of development. They must know the skills that youth at any point in their program are building upon and the skills they are building toward. Youth development professionals must be able to explain how and why the opportunities, choices, and delivery structure they provide will promote competence that is developmentally appropriate for the age group they serve. The following summary of the implications of stages of growth to youth development programming will assist in both program design and justification.

Six- to Eight-Year-Olds (Early Elementary)
Six- to eight-year-olds are experiencing a period of slow steady growth after leaving the rapid changes of the infant/preschooler behind. This slow growth period provides time to learn to use the body that has just developed. Six- to eight-year-olds are and need to be very physically active to improve control of their large muscle structures. Provide lots of very active time for this group to assist in this skill development. It will also be important to provide time to practice small muscle structure development, although most six- to eight-year-olds will not enjoy spending as much time with small muscle activity as with large, so allow a shorter period of time for these in your program. And be prepared for messy, less-than-perfect results while use of these muscles is developing. Six- to eight-year-olds will typically not be upset about these results since they are more interested in the process of doing something than in the way the product turns out or whether it is completed. They are moving out of what Erik Erikson has called the “stage of initiative” and into the “stage of industry” (Erikson, 1963). Choose adults to work with this age group who can be comfortable with messy and uncompleted work.

Early elementary age children think in concrete terms and if they have never seen it, heard it, felt it, tasted it, or smelled it, they will have a hard time thinking of it. Plan lots of hands-on activities and demonstrate directions for the activity rather than simply giving instructions verbally. Another cognitive skill developing at this age is the ability to sort things into categories, so activities involving gathering and sorting things will be fun for this group. The development of decision-making skills can be started and supported by providing several options for activities and allowing them to choose what they will do from this set of options.

Six- to eight-year-olds need and seek the approval of parents. Parents and family are still their primary role models. They are beginning to be more secure when away from parents, however, and are learning about who they are as individuals apart from their

parents. This developmental task requires that they be pretty wrapped up in thinking about themselves. In addition, their cognitive development has not reached a level that allows much imagination about what others might think or feel. Be aware of the activity choices and interactions of the six- to eight-year-olds in your program and provide feedback that will help them recognize their successes, their interests, and their feelings. As they begin to recognize these aspects of themselves they will be preparing to recognize the interests, feelings, and successes of others as well. Some initial exposure to the process of empathizing with others can be started through dramatic play during which they pretend to be someone else.

Elementary school activities take children away from home and parents, some for the first time, and create a need to transfer total dependence on parents to some dependence on another adult. Teachers and youth program leaders may become central figures. Youth development professionals who work with this age group need to be visibly present at all times and alert to opportunities to provide support. They must also provide a structure that will assure physical and emotional safety. Clearly stated rules of expected behavior that are fairly enforced will help children feel more secure. Review your participation rules with the group and use a picture format to post the rules as reminders.

Six- to eight-year-olds are just learning how to be friends and may have several “best friends” at a time. Boys and girls will enjoy playing together at this age, although by the end of this period they may choose to be with friends of the same gender. In this process, they are beginning to observe other people better and to use those observations in relating to others. Fighting may occur as relationship skills are learned but it seldom has lasting effects.The youth development professional can assist this learning by offering lots of supervised small group activities and by observing and pointing out behaviors in those settings that promote positive relationships. Youth in this age group love games and are comfortable with the rules and rituals of games. But they are not yet secure enough with themselvesto accept losing well. It is better to provide this group cooperative games in which every child wins. Competition is not appropriate at this age level. Provide feedback that lifts up some measure of success in every experience and that minimizes the failures.

Nine- to Eleven-Year-Olds (Middle School)
Nine- to eleven-year-olds are still experiencing steady growth, but growth patterns will differ and some early maturing girls may experience puberty (Archibald, Graber & Brooks-Gunn, 2003). It is still important to offer very active kinds of experiences that strengthen these developing bodies. Nine- to eleven-year-olds do not like to be still for long periods of time. Activities involving running, catching and throwing, swimming, skating, dancing, etc., are enjoyed and will assist physical development. Plan a variety of activities that involve doing something or making something. Hands-on involvement with objects and crafts projects can be enjoyed now, because small muscle development has increased and continues to improve. The key word here is “improving.” The products from craft projects are still subject to developing skills. Field trips to museums or parks are enjoyed, but only if they are not expected to stay confined to one area or do one thing for a long period of time. Long driving/travel times are not recommended for this age and program offerings that involve long periods of sitting and listening will not be productive.

Nine- to eleven-year-olds are beginning to think logically and symbolically. They are still primarily concrete thinkers and can handle ideas better if they are related to something they can do or experience with their senses, but they are moving toward understanding abstract ideas. However, ideas and experiences are understood as absolutes. Things are right or wrong, good or bad, disgusting or fabulous. There is very little middle ground and ambiguity is a difficult concept for this age. This group will not understand sarcasm since what is said is taken literally. Because children at this stage still depend upon adults for approval, the use of sarcasm with them can be damaging.

Middle school children are curious, with a wide range of interests, and will usually respond positively to an opportunity to explore something new. It will be important and rewarding to offer many kinds of short-term experiences for this group and to involve them in generating ideas for some of the activities they will pursue. This involvement is the next step in the sequence of skills that will lead to competence in decision making. Because they are not yet doing abstract thinking they will not be skilled at predicting probable outcomes for the options they generate, but you can ask questions that will help them think about what might result from the options they generate.

As six- to eight-year-olds, these youth were learning about self as separate from their parents. From nine to eleven years, they are learning who they are as girls or boys. Consequently, they are interested in being with same-gender friends. It will be important to avoid any stereotyping of activities as “girl” projects or activities or “boy” projects or activities so that a wide range of possibilities for both genders is recognized. Their relationship with peers in general has moved from being aware of peers to the beginnings of identifying with peers; and they like to be in organized groups of others similar to themselves. As part of this process they often will join or form their own clubs. Since this age still enjoys collecting things, a club built around a common collection interest could appeal. Code languages, passwords, clothing, etc., that represent the group are enjoyed.

While six- to eight-year-olds were learning to understand the feelings of others, nine- to eleven-year-olds are beginning to recognize and understand other’s thinking, and are beginning to discover the benefits of making other people happy. Primarily, they are developing an “I’ll scratch your back if you scratch mine” philosophy. Near the end of this stage of development they begin to realize the benefits of pleasing others apart from immediate self-reward. This pleasing focus extends to completion of projects or activities more in order to please adults than for the value or importance of the activity itself. Six- to eight-year-olds model after parents, but nine- to eleven-year-olds tend to select older teens as role models. Since teens are admired and imitated, they make great teachers and leaders for this age group. However, it is important that you provide teens with training in ways to work with nine- to eleven-year-olds before giving them these leadership roles.

Involved adult leadership with this age is extremely important. While middle school children are beginning to identify with peers, they still look to adults for guidance. This age group will appreciate having some input into the rules that are used to make their environment physically and emotionally safe. They will trust adults to enforce these rules. Rules should be posted and reviewed periodically. When children join the group, review the rules with the entire group so that all children have the same understanding of what is expected. Monitor rules fairly without favoritism.

Middle school-age children have a strong need to feel accepted and worthwhile. School becomes increasingly difficult and demanding and out-of-school pressures increase. Be vigilant in finding and acknowledging the positive behaviors and accomplishments of each child. Comparison with the success of others is difficult for children this age. It tends to erode self-confidence. In addition, it can cause problems in dealing with peers at a time when they are trying to understand and build friendships. Never compare children with other children. Build positive self-concepts by helping them see the progress they have made in performance from one time to the next. Cooperative activities are enjoyed and preferred over competitive ones by this age group so offer lots of opportunities to work together in groups to accomplish something.

Twelve- to Fourteen-Year-Olds (Young Teen/Early Adolescence)
A growth spurt occurs at the beginning of adolescence with girls maturing before boys Archibald et al., 2003). Boys reach about 80 percent of their height during this time and girls reach 90 percent of their height. However, growth patterns vary greatly. Some boys of thirteen may still be the size of eleven-year-olds while others the same age may have grown six inches. Plan activities for this group in which size is not a factor in success. Activities like canoeing, hiking, environmental stewardship experiences, etc., are examples of physical activities that early teens can participate in equally. Rapid physical changes are often a source of embarrassment for teens. Hands and feet grow first which often causes clumsiness. The face a young person is used to seeing in the mirror may be changing due to the more rapid growth of nose and ears and sometimes the appearance of acne. Voice changes and unpredictable menstrual cycles all set up situations of great embarrassment. At the same time, slower developing teens may become uneasy about the lack of physical changes. Twelve- to fourteen-year-olds are experiencing significant changes in cognitive, social, and emotional development, but the physical changes are so readily observed that they dominate the attention of teens, creating a new focus on self and self-consciousness. Try to minimize this self-consciousness by never calling attention to any physical characteristics (size, shape, etc.) of the teens with whom you work, even when the comments seem positive. It will also be important to ignore what may seem to be excessive grooming by these young teens as they attempt to gain some sort of control over their bodies.

Early teens are moving from concrete to abstract thinking and enjoy playing with ideas (Byrnes, 2003). They speak in longer sentences, understand multiple levels of meaning, and have increased vocabulary. If a subject is of interest it will be intensely explored. They will be able to play more complex games and to use more complex plays in sports activities. It will be important to incorporate these advanced skills into your program offerings. Twelve- to fourteen-year-olds are learning to think about thinking, but they still tend to think in all-or-nothing terms. It will be important to involve them in predicting and problem solving by asking leading questions: “What could happen if we did this?” “What if this doesn’t work?” These skills in predicting outcomes move them forward in mastering the decision-making process.

Ready-made solutions from adults are often rejected in favor of finding solutions on their own. Offer opportunities to test ideas in small groups which are less intimidating to these self-conscious teens than are large groups. Leaders who can provide supervision without interference can have a great influence. Provide opportunities to question ways of doing things in the program or to explore the values and beliefs of the organization.

Young teens are in the process of moving away from dependence on parents toward eventual independence, and are no longer afraid of being away from parents so will enjoy participating in activities away from home (Zimmer-Gembeck & Collins, 2003). Involve them in planning trips to places they are interested in exploring. The recognition from adults that they sought at earlier stages shifts at this stage to the seeking of recognition from peers. Groups and clubs provide an opportunity for early teens to feel social acceptance. They are beginning to develop mature friendship skills. Twelve- to fourteen-year-olds are discovering who they are in relation to members of the opposite sex (Bouchey & Furman, 2003), so they need opportunities to be with those peers in situations that are comfortable. For most activities, boys will still cluster with boys and girls with girls, although they will be very interested in what the other group is doing. Involve teens in planning mixed-gender work and interest groups and social events. These activities are most successful when teens are involved in the planning.

With the onset of puberty, emotions begin the roller coaster ride that characterizes adolescence. Changes in hormones and changes in ways of thinking contribute to these mood swings (Archibald et al. 2003). The early teen years are a time when youth begin to test values as well (Smentana & Turiel, 2003). If youth know that you are accepting and willing to listen and talk with them about values and morals you can have a lasting effect on their lives. This period seems to present the biggest challenge to a young person's self-concept. They are faced with so many changes — entering a new school, changes in thinking processes, redefining social relationships, and developing a new and unfamiliar body — that young people may find it hard knowing who they are. This is a time for adults to help with self-knowledge and self-discovery activities. It is still important to avoid comparing young people with each other and to help youth compare present performance to past accomplishments. Be especially careful not to embarrass a teen.

Young teens need to be a part of something important. An activity that provides good things for others and demonstrates the teens' growing sense of responsibility is ideal. Find avenues for them to contribute to the group.

Fifteen- to Seventeen-Year-Olds (Middle Teens)
During the middle teens most young people will have begun to be comfortable in their bodies and will have overcome the clumsiness of the rapid growth period just completed (Archibald, 2003). Some boys may still be growing rapidly and may still suffer from some awkwardness. Boys will gain muscle cells during this stage and most will reach their maximum height by age sixteen. Girls reach maximum height by age fourteen, and those who did not reach puberty before age fifteen will complete that development during this stage. Middle teens' physical reaction time has reached a high and helps them as they pursue new skills such as driving a car.

As they are accepting the way their bodies have developed, they will enjoy and benefit from experiences that enhance image and improve physical health. Offer opportunities to explore grooming, exercise and nutrition, hair styles, etc., based upon interest input from teen participants. Most middle teens are aware of the physical abilities and talents they have to work with and may enjoy activities that help them perfect specific skills. Some will focus on athletic talent and engage in intense hours of training and competition. Group activities that involve using their bodies will again be enjoyed and they will enjoy planning and experiencing activities that involve them in mixed-gender groups such as hiking and canoe trips, dancing, environmental outings, etc.

Fifteen- to seventeen-year-olds are maturing in abstract thinking skills and improving in study skills (Byrnes, 2003). They are able to write longer and more complex sentences and can adapt language to different contexts, often enjoying using teen slang. It is important to understand and accept the slang they enjoy, but to continue to use the language of the world teens will join when they move into adulthood in your own speech. The increased ability of middle teens to think in abstract terms allows them to consider long-range goals and objectives. They can generate options, predict possible outcomes of those options, and determine strategies to reach the desired outcome. Because they are able to handle long-term goals and objectives, the middle years of adolescence are a time when teens can initiate and carry out their own tasks without much supervision. They are able to practice the decision-making skills that they have been developing up to this point. Middle teens set goals based on feelings of personal need and priorities. Any goals set by others are apt to be rejected. In fact, teens "vote with their feet" and if they have not planned an event they will likely not attend the event. Adult support is still necessary while these leadership skills are being perfected, but direct supervision is rarely beneficial or appreciated. Involve them in planning and carrying out group goals and activities and in leadership roles as full partners/members of advisory boards and councils. Projects requiring research and creativity give teens the opportunity to demonstrate

to themselves and others how much they have learned and how much they can accomplish on their own. You can be especially helpful to teens at this age by suggesting new experiences in areas of interest.

Fifteen- to seventeen-year-olds are beginning to be able to think about the future and make realistic plans. Their interest in future vocational goals will influence the activities they choose to participate in. The middle teen years are a time of exploration and preparation for future careers. College visits, part-time jobs, field trips to factories and businesses, and conversations with college students and adults working in a wide variety of fields can assist teens with making education and career decisions.

Middle teens can imagine things that never were in a way that challenges, and sometimes threatens, many adults. They are learning to accept ambiguity and enjoy discussion around ideas. They still may have difficulty understanding compromise, and may label adult efforts to cope with the inconsistencies of life as "hypocrisy." Plan some group time during which they can discuss ideas and abstract concepts such as current political issues and current issues within the organization.

At this stage teens are capable of understanding much of what other people feel, yet they are often wrapped up in themselves. Relationship skills are usually well developed, however, and friendships formed at this stage are often sincere, close, and long-lasting. Middle teens are learning to cooperate with others on an adult level. Acceptance by the opposite sex is of high importance, and the task of learning to interact with members of the opposite sex may preoccupy teens. Dating increases. Among most middle teens, group dates gradually give way to double dates and couples-only dates. Provide opportunities for teens to plan and conduct social events that provide a dating venue.

Recreation choices continue to move away from the family and from large group activity. Activities such as sports and clubs are still enjoyed, though. Teens want to belong to the group but now want to be recognized as individuals within the group. They are ready to explore their own uniqueness and are less dependent on the security of looking and acting like their peers. Consequently they are more likely to enjoy being "up front" in groups and are ready to take on more obvious leadership roles. Because they are role models for the nine- to eleven-year-olds, they can be ideal leaders for that group. It will be important to provide them with adequate training to work with these younger children, however.

The middle teen years are a peak time for leadership in clubs but also a time of possible declining interest in past activities as jobs, school, and dating competes for their time and energy. The priorities teens set for themselves will determine how active they remain in organizations they have belonged to in the past. Middle teens are focused on independence and identity, although neither will be achieved completely during this time period. Achieving these goals will involve a satisfactory adjustment to sexuality and a definition of career goals. Time is precious to them. If your program offerings are filled with "busy work" or meaningless activities, these teens will lose patience and interest. In general, fifteen- to seventeen-year-olds will pride themselves on their increased ability to be responsible in the eyes of themselves, peers, and adults. Your relationship with this age group will change from director/follower to advisor/independent worker. Provide consistent support as teens move closer to adulthood. Remember that they are still learning the skills they will need as adults and have not yet mastered them.

Eighteen- to Nineteen-Year-Olds (Older Teens/Young Adults)
Youth in this age group are making the transition to adulthood. Their physical growth has tapered off and they are no longer as preoccupied with body image and body changes. They still, however, have an interest in heath and fitness and enjoy participating in activities that enhance health and fitness. In most ways they have adult bodies. However, they may not be prepared entirely for adulthood and consequently may not always exhibit adult behavior. It is important that you remember that the move from youth to adult is gradual and successful transition requires support from caring adults.

These young adults are completing or have completed high school and are moving on to college, jobs, marriage, and other adult responsibilities. They will be interested in participating in activities that support the goals they have for themselves for the future. You can assist older teens in this transition to adulthood by providing opportunities to explore the job market and the education and skills needed for jobs in which they are interested. You can also assist teens in locating information they need to explore educational options (college, vocational training, etc.) they may choose to pursue. If possible, connect teens to an adult who will take the time to guide them through the qualification requirements. As teens prepare for jobs, advanced schooling, and scholarship opportunities, an adult leader who knows the members well can be a valuable resource for references.

Older teens are cognitively able to set long-term goals, generate options and strategies to reach those goals, and implement those strategies (Byrnes, 2003). Only general directions are needed when they are assigned familiar tasks. Because they can determine their own schedules, they will participate only in those things in which they are interested. Older teens want to be involved in meaningful roles in the community. You can help them by making community leaders aware of the resources these teens bring to community issues and projects and assisting in “plugging” youth into significant volunteer roles and advisory board positions.

These young adults are preoccupied with the need for intimacy and will form close relationships at this stage (Bouchey & Furman, 2003). The search for intimacy will include enhancing all levels of relationships, including friends and family, and is not limited to sexual intimacy, although sexual relationships are primary concerns at this age. Some older teens will marry. Part-time jobs or advanced schooling may fill the need for social relationships that were filled by club activities in the past.

As older teens make and carry out serious decisions, the support and guidance of adults still are needed, but must be offered with respect for their independence. Act as a resource person for this age group and stimulate thinking, but leave the final decisions to the teens. Late teens feel they have reached the stage of full maturity and expect to be treated as such. This is a time when many young adults enjoy looking back on their achievements in the organization and may receive special recognition for their leadership activities.

Continuum of Growth Toward Mastery

To support the growth and development of young people, youth development professionals must be aware of the level of skill development that is typical of the age of the group with which they are working and must know the developmental tasks that preceded and that follow that level. This piece illustrates the importance of helping youth master skills at each step of the process. If the skills best mastered a 6–8 are ignored, the next skill in the sequence can't be mastered at the 9–11 stage.

The following is a review of the sequence of tasks that lead toward mastering competencies in four areas of development and the age groups in which those tasks are typically addressed. Remember, the age at which these tasks occur may vary, but the sequence of tasks will remain the same.

Competency in Decision Making

Can choose from a small group of concrete options. ..... Ages 6–8

Can generate concrete options. ..... Ages 9–11

Can set short-term goals and generate options for reaching those goals. Beginning to predict possible outcomes of those options. ..... Ages 12–14

Can set long-term goals, generate options for reaching those goals, predict possible outcomes, and determine strategies to reach desired outcomes. .... Ages 15–17

Can identify probable as well as possible outcomes for options to reach goals, and can independently implement action to obtain the desired goals. ..... Ages 18–19

Competency in Relationships

Learning about self as separate from parent. ..... Ages 6–8

Identifying with and learning to interact with same-gender group. ..... Ages 9–11

Learning about and interacting with peers of the opposite sex. ..... Ages 12–14

Interested in dating relationships and relationship skills. ..... Ages 15–17

Searching for intimacy and increased relationship skills. ..... Ages 18–19

Intellectual Competency

Are concrete thinkers. Can think about things they can see, touch, taste, and smell. ..... Ages 6–8

Still thinking primarily in concrete terms. Understand their world in absolutes; right or wrong with little middle ground. ..... Ages 9–11

Beginning to think abstractly. Can discuss ideas and concepts. ..... Ages 12–14

Maturing in abstract-thinking skills and improving in study habits. Can accept ambiguity and enjoy discussions about ideas. ..... Ages 15–17

Mastering abstract-thinking skills. Can enjoy discussions about abstract concepts. Accept as human the mistakes of adults. ..... Ages 18–19

Competency in Understanding Self

Act out roles with which they are familiar. Role models are parents and family. ..... Ages 6–8

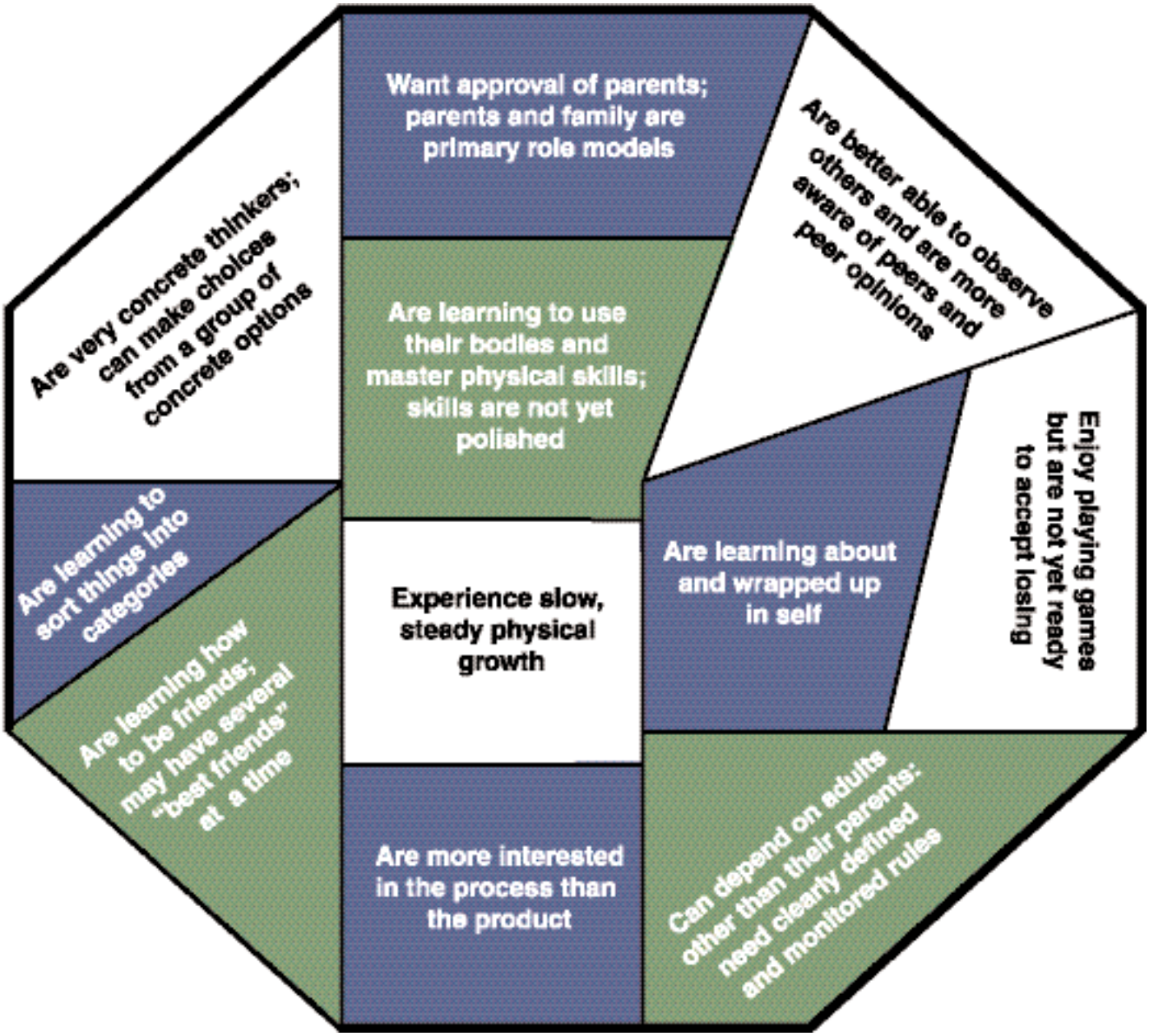
Have many interests and are able to fantasize about adult roles in those interests. Role models are older teens. ..... Ages 9–11

Have moved from fantasy to realistic focus on life possibilities. Role models tend to be public figures. ..... Ages 12–14

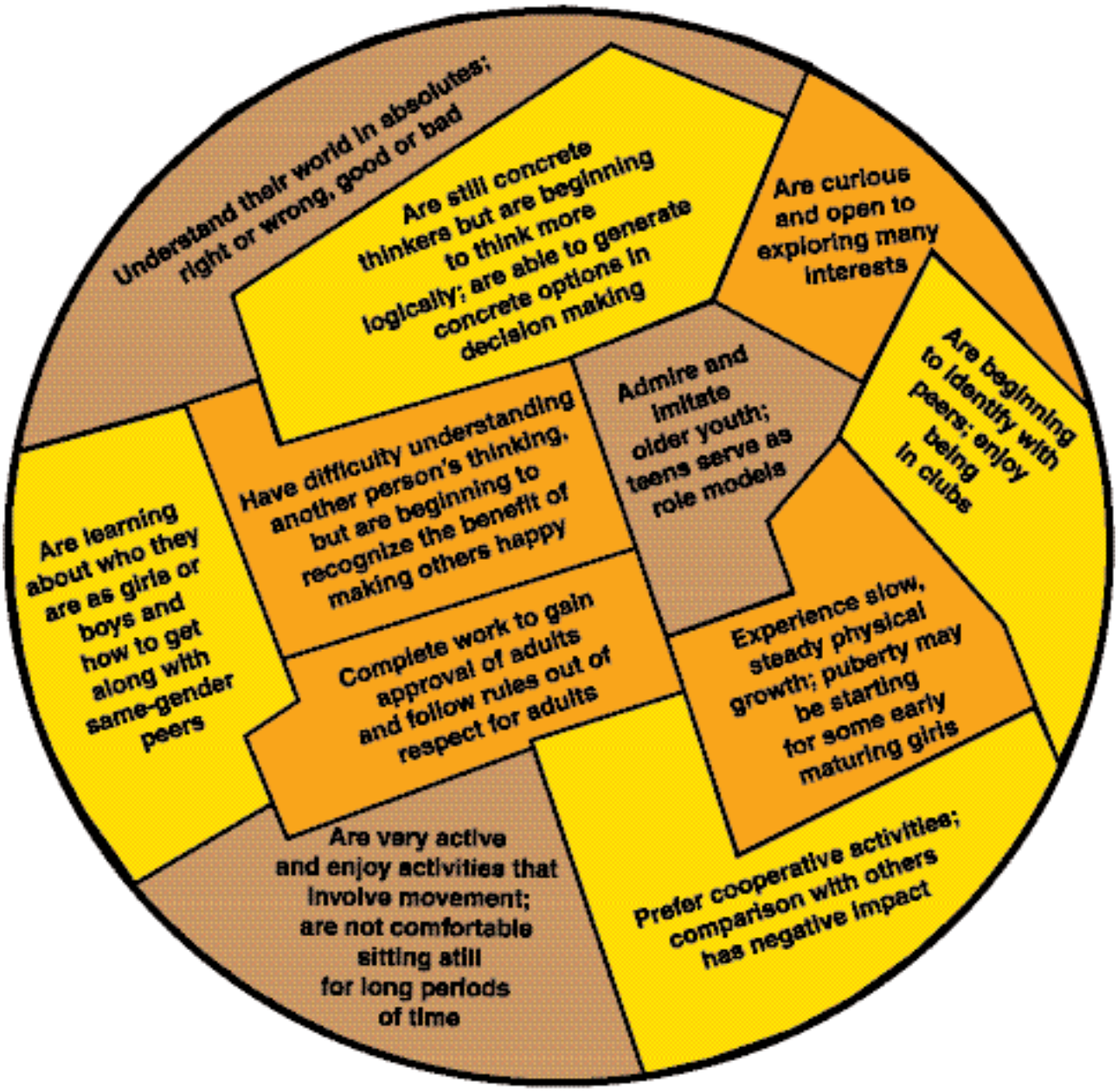
Searching for career options. Are eager to be role models for younger youth. ..... Ages 15–17

Independence and identity formation are achieved. ..... Ages 18–19

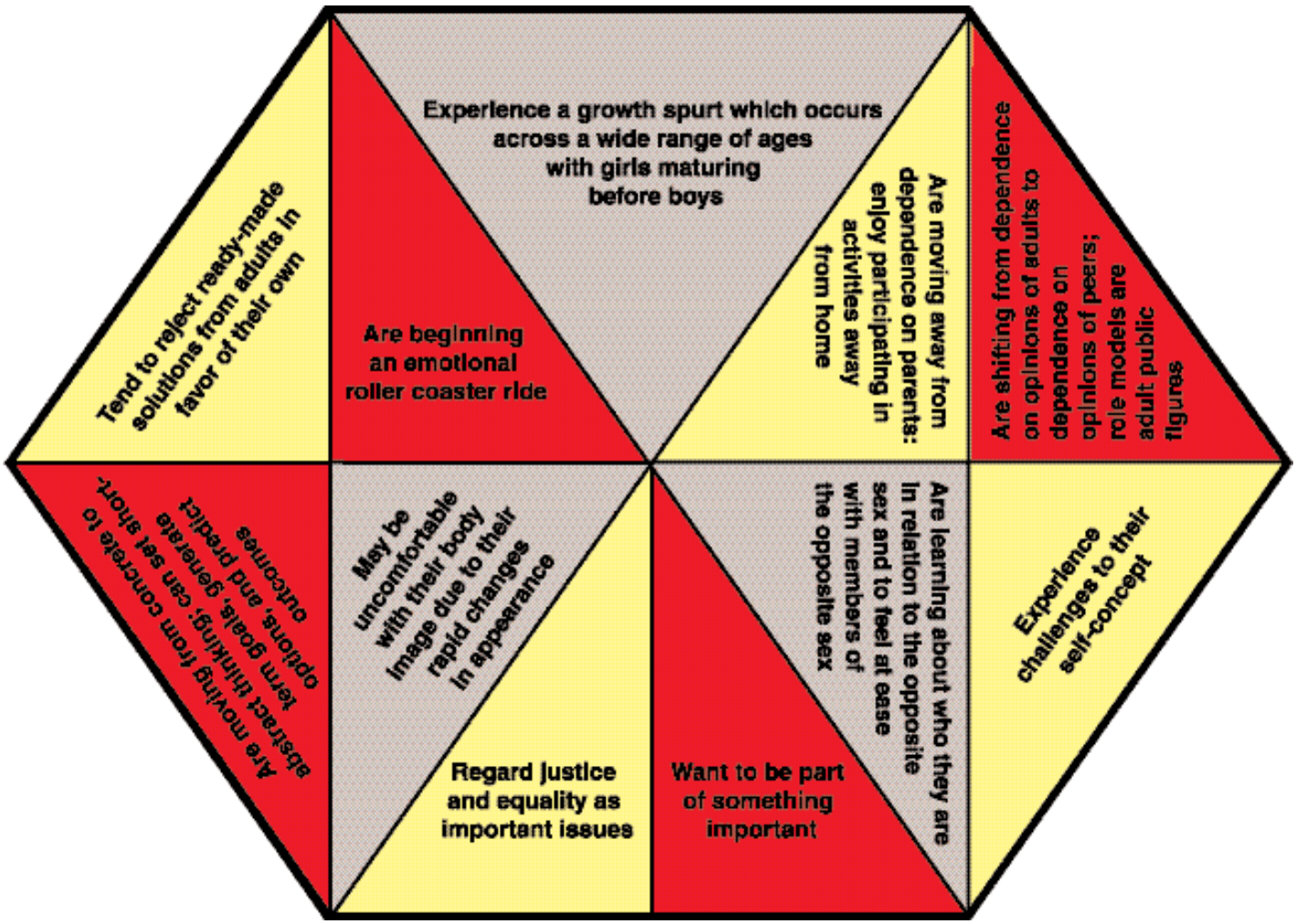
PUZZLE FOR AGES 6-8
EARLY ELEMENTARY



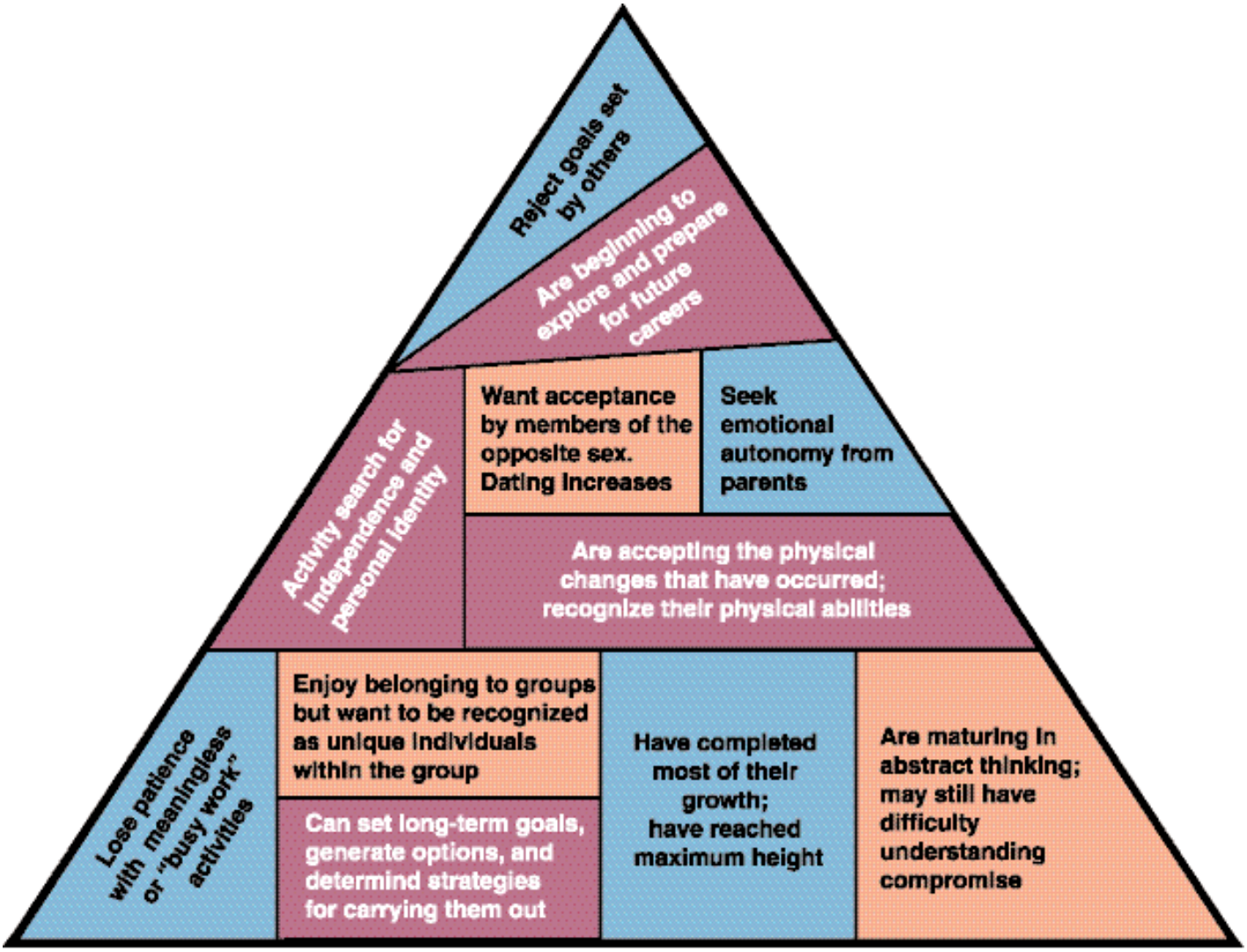
PUZZLE FOR AGES 9-11
MIDDLE SCHOOL



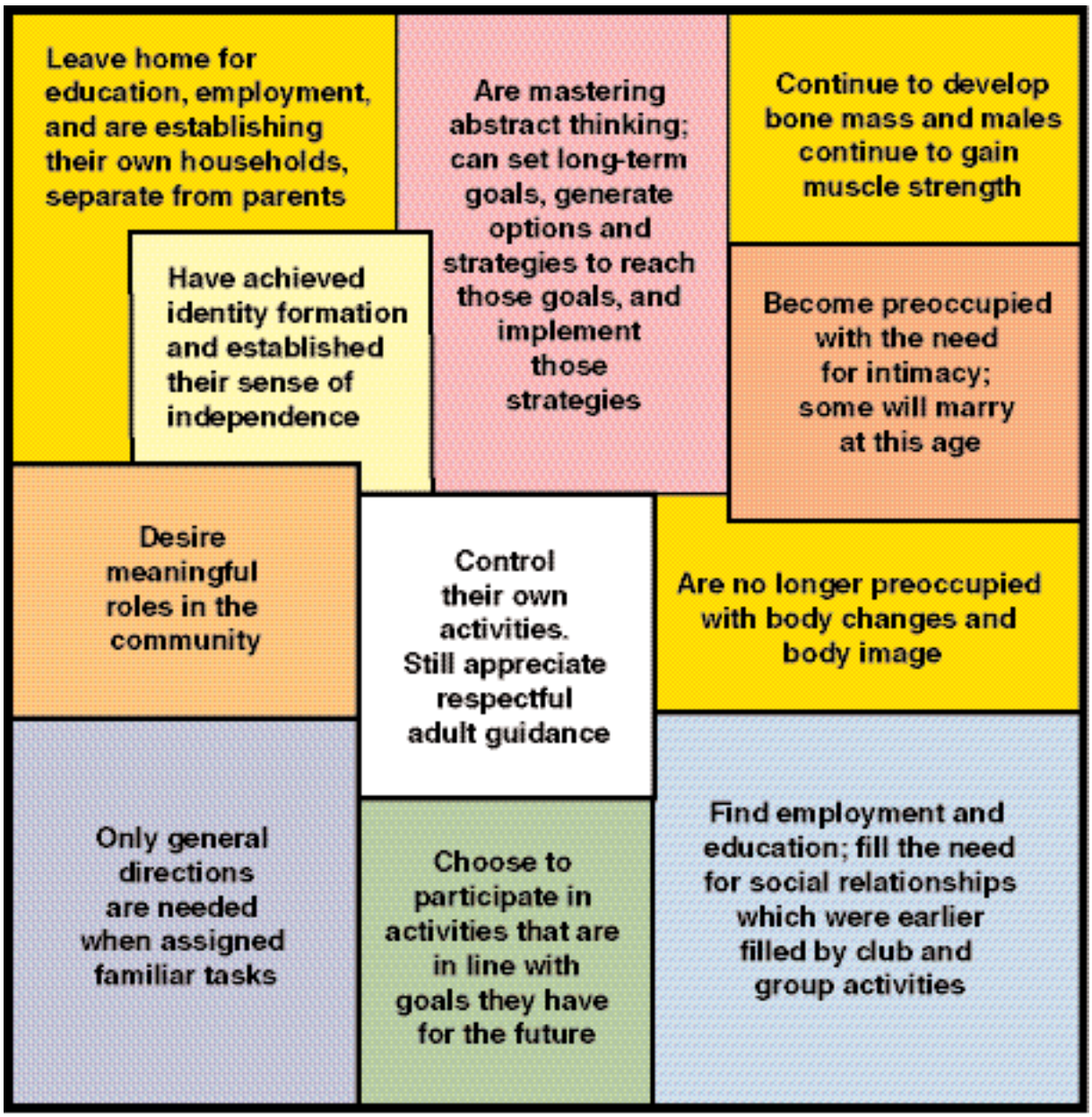
PUZZLE FOR 12-14
YOUNG TEENS, EARLY ADOLESCENCE



PUZZLE FOR 15-17
MIDDLE TEENS



PUZZLE FOR 18-19
OLDER TEENS, YOUNG ADULTS



SESSION VI:

Essential Elements to Support Youth and Create Opportunities for Growth

- Five levels of youth development
- The ecological view of youth at risk
- Risk and protective factors
- Community mapping – worksheet

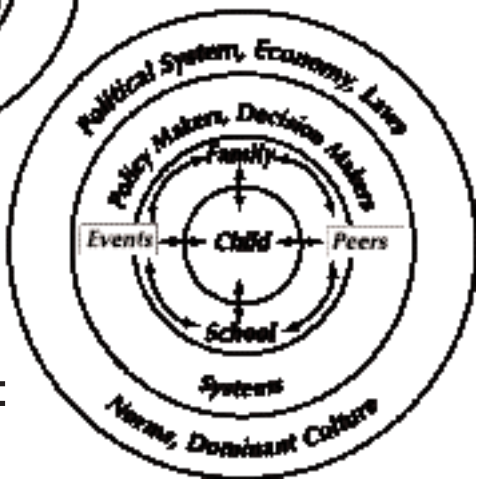
SESSION VI
Five Levels of Youth Development

Level One:
The Child

Level Two:
Immediate Setting

Level Three:
Connections

Level Four:
Systems with Power



Level Five:
Society

SESSION VI
The Ecological View of Youth at Risk

Youth grow up in families that live in communities. The context in which we place youth at risk can determine how we view this issue, the problems, solutions, and prevention. This session provides a framework in which to consider the causes and consequences of youth at risk. What are the causes of the problems youth face and experience? When do problems begin? What can be done to prevent and treat problem behaviors? The context becomes very important as answers to these questions are sought.

A brief look into the history of developmental studies and related fields illustrates the evolution of an ecological view of youth at risk. Betts (1996) provides us with a comprehensive summary of this history:

In 1946, Rene Spitz conducted his now famous work with infants who had been living in French orphanages. While the infants received good physical care, there were not enough caregivers to give each baby individual attention. Spitz found that some of the babies that were old enough to be sitting, pulling to standing, laughing, and playing had lost interest in the world and behaved like infants many months younger. Of 121 infants who were deprived of mothering, 19 developed severe depression characterized by failure to grow and develop, 23 developed moderate depression, and 79 were not diagnosed with depression. One of the conclusions of this study was that infants need love to develop and thrive. The infants with depression were studied, and the etiology or causes of depression in infancy were described. The emphasis on prevention and cure was paramount. The traditional approach to prevention tried to infer antecedents of disorders by studying people who already had the problem. Notice that the 42 infants who were diagnosed with depression were studied in retrospect, which made it difficult or impossible to determine whether the differences between these depressed infants and the 79 normal infants were causes or consequences of the disorder. In other words, were the depressed infants neglected because they were already different in some way, or did they become depressed because they were neglected?

The difference between causes and consequences is an important distinction in this discussion of youth at risk.

The Health Care Analogy to Youth at Risk

The disease orientation to the problems of development, behavior, illness, and even society characterize the thirty years of developmental studies that followed Spitz's work. This disease orientation can be characterized by the following process:

- Define the problem.
- Study those with that problem or disease to discover what caused the problem and how to "fix" it.

- Finally, look for ways to prevent the problem or immunize against it, based on inferred causes.

An examination of American society from the period following World War II until the mid-1970s demonstrates recurrence of this pattern in many facets of our life. Medicine is a good example. The proliferation of medical specialties in physician training and the formation of organizations designed to raise funds to help find cures for specific diseases occurred during this time. Pediatricians and family practice physicians such as the "old family doctor" were devalued during this time of specialization. Patients saw an internist for one problem, a neurologist for another, and an orthopedic surgeon for yet another. Each viewed the patient in terms of the presenting problem and asked little if anything about the patient's life or health practices other than those factors with direct relationships to the problem. Organizations raised funds to find "the cure" for heart disease, cancer, diabetes, and other diseases. The biological causes and effects of disease were studied while social, psychological, and behavioral dimensions of health were largely disregarded.

Things began to change in the mid-1970s and medical care became more integrated. During the last fifteen to twenty years, there has been a major shift from specialization to an examination of health, wellness, and disease in the context of our lifestyles. The cure or prevention of heart disease rests more often in our control of diet, stress, and exercise than in a drug or treatment. Health maintenance organizations are designed to promote healthy lifestyles and practice preventive medicine with use of specialists only upon referral by a primary care physician. Drug and treatment interactions are closely monitored. Problems are viewed in the context of the patient's life, total health picture, and support system. In summary, the shift from a disease orientation to an examination of health status in a context of the total life encouraged a more comprehensive approach to prevention, treatment, and education.

Models of Competence

Another important change is the way social problems, wellness, and disease are studied. In contrast to the disease orientation, models of competence try to explain the nature and causes of positive developmental outcomes. What went "right" or at least did not "go wrong" to cause the success of this group of individuals? Prospective studies follow a given sample of people over time, with appropriate observations and measures, to examine those factors, processes, characteristics, and behaviors that are associated with different outcomes at the end of the study.

What would have happened if before Spitz knew about the devastating effects of the orphanage care on babies, he had decided to study the development and health of infants in the French orphanage from the time of their placements there? How would he have explained the avoidance of depression by 79 infants? What would he have discovered about the temperaments of the babies who were and were not depressed? About their abilities to influence their caregivers? About their interests in and abilities to influence their environments? About the preferences of the caregivers and their behaviors toward the babies? What would have happened if Spitz looked at the interrelationships of the caregivers and infants and their environment, that is, the ecology? Ecology is the study of how the individual and its habitat shape the development of each other. In the context of human life, each person has an effect on the people and objects with whom he interacts, but those people and objects also influence the person.

"Fix-It" Programs

A similar methodological path has been followed in the way we work with youth, promote positive youth development, and treat youth problems. In the past, we tried to fix problems of teen pregnancy, drug use, delinquency, and dropping out of school. Usually this approach was not successful for two main reasons. First, rarely do young people experience one problem in isolation. If a young woman drops out of school, she is more likely to get pregnant. If a young person is using drugs, he or she is more likely to be sexually active. Second, these are consequences or negative outcomes, not the causes of youth at risk. Fix-it programs try to treat the symptoms, not the root causes of problems. Consider school drop-out prevention or retrieval programs. If they attempt only to fix dropping-out, and do not offer special services and support for students who have children, or who need drug or alcohol treatment, or have always failed in school and cannot read, they will not be successful.

In some communities this still may be the case. Many of our systems and institutions offer services that are fragmented by different mandates from the schools, courts, welfare and foster care systems. Different treatment, intervention or prevention philosophies, such as psychoanalytic versus behavioral versus drug treatment, and different service models, such as child guidance versus community mental health versus private practice, combined with different backgrounds of service providers further fragment service delivery and effectiveness. Few communities offer a clear-cut continuum of care in which the initial identification of problems leads directly to the most appropriate type and level of help.

This session moves away from these old models of fragmented services designed to "fix" one of many problems and focuses on the ecological approach to youth development. The wildlife artist Audubon never painted birds flying against a blue sky. He always painted them on a branch, bush, or tree that represented the environment in which they lived. Each bird is perched in an essential part of its habitat, in a tree that it nests in or feeds from. While the bird and tree are separate species, they are fundamentally related and each affects the other. This discussion will paint children in the same way. The habitat of the developing child includes family, friends, neighborhood, place of worship, school, the physical environment and the laws, institutions, and values of the community. The most important characteristic of the ecological view is that it helps us examine the child and the environment for questions and explanations about the child's behavior and development. The relationships between those characteristics that a child brings into the world and the way the world treats the child are the keys to understanding the ecological perspective. Both the child and the environment (and the people in it) change over time and each adapts in response to changes in the other. Different people react in different ways to the same environment and different environments react differently to the same person.

SESSION VI
Risk and Protective Factors

Within the ecology of youth development we can examine those factors or processes that put children and young people at risk of not developing to their full potential to become caring, contributing members of our society. Youth at risk refers to children who have individual characteristics, live in environments, or have (or lack) relationships with others which do not support their successful development. The more risk factors present in a child's life, and the longer the periods of time during which those factors are present, the more likely that the child will experience problems. If caring adults, policymakers, program administrators, and those in positions to make a difference work to reduce the risk factors children and families face, the prospect of negative outcomes for children declines.

Conversely, there also are protective factors or processes that serve to reduce risk and are associated with reduced probabilities of negative outcomes such as school failure, delinquency, and drug use. We are learning more and more about the effects of protective factors that are related to:

- personality characteristics, such as autonomy and self-esteem;
- quality of relationships including family cohesion and warmth;
- available resources, such as external support systems that encourage and reinforce a child's efforts to cope with adversity; and
- background experiences in the child's life.

Protective factors help explain why some children are functioning competently in the face of extremely stressful experiences. Risk intensifies and protection ameliorates the reaction to a situation that normally leads to a negative outcome. Protective factors do not necessarily make a child feel good. They protect against risk just as an immunization exposes a child to a small or modified dose of an infectious agent with which the child's body successfully copes. Protection comes from successful coping and adaptation to risk, not from avoidance of risk altogether.

Risk and Protective Factors in Context

Risk and protective factors operate in three contexts: biological, societal, and psychological. Children are coping well in the biological context if their behavior contributes to their chances of survival and health. For example, a child who is physically healthy, eats well, is immunized, and receives and follows health and safety education advice is likely to survive and cope well in the biological context. Successful coping in the societal context contributes to the survival and well-being of others, while success in the psychological context leads to well-being of the self. Children are survivors when they are happy about themselves, are healthy, are skilled, and are learning to be contributors to their immediate society.

Resilience can be defined as the ability to quickly recover strength, spirits, and good humor. The resilient child survives and copes well even in the face of very disadvantageous life events. Resilience is the active role individuals take to do something about their plight. Resilience is not a fixed characteristic or measure of personal strength or weakness. If the circumstances or risks change, the responses also change and the resilience is altered.

Much of the research on risk and protective factors and resiliency in childhood has been done in the mental health field, specifically with children of schizophrenic parents. Sources of risk in early childhood were studied with these samples. In general, it was found that children of schizophrenics are at high risk, but no more so than children of other severely mentally ill mothers. Poor families and children of color are at even greater risk for general developmental problems than are families with maternal mental illness.The combined risks of illness and low social status produce the worst child outcomes.Children exposed to continuous family and life disruption become increasingly unable to develop in a healthy, competent direction and become more vulnerable to severe problems. While the specific risk factors may differ from family to family, the same degree of risk can predict problem outcomes. It does not matter if the exact risk factors are the same from one child to another; if both face relatively low risk, the probability of negative outcomes is not very great. On the other hand, if both face many risk factors over time, even if the specific risks differ, the probability of negative consequences increases.

Levels of Environmental Contexts

It may be helpful at this point to delineate the five levels of the individual and environment that help conceptualize risk and protective factors in the ecological framework. The first two levels concern the individual and the close environment of family, friends, and home. The third level concerns the connections children and parents make with all of the people, events, and institutions in the lives of children, while the fourth and fifth levels are more concerned with broader political power and society.

Level One: At the first level is the individual and all that he brings to life: temperament, physical health status, skills, and abilities. Across the life span, some characteristics of the individual will serve as risk factors and some will serve as protective factors. A demanding, difficult child is at risk of not developing closeness with others. A child with less than average intelligence is at risk of not developing the knowledge and skills necessary to succeed in school. The bright, happy child may find that his intelligence and attitude are protective factors when he interacts with others in hostile environments.

Level Two: The immediate setting in which the child develops forms the second level. This includes the people, objects, and events that interact directly with the child. The single most important issue at this level is emotional climate. Positive emotional climate contributes to success and gives the child self-confidence, while negative emotional climate makes children easily discouraged by everyday problems. The relationships a child forms with parents, siblings, and peers are important at this level.

Level Three: The third level concerns the number and quality of connections between the different people and groups in a child's life. For example, do parents know their child's friends? Do parents visit school? Risk occurs when there are few connections or when there are conflicts of values between connections. For success, it is important that home and school are well connected. When a child enters a new setting, new connections develop. Healthy connections are produced by healthy development and also cause further healthy development. When the people in a child's life work together to form strong connections, children benefit. When they work in isolation or opposition, youth are at risk. Children who start school with no previous experience or orientation to learning, reading, or rules will have a difficult time being successful. They and their parents have made no connections between their own experiences at home and new experiences in the new school setting.

Level Four: The fourth level influences development but in indirect ways through the systems that have power over the lives of children. At this level, risk and protection occur in two manners: first, when parents are treated in ways that impoverish (risk) or enhance (protect) their behavior at home; and second, when decisions are made that affect the child's everyday life. Risk occurs when youth lack advocates in decision-making bodies. When parents cannot take leave from work at the birth or adoption of a child, when parents do not have access to a phone at work to check in with children after school, when parents cannot find affordable day care, youth are at risk.

Level Five: Finally, the broad patterns of a society that reflect the shared assumptions about how things should be done constitute the fifth level. The type of economic and political system, and a person's place in that system and their culture, have tremendous influence on the person's relation to family, community, and country. Discrimination based upon race or gender presents risks to healthy development. Many Americans accept some level of domestic violence as normal and define abuse differently from punishment. Societal support of violence represents sociocultural risk because it presents and condones violence as a stress outlet.

To enhance human development, a good fit is needed between the person and the setting. The characteristics, needs, and developing competencies of the person must be matched, with the best fit possible, to the people, events, and objects in the social setting. An infant's world is most influenced by the parent or adult caregiver that meets his or her immediate physical, emotional, social, and learning needs. As children grow up, their worlds widen and the connections they make with friends, school, places of worship, recreation, work, and leisure become more important and influential. At all ages, both the policies and politics associated with the decision makers and the society can, and do, influence the quality of family life and the course of the child's development. Consider the life-threatening consequences to a low birth-weight infant born to poor, disenfranchised parents who cannot or do not know how to access prenatal care, immunizations, and infant health care.

SESSION VI
Risk and Protective Factors

Protective

Aspects of youth's life that can increase his/her ability to withstand negative influences and develop healthy life skills.

Protective factors can be present at multiple levels in a youth's life.

Out of school, informal youth programs play a major role in helping develop or strengthen protective factors at each of these levels.

Risk

Aspects of school-age child or teen's life that can create barriers to the development of healthy life skills increase susceptibility to negative influences.

Risk factors can be present at multiple levels in a youth's life.

When two factors are present, risk is likely. When additional factors are involved, risk increases.

SESSION VI
Protective Factors

at the Individual level

- Strong problem-solving and communication skills
- Positive self-perceptions
- Confidence in oneself and one's abilities
- Responsibility and self-discipline
- Social and interpersonal skills
- Religious commitment

at the Family level

- Close relationship with at least one family member
- Parents provide guidance, support, and nurturance
- Parents know where their children are, what they are doing, and who they are with
- Family expectation, rules, and discipline strategies are communicated and implemented clearly and fairly
- Parents provide positive examples of appropriate and healthy behavior

at the Peer level

- One or more close friends
- Friends who have healthy values and attitudes, and engage in positive behaviors
- Positive interactions with other youth
- Opportunities to learn to respect and be respected by other youth

at the School level

- Positive school climate
- Educational aspirations
- Achievement motivation
- Involvement in extracurricular activities

at the Work level

- Required helpfulness

at the Community level

- Opportunities to rely on supportive adults, such as teachers, youth workers, 4-H leaders, and others
- A supportive neighborhood or community
- Opportunity to make meaningful contributions to community-based projects and activities
- Bonding to family, school

SESSION VI
Risk Factors

at the Individual level

- A variety of negative attitudes towards self and others
- A tendency to engage in problem behaviors
- Social isolation

at the Family level

- Distant, uninvolved and inconsistent parenting
- Unclear family rules, expectations, rewards
- Severe or inconsistent punishment
- Poor role modeling with regard to alcohol, drugs, and other high-risk behaviors

at the Peer level

- Association with friends who engage in problem behaviors
- Negative peer pressure

at the School level

- School transition
- Academic failure
- Low commitment to school
- Absenteeism
- Desire to drop out

at the Work level

- Long hours of work

at the Community level

- Low socio-economic status
- Complacent or permissive community norms and standards
- Low neighborhood attachment and community disorganization
- High levels of violence and crime
- Media influences

SESSION VI
Community Mapping - worksheet

School Protective Factors

School Risk Factors

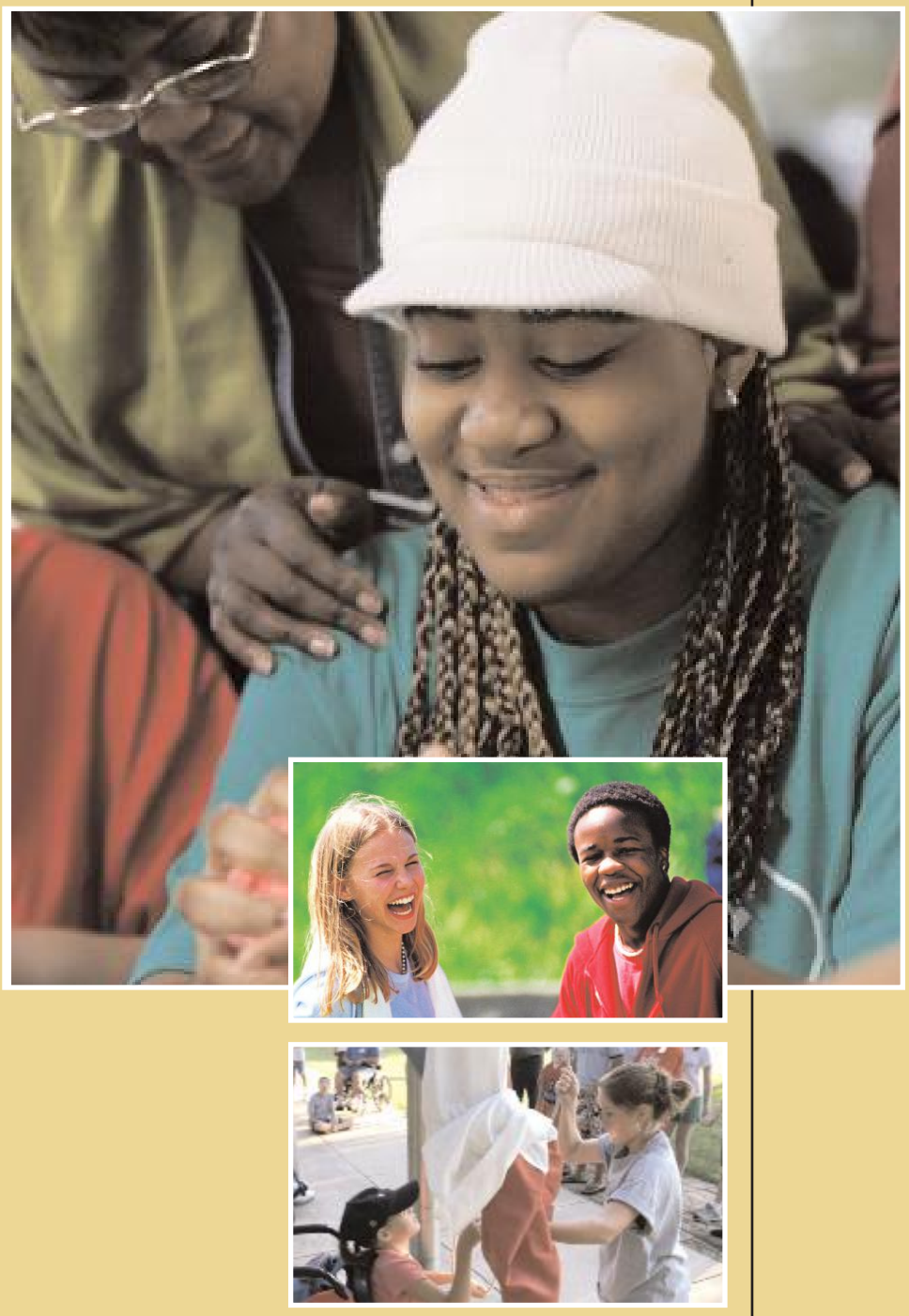
SESSION VI
Community Mapping - worksheet

Work/Community Protective Factors

Work/Community Risk Factors

DAY THREE

Valuing and Communicating with Youth



DAY THREE

Theme: Valuing and Communicating with Youth

Focus: Strengthening attitudes that reinforce the assets diversity provides to groups/teams.
Understanding and practicing communication skills that build relationships and support groups. Communicating feelings and ideas, respect for differences, and communicating to resolve conflict.

8:00 Group Process Why Is Group Environment Important

8:30 Session VII Understanding and Valuing Diversity

Objectives:

- To understand what is meant by cultural diversity and cultural competence and recognize the importance of cultural competence in preparing youth for healthy adulthood.
- To target areas of focus for personal growth in cultural competence; recognizing personal cultural perspectives and biases, and understanding diverse cultural practices.
- To be prepared to offer experiences that help youth gain the knowledge and skills needed to achieve cultural competence.
- To adopt practices that support and foster diversity and better meet the needs of patrons and staff.

10:00 BREAK

10:15 Session VII continued…

12:00 LUNCH

1:00 Session VIII Communicating One-on-One and in Groups

Objectives:

- To understand how developmental changes influence communication with young adolescents.
- To practice skills that keep communication open.
- To practice skills in listening, and responding for meaning and for feeling.

2:45 BREAK

3:00 Session IX Understanding Peer Group Support

Objectives:

- To demonstrate an understanding of the developmental appropriateness of groups (cliques and crowds).
- To understand how groups are formed.
- To demonstrate an understanding of diversity in peer groups.
- To understand the positive and negative influences of peer groups.

4:30 Reflecting and Applying

5:00 Close for the Day

"These materials are produced as part of the Interagency Agreement between the U.S. Army Community and Family Support Center and the U.S. Department of Agriculture, Cooperative State Research, Education, and Extension Service under Kansas State University Project # 95-EXCA3-0378."

SESSION VII:

Understanding and Valuing Diversity

- Group process: Why is group environment important?
- Glossary of key terms
- Understanding culture
- Becoming culturally competent
- Societal perspective of cultural diversity in the U.S.

GROUP PROCESS
Why Is Group Environment Important?

The environment in which a group functions is a critical factor in the effectiveness of the group. Group environments consist of both physical space and social/emotional climate.

The physical environment is the space occupied by the group. This space is wherever the group gathers. It can range from outdoor settings to gymnasiums to rooms with tables and chairs. The noise level, temperature, light, eye appeal, and amount of room available for each individual have an impact on the ability of the group to interact and grow together. If the space is noisy, communication is more difficult. If the space is extremely quiet, some youth may feel self-conscious or intimidated. If the space is very hot or very cold, youth may not participate fully. If the space is crowded, unsightly, or hazardous, members will choose to go elsewhere.The challenge to the youth worker is to create a physical environment that offers inviting, comfortable, safe, and healthy space for groups to work together.

Social/emotional environment refers to the way in which group members relate to one another. A positive social/emotional environment for youth is one in which they are supported by the group as they try new skills, explore new concepts, and practice interaction skills. Trust between members is critical to an effective social/emotional environment. Youth need to know that they will not be ridiculed or rejected by others in the group. A climate of trust is present when individuals feel socially and emotionally safe with one another. Creating and maintaining this climate of trust is one of the most important tasks of any group facilitator. It is essential to the growth of the group and to the growth of individuals within the group. Maintaining a trusting environment is an ongoing task in any group. Groups will deal with the issue of trust when they are forming and will revisit the issue as the group grows and develops (Griffith, 2002).

SESSION VII
Glossary of Key Terms

Culture: The framework within which people interpret and respond to the world around them. A shared pattern of learned behavior that is transmitted to others in the group. Culture includes ethnicity, gender, geographical location, social class, age, nationality, race. A city is said to be culturally diverse if its residents include members of different groups.

Cultural Competence: A set of skills that allow individuals to increase their understanding and appreciation of cultural differences and similarities, within, among, and between groups. This requires a willingness and ability to draw on community-based values, traditions, and customs and to work with knowledgeable persons from the community in developing focused interventions, communications, and other supports.

Cultural Diversity: Differences in race, ethnicity, language, nationality, and religion among various groups within a community, organization, or nation.

Cultural Sensitivity: An awareness of the nuances of one's own and other cultures.

Culturally Appropriate: Demonstrating both sensitivity to cultural differences and similarities and effectiveness in using cultural symbols to communicate a message.

Ethnic: Belonging to a common group — often linked by race, nationality, and language — with a common cultural heritage and/or derivation.

Language: The form or pattern of speech, spoken or written, used by residents or descendents of a particular nation or geographical area or by a large body of people. Language can be formal or informal and includes dialect, idiomatic speech, and slang.

Multi-cultural: Designed for or pertaining to two or more distinctive cultures.

Nationality: The country where a person lives and/or one that he or she identifies as a homeland.

Race: A socially defined population that is derived from distinguishable physical characteristics that are genetically transmitted.

Religion: A system of worship, traditions, and belief in a higher power or powers — often called God — that has evolved over time, linking people together in a commonality of reverence and devotion.

SESSION VII
Understanding Culture

Culture is a very elusive concept. The term has a wide range of meaning. There are thousands of definitions of "culture" in the literature of sociology and anthropology. In order to lay a common understanding of discussing culture, an inclusive definition is provided. Culture is a shared pattern of learned behavior that is transmitted to others in the group (Emde, 2006). A cultural group does not only center around race and ethnicity, but is also defined by gender, disability, geographical location, social class, sexual orientation, age, organization, nationality, and more.

Culture is the framework within which people interpret and respond to the world around them. It includes customs, arts, values, skills, modes of living, and communication styles of a group of people who consider themselves members of a certain community.

For the leaders and educators in a multi-cultural society, basic understanding of culture is crucial. Acquired knowledge of "culture" should be applicable and useful to daily work. Metaphors and symbolism give us perspectives to understand "culture" which we can apply in our daily life. This material presents three different metaphors of culture which give you a variety of perspectives to the issues regarding cultural diversity.

"Diversity: the art of thinking independently together"

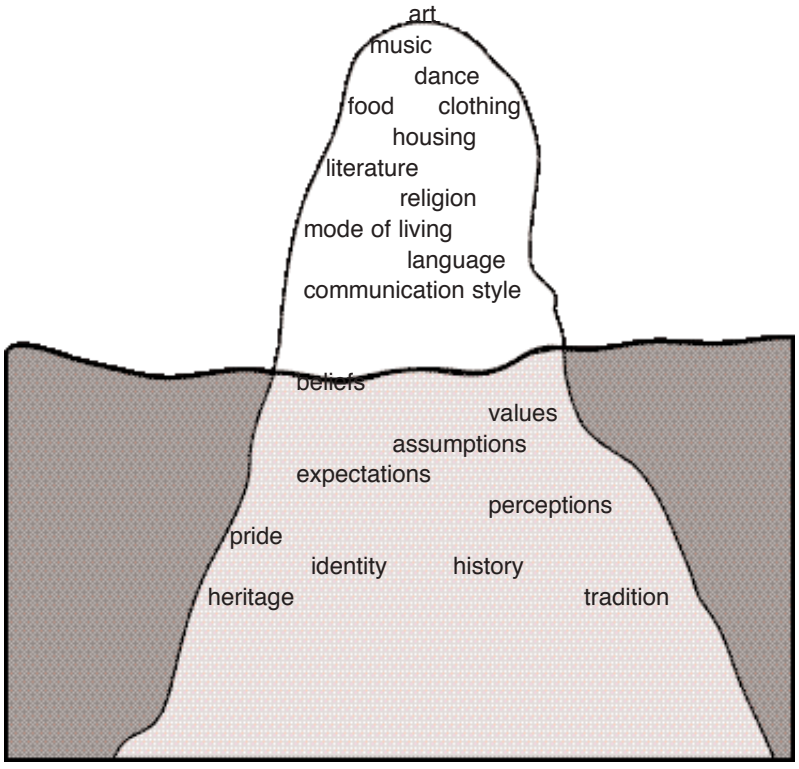
~ Malcolm Forbes ~

Metaphor I: Culture is like an iceberg.

You might have heard the analogy of iceberg. What the iceberg metaphor teaches us is visible and invisible elements of culture (Peace Corps, 2002). One definition of culture says, “It is overt and covert coping ways that make people unique.” As you see in the drawing below, the visible elements include language, art, music, literature, food, modes of living, clothing, housing, communication styles, and religious practice. Invisible elements include beliefs, assumptions, expectations, perceptions, and values.

Notice that the invisible area under the water is larger than the visible area. Often people see cultural differences only at above-water level. In reality, the major part of cultural differences are at the base of the culture which is covered with water. When two different cultures meet, friction occurs often under the water just as two icebergs bump into each other underwater. The friction between two cultures underwater is not necessarily a negative thing; rather it is a necessary process to have understanding among different cultures.

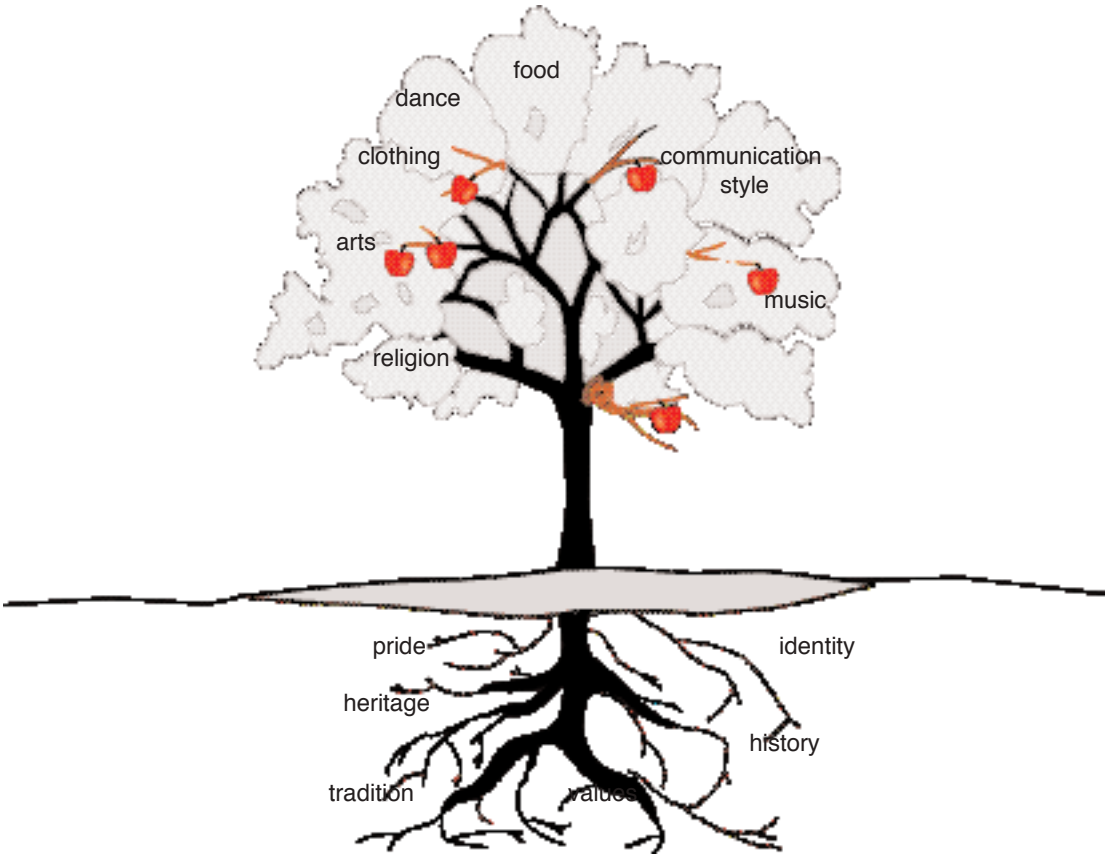
Often, what tourists experience in a country they visit is the above-water part of the culture: eating food, watching dancing, listening to music, and seeing the historical sites. If these are the only things visitors do in a foreign country, they learn very little about the culture. To have real understanding of other cultures, it is necessary to go underwater and to possibly risk the friction between your iceberg and others. Through such a process, you begin to understand not only a foreign culture, but also what lies deep within the underwater of your own culture.



Metaphor 2: Culture is like a tree.

This metaphor helps people understand a culture in a holistic way. Culture is a living and organic entity just like a tree. Fruit, flowers, and leaves of a tree are the visible elements of a culture such as languages, arts, music, food, and lifestyles. Its trunk contains the invisible elements of a culture such as perspectives, perceptions, beliefs, and values. And the roots are the tradition, history, and the spirit of people who have carried the culture from generation to generation. As fruits, flowers, and leaves of a tree cannot live without its trunk which transports nutrition, so it is for a culture. Cultural phenomena such as arts, food, lifestyles, language, communication styles, and so on are nourished by cultural beliefs and values. As a tree cannot stand without strong roots, any cultural expression has to be supported by its traditional and historical background.

It is clear from this analogy that healthy growth of culture cannot happen without respect to roots, tradition, heritage, history, identity, and pride.



Societal Perspectives of Diversity in the U.S.

For nearly one hundred years people have pictured the United States of America as a "melting pot." This widely used term was originally introduced through a play, written by Israel Zangwill in 1908, who had a remarkable vision of the future of a multiracial society almost a century ago. At the back of the book, Melting-Pot, he wrote:

> "The process of American amalgamation is not assimilation or simple surrender to the dominant type, as is popularly supposed, but an all-round-give-and-take by which the final type may be enriched."

However, contrary to what the play writer envisioned by the term, this metaphor has been used by many Americans to refer to the cultural assimilation of people into the dominant American culture. It was assumed that a new and unique culture would emerge as immigrant groups and indigenous people gave up their "old world" values and lifestyles in exchange for the values and lifestyles of a "new world." New immigrants and indigenous people who were combined in one pot were expected to melt into a "new taste," and everyone was supposed to join together in the same culture, language, and lifestyle.

Under this idea of a melting pot society, new immigrants and indigenous people were expected and often forced to give up their own culture and "melt down" to the dominant culture of people who had political and economical power. The following quote from a speech given by Theodore Roosevelt in 1919 is a good example of the belief in the melting pot society.

> "If the immigrant who comes here in good faith becomes an American and assimilates himself to us, he shall be treated on an exact equality with everyone else—but this equality is predicated on the man's becoming in every fact an American and nothing but American—any man who says he is an American but something else also, isn't American at all—we have room for but one language here."

This melting pot assimilation society had a number of serious drawbacks (Booth, 1998).

- Human beings can't simply give up their own cultural background. As discussed in a section on "Metaphor of culture as a tree," giving up visible parts of culture such as the language, lifestyles, and religious practices causes damage to a person's self-identity and self-esteem, which are rooted in culture.

- People who promoted this theory believed that their cultural patterns were superior to others, so that it was best for others to assimilate to their culture. Prejudice and ignorance about people and cultures other than one's own often accelerated this ethnocentrism.

- Fairness and equality were determined only from the perspective of the dominant culture.

The results of assimilation have been implicit paternalism, at best, and arbitrary domination, at worst. Although explicit policy for assimilation is no longer a norm, implicit assimilation policies are still in practice.

A new concept emerged as people began to realize that a melting pot society was detrimental to those who were not of the dominant culture. The metaphor of a "tossed salad bowl" or a "mosaic" replaced the melting pot as a model for the pluralistic society (Bachmann, 2006). In the "mosaic" society, no one is pressured to melt into mainstream values or give up their own cultural patterns. It is a society where differences are appreciated and diversity is valued; as when countless different colored stones join together to form a mosaic pattern or when carrots, lettuce, cucumbers, and tomatoes maintain their shapes and taste in a tossed salad bowl. However, there are limits in our understanding of the diversity in our society to this model as well. While each individual piece of the salad or mosaic may retain its uniqueness in this form, once they are joined together the form stays the same; the salad remains a salad and the mosaic remains a mosaic. There is no opportunity for the growth and change that characterize healthy human and societal development. We know that human interactions are not static. As people interact with one another in different situations, time frames, and places, the results of those interactions change. The coming together of people from different cultures at one point in time may form an entirely different picture than the interaction between those same people at another time or place.

L.H. Fuchs (1990) offers a new metaphor for the culture in the U.S. today in his book The American Kaleidoscope: Race, Ethnicity and the Civic Culture. He suggests that the change in cultural patterns as cultures interact with one another can be viewed as a kaleidoscope. The shapes that form the image remain the same, but the image is in constant change due to the interactions of the shapes in multiple configurations. New possibilities emerge at every turn as do the possibilities from interactions between cultural groups.

Today the challenge to each American is to live out this vision in all encounters with those of diverse backgrounds. By conservative estimates, more than 100,000 children are born to interracial couples in the United States every year. According to the Census Bureau report (in 1994), 1,161,000 married couples cross the boundaries of race. That is one out of every 50 marriages. If the mixed racial population continues to grow, we could have in three or four generations a society where the majority of people do not identify with a single racial group, carry more than one cultural heritage, and even speak more than one language. If this group of mixed cultural identities becomes the majority of the population, in 100 years we would see a majority of people who express mixed cultures in their daily lives. We might well find that the real melting pot society which the dramatist Isreal Zangwell envisioned nearly a century ago would emerge.

Metaphor 3: U.S. Culture:
From Melting Pot to Tossed Salad to Kaleidoscope

The melting pot metaphor forced people to give up their own culture and "melt down" into the dominant culture of people who had political and economic power.

The salad bowl metaphor provided a model that encouraged and supported people in maintaining their own cultural identity — where carrots, lettuce, cucumbers, and tomatoes maintain their shapes and taste in a single dish.

The kaleidoscope metaphor takes into account the changes that occur when cultural patterns interact. Shapes do not change but the image they form does. This metaphor best reflects U.S. culture today

PAST	PAST/NOW	NOW/FUTURE
Melting Pot	Tossed Salad Bowl	Kaleidoscope

SOCIAL VALUE

Assimilation	Diversity	Ongoing change thru interaction

Pledge for Inclusiveness

I will embrace the concept that diversity is enriching and broadens our perspectives.

I will actively help all new participants, volunteers, and staff “learn the ropes” and the unwritten rules of the organization as well as the formal structure.

I will embrace fresh and different perspectives brought to the program by youth, parents, volunteers, and co-workers form other cultural backgrounds

I will be careful not to stereotype youth, parents, volunteers, or co-workers and will work to ensure that I do not treat anyone as a “token” in our organization.

I will value the perspectives each person in the organization brings but will not ask anyone to speak for or represent the culture and values of the group he or she might represent.

I will think in terms of “we and us” and not “us and them.”

I will recognize the possibility of feeling discomfort with youth, parents, volunteers, or co-workers who appear different from myself and will strive to get to know them on an individual and personal basis.

I will make a commitment to continue my efforts to embrace the value of diversity for the youth in our programs and for the organization beyond this current year and to set up procedures to ensure that my efforts will be carried on in the future.

I will recognize that when I am under pressure I may revert to narrower beliefs, and I will strive to remember at these times to listen and respond openly to input from everyone in the group.

SESSION VII
Becoming Culturally Competent

Diversity within any community presents challenges and opportunities. Most of us interact daily with individuals from rural, suburban, and urban backgrounds, people of different religious faiths, individuals with special needs, individuals from different ethnic groups, etc.

The challenges of diversity in such an environment are many. Some of these challenges involve treating people from these diverse backgrounds as they want to be treated, respecting their opinions even when different from our own, learning to pronounce names different from our own, eating/preparing foods from different cultural backgrounds, respecting traditions with which we are not familiar, and using labels for groups that are different from the ones we learned as young people.

The opportunity diversity gives us involves developing a flexibility that allows us to learn a new way of looking at and understanding the world, a new way to solve ongoing problems, or the capability to look at old problems from a fresh perspective. On an individual level, these experiences force us to personally examine the way in which we do business, how we serve youth, how we form assumptions about youth and their families. From an organizational perspective, diversity presents an opportunity that allows us to share the wealth of knowledge, experiences, and resources each of us brings to the workplace, program setting, and play environment. Effective teams, characterized by diversity, substantiate the old saying that “two heads are better than one.”

Each of us contributes to the way diversity is managed.The knowledge, skills, and attitudes we bring with us influence the level of commitment demonstrated by our organization. These individual bits of knowledge, skill, and attitudinal characteristics are the sum of our cultural background.

Despite these potential benefits, diversity in large doses can sometimes be uncomfortable. Some individuals who seek harmony in the workplace believe that the more we speak about diversity, the more difficult it becomes to achieve a harmonious society. One implication of this perspective is that the less diversity is spoken about, the more likely it is to go away. Sometimes this perspective is reinforced by our own cultural knowledge. If we did not have the opportunity as young people to interact with men and women of different ages, different cultures, and different belief systems, then perhaps the filters that cultures create may cause us to see some individuals with a closed mind, or to only focus on stereotypes. In fact, there is a tendency for some of us to ignore the differences that exist between us. Differences are an essential part of who we are. For some of us these differences may make it difficult to see the many ways in which we are alike. We may even see our sameness differently.

On the other hand, from an organizational perspective, when diversity is managed well it leads to creativity, quality, teamwork, and innovation. On an individual level, dealing with diversity from a positive perspective fosters a sense of personal well-being, an internal locus of control, and a sense of empowerment. These are some of the characteristics that enable staff members to build interdependent and synergistic relationships and get the job done.

Adults working in youth programs must believe in the value of each young person. To be consistent with our statements about the importance of parents in the life of a young child, we must develop the ability to work effectively with families from various backgrounds. This will assist us as we focus on making positive connections between home and school. Responding to the different traditions, beliefs and values, eating and dressing patterns of families, parenting practices, etc., is an ongoing process. To respect those patterns different from our own requires an intentional, sustained effort, as well as awareness and sensitivity to each family's culture and values. Learning to respect, appreciate, and focus on the strengths of diverse families and co-workers does not happen overnight. To get the most out of our differences, staff need information and abilities on three levels: awareness, knowledge, and skills.

First they need awareness. It is critical that they recognize differences and are aware of their own assumptions about those differences: "What are my unconscious expectations of African Americans? Latinos? Women?" Beyond awareness of their own subtle expectations or assumptions, there is a need for knowledge about different cultural norms, lifestyles need, and personal preferences of individuals from different groups. Information is needed to answer such questions as: "What are the myths and realities about ageing? Why do some employees speak their native languages at work even when they know English?" Finally, they need skills. Employees need to have the ability to deal with one another in sensitive ways. They must be prepared to respond to questions such as: "How can I resolve a conflict with someone who won't admit anything is wrong? How can I communicate with a co-worker whose English is limited? What can I do when I encounter racist remarks or ethnic slurs?"

A knowledge-based understanding of diversity recognizes that being aware of and appreciating differences reflects good common sense values; that is just "good practice," and reflects a positive step toward competence. Understanding diversity on the skill and attitudinal level requires awareness of one's emotions and, in addition, the intent to use skills and abilities to interact effectively with families and workgroups and to function with a sense of independence, synergy, and creativity. Developing the knowledge, skills, and attitudes required to make our differences a source of strength takes time, effort, study, and commitment.

For diversity training to be effective, a climate of trust must be developed. Issues of prejudice and bias must be discussed forthrightly in an environment that promotes opportunities for individuals to practice new ways of acting and responding to people and events. It is important for adults to begin to feel comfortable discussing diversity issues so that our personal and professional practices will reflect a heightened sensitivity and awareness. In so doing, we provide appropriate role models for young people that will help them learn, grow, and respond in an ever-changing world.

SESSION VIII:

Communicating One-on-One and in Groups

- Communication skills
- How do we hear?
- List of feeling words
- I-messages
- Role-play situations
- Practice guide for I-messages
- Improving communication
- Tips for good communication

SESSION VIII
Communication Skills

Why Is Communication So Important?

The process of verbal interaction plays an important part in maintaining health and well-being. By discussing our experiences with each other, we provide opportunities for understanding situations and responses in our lives. When we share our experiences and feelings sincerely, we come to realize that all of us experience emotions, but that each of us experiences them in our own way. By sharing our experiences and the feelings that accompany them, we can recognize the similarities among human beings as well as our individual differences.

Effective communication exists between two persons when the person to whom a message is sent interprets the message in the same way that the person who sent the message intended it. Failures in communication happen when interpretation differs from intention. There are some specific skills that can be learned which facilitate effective communication. As a receiver, one can learn to listen accurately and to reflect back to the sender what has been heard. As a sender, one can improve skills in sending clear, accurate, and specific messages, and in seeking clarification.

People Communicate Verbally and Nonverbally

Messages are composed of verbal and nonverbal cues. In communication, what is said and how it is said are equally important. The sound of the voice, the facial expression, and the body posture carry strong messages (Rollman & Gaut, 2002).

For example, if you are talking to a person whose face and fists are clenched but who insists she/he is very happy and carefree, you are apt to feel confused. People may try to hide feelings in verbal expressions which are obvious in their nonverbal expressions. For real communication to occur, the verbal and nonverbal expressions must agree. What is said must be consistent with facial expressions, posture, and voice tone if a clear communication is the goal.

SESSION VIII
How Do We Hear?

When we talk, it is because we have an idea or a feeling that we want to share with someone. In order to share it, someone has to hear what we are saying. We call this communication. To communicate, there must be a talker (sender) and a listener (receiver). If both people are talking (sending) at the same time, there is no one to receive the messages both are wanting to send. Therefore, no communication occurs, no one has been able to share ideas or feelings, and everyone feels frustrated.

A group of people multiplies the number of senders and receivers — and the likelihood that more than one person will be talking at the same time. When this happens, we have "interference" between the senders and receivers in the form of noise. Noise is sound that doesn't communicate anything. In this case the talking is noise because it can't be heard or understood.

In order to be able to have good communication in groups of people, only one person can talk at one time. Sometimes, in group discussions, it is easy to forget to wait for a turn. Sometimes we think we will never get our turn to talk.

Using cues to assist groups will help the group establish good listening habits. A ball is a good object to use as a cue. The person holding the ball will have the right to speak and be heard and everyone must listen to what the person has to say. The ball must then be passed to another person who has something to share. Only the person holding the ball may speak and those without the ball must agree to listen.

Remind your group to "pass" the ball. Sharing time is as important as sharing ideas in a conversation.

Abandoned
Accepting
Accused
Adamant
Adequate
Admired
Adventurous
Affected
Affectionate
Afraid
Aggravated
Agitated
Alarmed
Alienated
Amazed
Ambivalent
Amiable
Amused
Angry
Anxious
Apathetic
Appalled
Astonished
Awed
Awkward

Bad
Baffled
Battered
Beaten
Beautiful
Befuddled
Betrayed
Bitter
Brave

Calm
Capable
Carefree
Careless
Caring
Caught
Challenged
Comfortable
Committed
Compassionate
Competent
Concerned
Confident
Confused
Conscientious
Crazy
Crippled
Critical
Curious

Daring
Dead
Debilitated
Defensive
Defiant
Delirious
Depressed
Desperate
Destructive
Disappointed
Discontented
Discouraged
Disgusted
Distant
Distraught
Disturbed
Divided
Doubtful
Dubious
Dumb
Dutiful

Eager
Effective
Embarrassed
Emotional
Empty
Empathic
Encouraged
Energetic
Enraged
Exasperated
Excited
Exhausted

Fascinated
Fearful
Flexible
Floundering
Flustered
Frightened
Frustrated

Gloomy
Good
Great
Grief
Guilty
Gullible

Handicapped
Happy
Harassed
Harried
Hateful
Helpful
Helpless
Hopeless
Hopeful
Horrible

SESSION VIII
List of Feeling Words

Horrified
Hostile

Ignorant
Immature
Inadequate
Incompetent
Indignant
Ineffective
Infuriated
Interested
Intimidated
Involved
Isolated

Lost
Loved
Liked

Melancholy
Mixed emotions
Motivated
Mystified

Natural
Nervous

Odd
Outraged
Overburdened
Overwhelmed
Overworked

Pained
Pensive
Perplexed
Perturbed
Pity
Positive
Powerful
Powerless
Prepared
Protective
Provoked
Puzzled

Rage
Rational
Relaxed
Religious
Remorseful
Resentful
Resistive
Right

Sad
Scared
Self-confident
Sensitive
Shocked
Shunned
Shy
Sick
Startled
Superior
Suspicious

Terse
Terrible
Terrified
Timid
Tired
Tolerant
Traumatized
Turned in
Turned off

Uncaring
Uncomfortable
Understanding
Uneasy
Unfriendly
Unhappy
Unique
Unprepared
Unsettled
Unsure
Unwanted
Uptight
Useless

Vehement
Violent
Vulnerable

Weak
Willing
Wishing
Worthless
Worthy

SESSION VIII
I-Messages

"When…"

(State the unacceptable behaviors)

"I Feel…"

(Express feeling about the behavior)

"Because…"

(Describe the effect of the behavior)

SESSION VIII
Role-Play Situations

Situation 1 - Father/Son (sixteen-year-old)

Father and son have an agreement concerning use of the car; when the son uses it he is to replace the gas he used. The son repeatedly returns the car with an empty gas tank. Today the father is late to work, jumps into the car, and finds the tank empty.

Situation 2 - Boss/Employee

The boss expected a certain job to be finished by 3:00 p.m. At 5:00 p.m., the employee still hadn't shown up with the job completed. At 8:00 the next morning, the boss meets with the employee, who does not yet have the job completed.

Situation 3 - Two workers at a staff meeting

Two workers disagree on who will take the responsibility for a particular program. Alan has just said to Connie, "I always have to take all the responsibility around here!"

SESSION VIII
Practice Guide for I-Messages

Your role as observer is to check whether the messages used by role-players are I-messages. Use the following to help you in determining which communications are I-messages.

Does the sender:

- state the unacceptable behavior that is observed?
- express feelings about the behavior?
- describe the effect of the behavior on the sender?

Does the I-message involve:

- blaming?
- judging?

OR

- honesty?
- openness?
- acceptance?
- understanding?

How does the receiver of the I-message appear?

How does the sender of the I-message appear?

Statement Stoppers	Response Category
"You must clean your room..." "You will do your..."	Ordering, Directing
"You'd better..." "If you don't ..."	Warning, Threatening
"You ought to..." "It is your responsibility to..."	Moralizing, Preaching
"If I were you..." "Why don't you..." "Let me suggest that you..."	Advising
"The facts are..." "Yes, but..."	Persuading, Lecturing
"You are still too young/new/inexperienced..." "You are bad..." "Your hair is too long..."	Judging, Belittling
"Why did you...?" "Where did you...?"	Questioning, Interrogating
"You are a good boy..." "That's a nice thing..."	Praising, Evaluating
"You're a spoiled brat..." "Crybaby..." "You're just stupid..."	Name-calling, Ridiculing
"What you need is..." "Your problem is..."	Interpreting, Analyzing
"There, there... it will be all right." "That's too bad..."	Reassuring
"We don't talk about that..."	Withdrawing, Distracting

SESSION VIII
Verbal Statements: Stoppers & Openers

Statement Openers	Response Category
"In your shoes..."	Empathy
"I think I understand your viewpoint..."	
"That's an interesting point..."	Acceptance
"Yes... Hmmmmmmmmm."	
"Let me see if I understand what you're saying."	Reflective/Active Listening
"Sounds as though you feel cheated..."	
"Tell me more about what happened..."	Door opener

SESSION VIII
Improving Communication

Below you will find twelve ineffective ways to respond to a problem. Change the negative response into a positive response:

1. Ordering, commanding: “I don’t care what time Susan has to go home, I’m staying at the party until midnight!”

2. Warning, threatening: “If you do, you’ll be sorry!”

3. Preaching, moralizing: “You shouldn’t act like that.”

4. Advising, telling someone how to solve a problem: “If I were you, I wouldn’t do it that way.”

5. Lecturing, using logic and facts: “You have to face reality. She has more power than you do.”

6. Judging, blaming, criticizing: “Surely you know better than that. What a dumb idea!”

7. Praising, agreeing: “Well, I think your haircut looks great, no matter what you say.”

8. Name-calling, ridiculing: “You’re behaving like a spoiled brat!”

9. Interpreting, diagnosing: “You don’t really mean that. You’re just trying to bug me!”

10. Sympathizing, reassuring: “Don’t worry, you’ll feel better tomorrow.”

11. Questioning, interrogating: “Why on earth do you get so angry and make him mad?”

12. Distracting, humoring: “Let’s not talk about it. Try to think of something more pleasant.”

SESSION VIII
Tips for Good Communication

Guidelines for Accepting Criticism

1. Listen. This means not being ready to defend yourself or counterattack. Breathing deeply will help.

2. Repeat the criticism in your own words to be sure you have it right. This will also give you a minute or two to calm down. Use the I-message format. "I understand that you are _____ (upset, concerned) with me when _____ because _____ ."

3. Ask for an example of what is being criticized.

4. Decide whether it's a fair criticism or not. Is it true? If so, is it something you want to change in order to be fair? If you can't decide on the spot, ask for some time to think about it, and schedule another meeting.

5. If it is fair, don't give excuses for having done it. Think of ways you can change your actions or statements in the future. Or ask, "What would you like me to do differently?"

6. If it is unfair, respond with your own feelings: "I think you misunderstood." "I think you're expecting more of me than I'm willing to give." Not, "You don't understand what I'm saying" or "You're being unfair."

7. If you are angry or tempted to counterattack, suggest you postpone further discussion until a time when you are more calm.

Better Communication in Stressful Situations

1. Describe your feelings — don't worry about evaluating them.

2. Focus on the behavior that needs to change, not the person.

3. Seek understanding for your point of view.

4. Be specific in identifying what you want.

5. Be sensitive to timing.

6. Be empathic. Consider the other's needs as well as your own.

7. Ask if your messages are understood.

What can you do to make a person feel listened to, cared about, taken seriously, and not judged?

1. Sit down and pay attention. Stop doing other things. Show the person that he or she is more important than the other things you have to do.

2. Look the person in the eye. Keep up eye contact. Show him or her with your face, eyes, and gestures that he or she is important right now and you are listening.

3. Give feedback to show you are paying attention. Nod your head, lean forward, get involved. Respond with things like "I understand" or "I see."

4. Make the person comfortable. Try to understand where he or she is coming from. Avoid sarcastic or insulting comments, name calling, and offensive language.

5. Listen before you speak. Don't take over the conversation by saying what you think or what you would do. Don't try to "fill up" the quiet time; just sit quietly while the other person thinks. If your advice is asked, give it. If the person just wants to talk, keep your opinions to yourself. (Sometimes that's hard!)

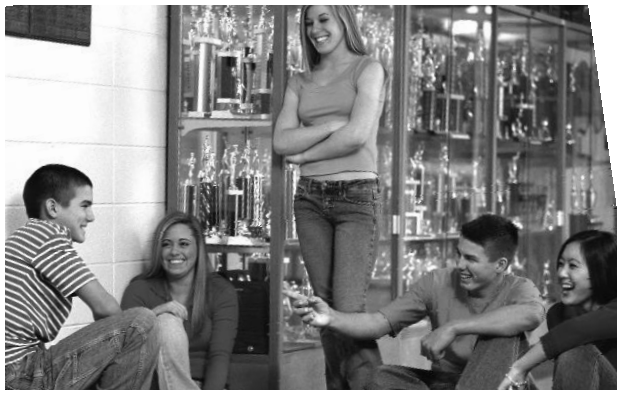
6. Share your feelings if it feels right to do it, but hear the person out first. Let him or her know you recognize how he or she feels. You might say, "I feel really sad to hear that" or "Boy, it makes me happy to know that!" You could say, "I can see you're really miserable!" or ask "How do you feel about that?"

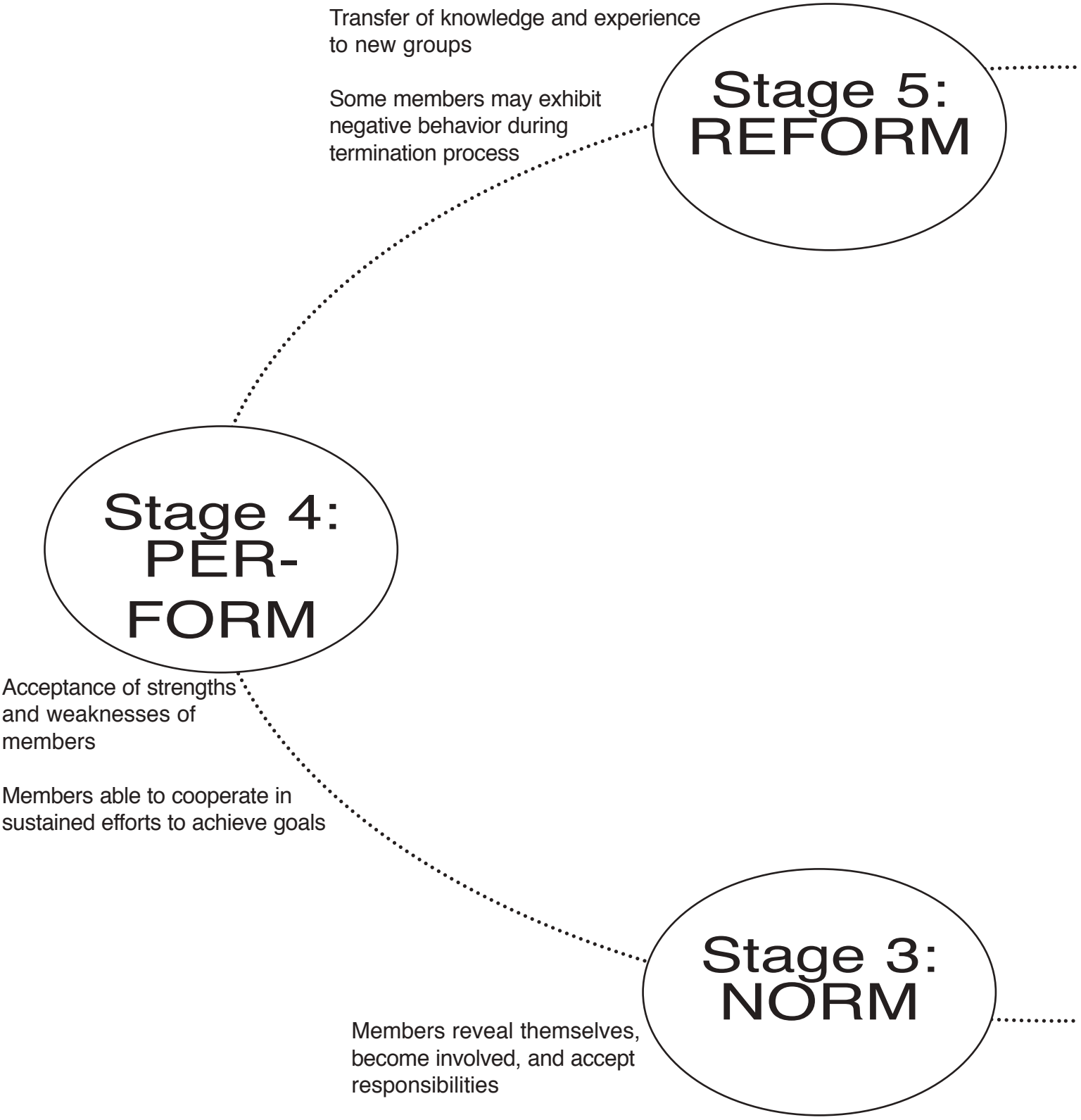
7. Respect the level of importance the message has for the sender. Avoid responses that send the message, "It's no big deal."

SESSION IX:

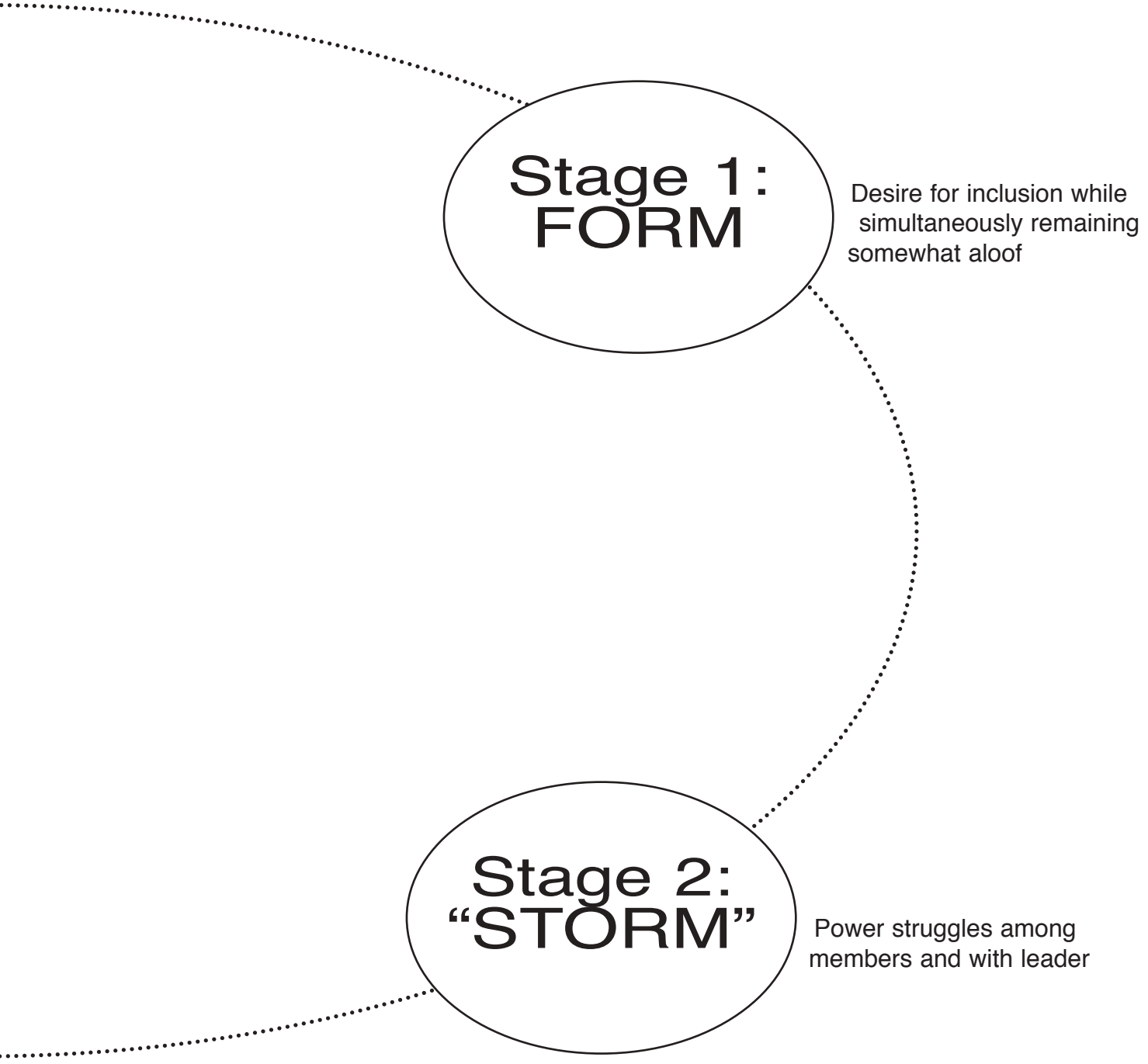
Understanding Peer Group Support

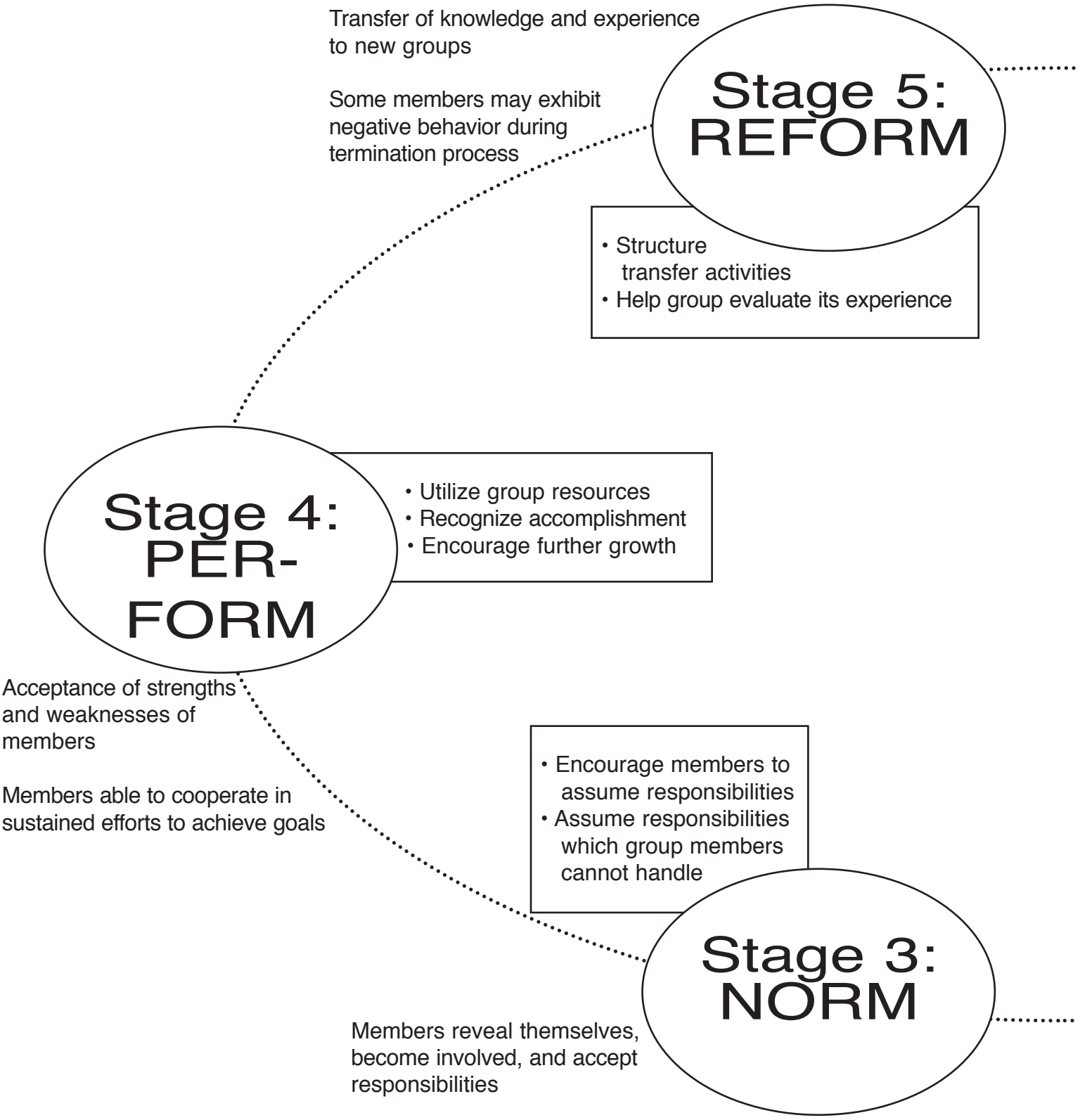
- Growth cycle of a group
- Facilitator's tasks
- Cliques and crowds
- Changing structure and developmental purposes of cliques and crowds
- Peer groups
- Teenagers need to interact with peers and acquire a sense of belonging
- Susceptibility
- The role of clubs and groups in the social education of young people
- Characteristics of youth groups and club work
- The benefits and limitations of youth groups and club work
- The organizational challenges posed by social group work



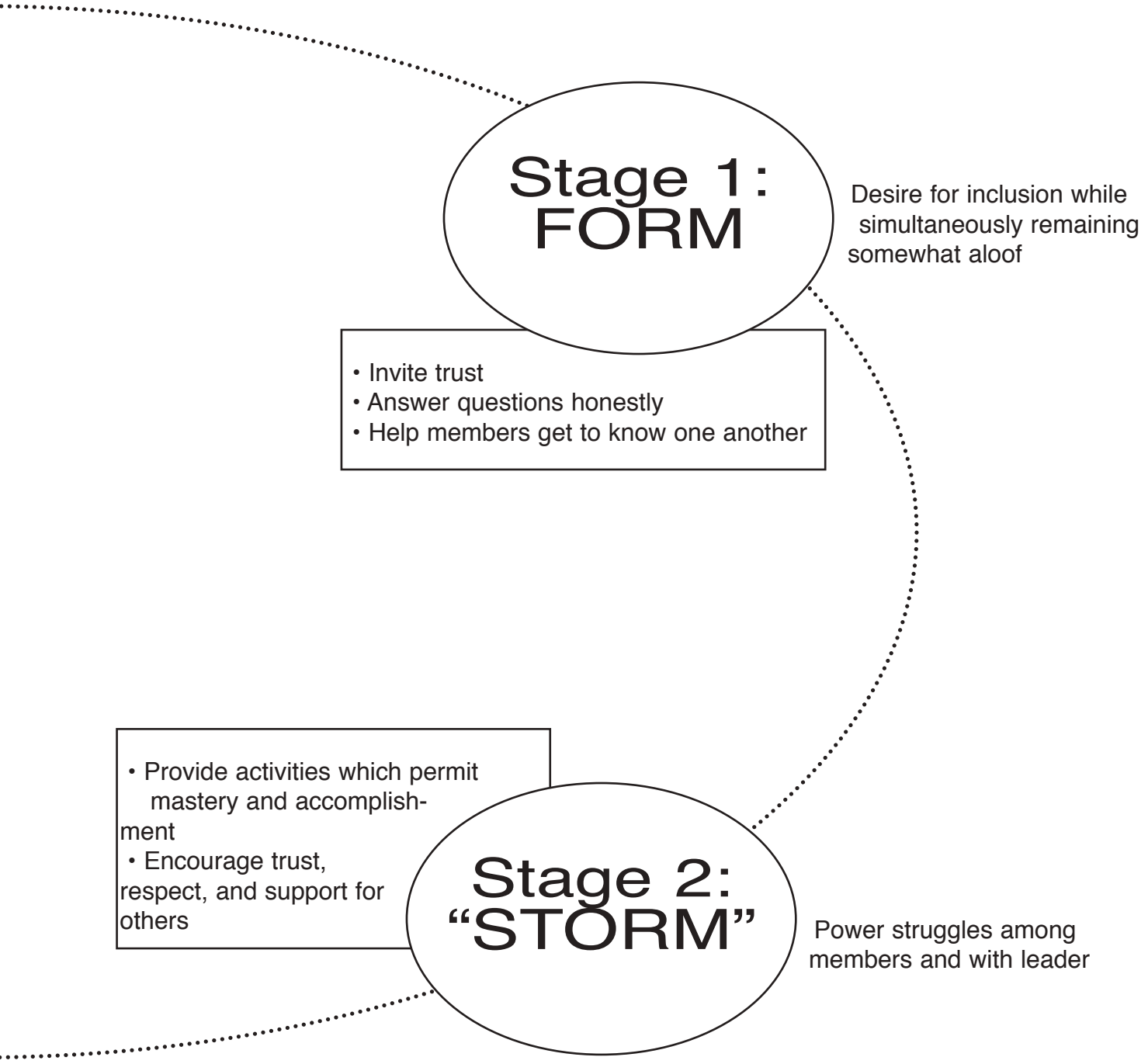

Transfer of knowledge and experience to new groups
Some members may exhibit negative behavior during termination process
Stage 5: REFORM
Stage 4: PER-FORM
Acceptance of strengths and weaknesses of members
Members able to cooperate in sustained efforts to achieve goals
Stage 3: NORM
Members reveal themselves, become involved, and accept responsibilities

GROWTH CYCLE OF A GROUP




Transfer of knowledge and experience to new groups
Some members may exhibit negative behavior during termination process
Stage 5: REFORM
• Structure transfer activities
• Help group evaluate its experience
Stage 4: PER-FORM
• Utilize group resources
• Recognize accomplishment
• Encourage further growth
Acceptance of strengths and weaknesses of members
Members able to cooperate in sustained efforts to achieve goals
• Encourage members to assume responsibilities
• Assume responsibilities which group members cannot handle
Stage 3: NORM
Members reveal themselves, become involved, and accept responsibilities

FACILITATOR'S TASKS



SESSION IX
Cliques and Crowds

Cliques

Cliques tend to be comprised of smaller groups of young people (from 2 to 12, averaging around 5 or 6) who are usually the same gender and age (Brown & Klute, 2003).They may be defined by common activities (e.g., the drama group, study group, flag squad) or simply by friendships (e.g., a group of girls who have lunch together every day or a group of boys who have known each other for a long time). The importance of a clique, regardless of what it is based on, is that it provides the main social setting in which young people learn social skills: how to be a good friend to someone else, how to communicate with others effectively, how to be a leader, how to enjoy someone else's company, or even how to break off a friendship that is no longer satisfying. Some cliques are more open to outsiders than others, but almost all cliques are small enough so that the members feel that they know each other well and appreciate each other more than people outside the clique do.

Crowds

Crowds on the other hand tend to be larger, reputational-based collectives of similarly stereotyped individuals who may or may not spend a lot of time together (Brown & Klute, 2003). In many American high schools typical crowds include "jocks," "brains," "nerds," "populars," "druggies," etc. In contrast to cliques, crowds are not settings for adolescents' intimate interactions or friendships, but, instead, serve to locate the adolescent (to himself or to others) within the social structure of the school or setting (Barber et al., 2001). Crowds also tend to form a sort of social hierarchy or map of the school, and different crowds are seen as having different degrees of status or importance. Membership in a crowd is based mainly on stereotype or reputation rather than on actual friendship or social interaction. This is sharply different from a clique. An adolescent does not have to actually have "brains" as friends, or to hang around "brainy" students to be a member of the "brain" crowd. If he dresses like a "brain," acts like a "brain," and takes honors courses, then he is a "brain" as far as his crowd membership goes. The fact that the crowd membership is based on reputation and stereotype can be very difficult for adolescents who may find themselves stuck in a crowd that they don't want to be in or that they don't see themselves a part of.

Why do cliques and crowds form?

Research suggests that cliques and crowds serve a developmental purpose (e.g. Barber et al., 2001).

(1) The formation of cliques and crowds often coincides with the move away from single classrooms in grade school to multiclassroom settings in middle and secondary schools.

(2) It is suggested that clique membership helps young people to negotiate the rush of new peer relationships and settings. It gives familiarity in a potentially chaotic school setting.

(3) Crowds can serve as a categorization which helps one to negotiate relationships with peers who are essentially strangers.

SESSION IX
Model of Adolescent Peer Group Interactions

Model of Adolescent Peer Group Interactions

According to Bouchey and Furman (2003), Connolly, Craig, Goldbert and Pepler (2004), and Furman and Shaffer (1999), peer group interactions can be divided into these stages:

1. Early adolescence. Activities tend to revolve around same-sex cliques.
   Youth at this age are usually not involved in parties and tend to spend their free time with a small group of friends, playing sports, talking, or just hanging out.

   Transition 1: Mixing. A transitional phase initiating a shift to mixed groups begins as boys and girls develop interest in each other (but before they start dating). For example, boys and girls may go to parties together but the time they spend there actually involves interactions with peers of the same sex. When youngsters are still uncomfortable about dealing with members of the opposite sex, this setting provides an opportunity in which adolescents can learn more about opposite-sex peers without having to be intimate and without having to risk losing face. Remember those junior high dances in which the girls were at one end of the room and the boys were at the other!

   Transition 2: Dating. As group members become interested in dating, part of the group begins to divide into mixed-sex cliques. This shift into dating is usually led by the clique leaders, with other clique members following. For example, a clique of boys whose main activity is riding dirt bikes may discover that one of the guys they look up to has become more interested in going out with girls on Saturday night than hanging out at the racetrack. Over time, they will begin to follow his lead, and their crowd at the track will become smaller and smaller.

2. Middle adolescence. Mixed-sex cliques become more common. In time, the peer group becomes composed entirely of mixed-sex cliques. One clique may form a teen panel — male and female students who know each other from participating in teen panel activities. Another may be composed of four boys and four girls who like to go to movies on the weekends.

   Those youth who aren't interested in dating or mixed-sex activities may chose to leave their group or be left behind by it. They may stop getting invitations or telephone calls about the weekend's activities. Not keeping up with the peer group's transitions from same-sex to mixed-sex activities

is one of the main reasons for peer rejection during adolescence (Dunphy, 1963). Those peers may go on to form their own cliques, however.

3. Late adolescence. The peer group begins to dissolve. Pairs of dating adolescents begin to split off from the larger group. Couples may go out together from time to time, but the feeling of being part of a crowd has disappeared. This pattern in which the couple becomes the focus of social activity persists into adulthood.

   Note that from a developmental perspective, this process parallels adolescent intimacy development. It is important to note that belonging to a clique seems to be most important to early adolescents (i.e., 7th to 9th grades). Studies have shown that group membership becomes less important around the 11th and 12th grades (Brown, Eicher, & Petrie, 1986).

Crowds

Crowds, tend to help with adolescent identity formation. As you know, adolescence is frequently a time for experimenting with different roles and identities. During the early adolescent years, before the adolescent has "found" himself, the crowd provides an important basis for self-definition. By locating himself within the crowd structure of his school, an adolescent wears a badge that says "this is who I am." This occurs at a time when he may not actually know just "who" he is. Therefore, his crowd provides him with a rudimentary sense of who he is.

As the adolescent becomes more secret about his or her identity as an individual, the need for affiliation with a crowd diminishes. By the time the adolescent has reached high school, he/she is likely to feel that remaining part of a crowd stifles his or her sense of identity.

Early Adolescence Adolescence → Transition 1: Mixing → Transition 2: Dating → Middle Adolescence → Late

SESSION IX
Peer Groups

What type of factors influence the selection of a peer crowd by a young person? According to Brown and Klute (2003), these factors are key:

1. Proximity
2. Similarity — age, sex, race, social class
3. Social skills
4. Interests and attitudes

Adolescents and their friends tend to listen to the same types of music, dress similarly, and enjoy the same types of leisure activities.

Adolescents tend to be thrust into crowds by virtue of their personality, background, interests, and reputation. It's important to note that crowd affiliation isn't always clear cut. It depends on what crowds are available and can change over time.

The notion that young people "try on" identities isn't necessarily common practice with respect to peer group affiliation because:
(1) There are often time constraints on movement among crowds.
(2) Not all crowds are equally receptive to new members.
(3) Peers may resist a student's efforts to change his or her status radically.

For example, druggies who have gone through a rehabilitation program may not win acceptance by other crowds despite apparent changes in attitudes and behavior. They must live down their reputation and suffer the skepticism of peers in other groups, as well as their own crowd, around the permanence of their conversion.

Peer Pressure

Do adolescents develop interests and attitudes because of who their friends are, or is it more the case that people with similar interests and tastes are likely to become friends?

Research suggests that both cases are true (e.g. Barber et al., 2001; Brown & Klute, 2003). Young people tend to chose their friends on the basis of similarities and they also tend to become more similar as a result of their friendships. Adolescents tend to choose like-minded peers and friends and peer groups tend to recruit individuals who already share the group's normative attitudes and behaviors.

How susceptible to peer pressure are young people?

(1) Research has shown rather consistently that susceptibility to peer pressure is higher among early adolescents than younger or older age groups (Sim & Koh, 2003).

(2) Susceptibility has been shown to be negatively correlated with adolescents' confidence in their social skills, such that more confidence is related to lower susceptibility.

(3) Even during early adolescence (the height of peer pressure) the inclination to follow friends is much weaker in antisocial activities than in neutral activities.

(4) Although pressure toward misconduct (drug use, sexual activity, minor delinquency) increased throughout adolescence, it remained substantially lower than pressure in all other areas.

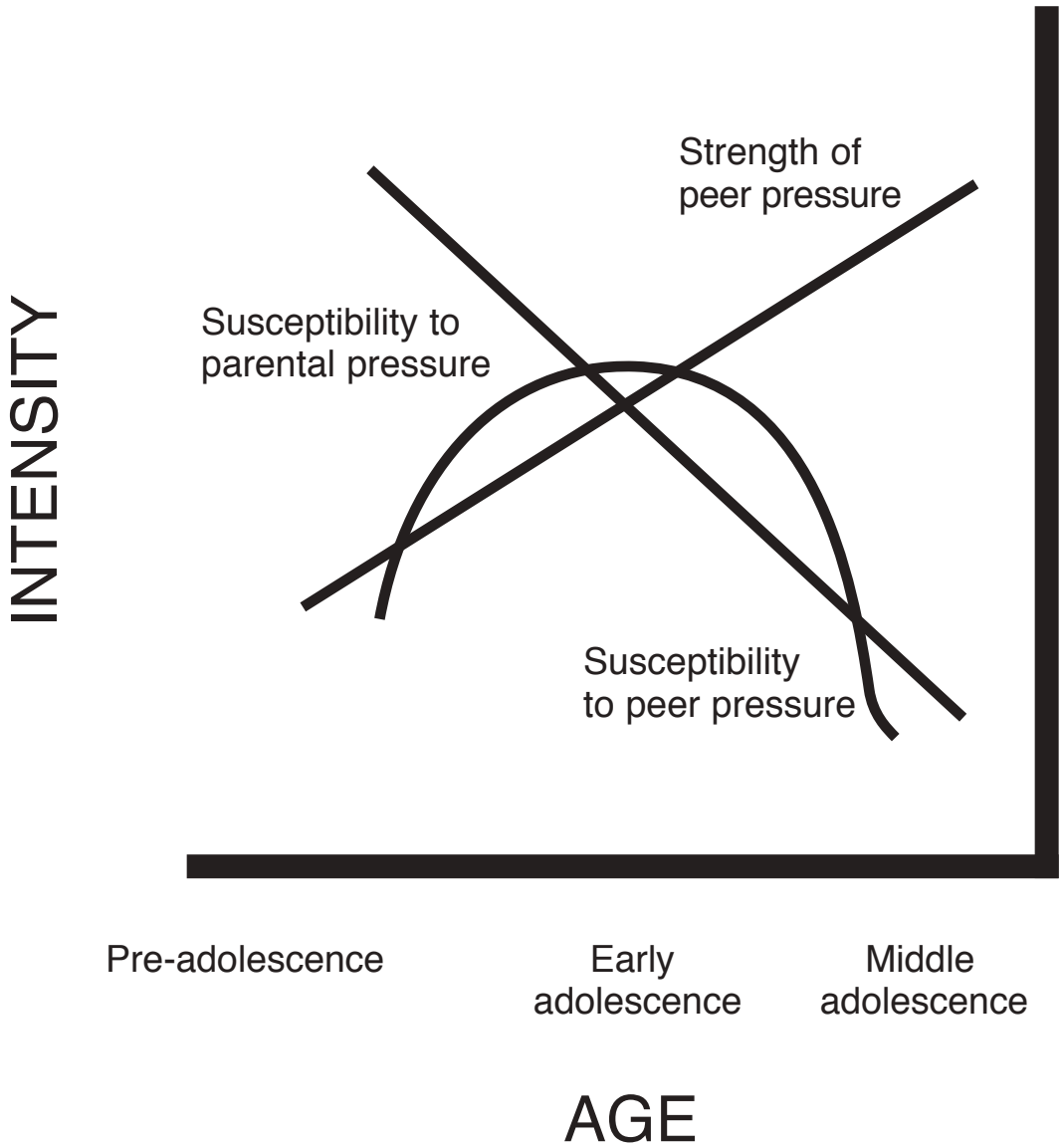
SESSION IX
Teenagers Need to Interact with Peers and Acquire a Sense of Belonging

Like adults, teens need to feel they are valued and appreciated by others. Being part of a larger group or circle of friends helps many teens feel they belong and are wanted (Newman & Newman, 2001). In addition, peers can help adolescents try out a variety of roles and identities during the years they are developing their own sense of self. While peer pressure can often be a negative force, it also can be channeled in positive directions. Here are some ways adults can help promote positive relationships among teens:

Provide opportunities for teens to interact. Teenagers are looking for ways to discover more about themselves as well as what's involved in getting along with others. Just as youth yearn to be understood, accepted, and affirmed, they also must learn how to respond to those same needs in others. Being a part of a larger group that has meaning and purpose is an important way for youth to learn who they are in relationship to others. Teachers and other adults who work with young people in classroom and social settings can structure learning and social activities to foster these kinds of opportunities.

Provide opportunities for youth to work together on common goals. Learning the value of teamwork and cooperation is another important ingredient in positive peer interaction. Working together in community service projects, peer helping programs, extracurricular clubs, organizations, and planning committees can teach youth valuable lessons about getting along with other people. In addition to learning how to plan and carry out activities and events, these experiences provide opportunities to negotiate guidelines and rules that apply to their own behavior, and to learn how to resolve conflict and solve problems. Adults who work with youth in these settings need to give them opportunities to plan, organize, and follow through with projects and activities for which they receive recognition.

SESSION IX
Susceptibility



SESSION IX
The Role of Clubs and Groups in the Social Education of Young People

This section reviews what we know about the role of club or membership group work in youth-serving organizations and about the impact of group work on young people and the importance of social education and youth development work as described by Walker, Dunham, and Snyder (1995).

Social Education

Social education is a term used to capture the essential learning that must occur for a child to grow to adulthood prepared to take on the roles and responsibilities associated with active membership in the society. Social education involves the passing of wisdom and knowledge from the older generation to the younger as well as attending to the integration of the past with the challenges of the future. Social education has focused on the development of life skills for work and daily living as well as character building education for the preservation of a democratic society. One could say that the goal of social education is positive youth development, or in reverse, the result of positive youth development is sound social education.

British educator David Marsland (1993) believes that social education is the responsibility of the family and immediate community assisted by agencies and institutions in the larger community. Pittman and Cahill (1992) believe that community youth organizations play a central role in social education, one that complements but does not generally duplicate the work of the schools. Schools most often address the academic and vocational skills — the "credentialed competencies" — while community youth groups address the personal and social skills they call the "uncredentialed competencies." In an interesting turn of words, one can say that schools address what the community wants its children to do whereas socializing institutions address what the community wants them to become.

Social education is associated with voluntary participation. One of the most important aspects of youth organizations and programs for social education is their voluntary design that allows choice for both adults and young people. When young people have options, they can vote with their feet. Young people really don't have the option of participating at home or at school. Practice in making choices and decisions is nonetheless a critical task of positive development for children and young people.

Marsland (1993) further argues that social education is primarily associated with leisure time in the life of young people. Social education plays a central role in preparing young people for work and other adult responsibilities. It teaches skills that have both an instrumental and a pleasurable component. "Social education is therefore oriented exclusively to their leisure time and limits its scope to what young people freely choose to do."

European nations demonstrate a commitment to intentional social education with a high priority on promoting normalized youth development and a strong community commitment to constructive use of leisure and recreational time. Professional youth workers provide leadership for constructive programs, assistance, friendship, education, and the fostering of adult-youth relationships.

In Denmark and France, there is a tradition of providing leisure-time social and recreational centers for normal children.The centers in Copenhagen are very well equipped with high-interest activities, games, recreational events, cultural endeavors, public lectures, and a host of other programs for all age groups. Danish authorities state that these centers play a significant role in lessening both juvenile problems and alienation among the adolescent population. These centers are used mainly after school hours, on weekends, and on holidays. The atmosphere is congenial, informal, and clublike. For many young people the centers are a second home.

This stands in stark contrast to the current American priorities that minimize investment in positive youth development and creative use of leisure and recreational time. Instead, leisure and recreation are often viewed as discretionary pursuits available for purchase to those who can afford them. Human and monetary resources are much more likely to be directed toward problem behavior, appearing as intervention programs, prevention, therapy, and incarceration.

A Community Model for Social Education

Marsland (1993) points to three things that must be in place for purposeful youth development work to flourish: (a) a community commitment to youth articulated as a coherent youth policy, (b) leadership from professional youth workers, and (c) organizations with a capacity to provide active programming, group work, and individual attention in the leisure life of young people. Additionally, an agreed-upon agenda for social action is desirable.

A Community Commitment

A community commitment to the well-being and participation of future generations is ideally articulated as a community's youth policy. Spoken or unspoken, it is a social contract between the young and older members of the community that spells out the mutual roles and responsibilities as both contribute to a vision of the community good. Ideally, a pro-child youth policy commits to building a whole range of community opportunity structures for children and youth that foster their growth and development. In return, young people commit to substantial work, service, and leadership roles in the community. Such a reciprocal framework for youth policy is based on an asset model of youth development, one that is not out to correct deficits but to build strength and opportunity for young people of every race, ethnic and cultural background, socioeconomic status, ability or disability, and sexual orientation.

Professional Youth Worker Leadership

Leadership by professional youth workers represents a commitment to education, training, and community support for caring adults who take leadership for the social education of young people. These essential, dedicated adults have been called wizards (McLaughlin, Irby, and Langman, 1994) because they epitomize the dedication, caring, and magic that characterize successful youth programs. Whether they are

staff at youth agencies, volunteers, or people committed to helping youth from their positions in the community, these adults serve as guides, mentors, advisors, advocates, leaders, counselors, teachers, confidants, and partners to the young people they work with.

Organizational Capacity to Deliver Programs

The organizational capacity must exist to support the active programming, the group work, and the individual attention that make up a well-rounded youth program. The youth organizations that do this kind of work are typically broader in mission, looser in structure, more flexible in programming, more creative in staffing, and less segregated by age and ability than the schools (Pittman, 1992). Their practices and strategies rely on experiential learning methods and reflect the basic physical and social needs of young people for small groups, clear structure, membership, high expectations, multiple opportunities for success, and clear avenues for reward and recognition. They foster interaction between youth of different ages and abilities as well as interaction with adults.

SESSION IX
Characteristics of Youth Groups and Club Work

According to Walker, Dunham, and Snyder (1995), the concept of a club or membership group or society is an old one, and it is not confined to children and youth. A recent issue of Architectural Digest had a feature article describing the 19th century French Nabis, a group of malcontent graphic artists who forged a semi-secret brotherhood around their fervent commitment to a new mode of artistic expression. Their society had weekly meetings, monthly dinners, and an evolving set of rituals including elaborate nicknames. Their membership was by invitation, and their loyalty to each other and their stylized poster and print art of urban life was strong.

The term "club," as used in this paper, refers to an entity that is youth centered and adult guided; has organizational sponsorship and a stated mission or purpose; and exists independent of the formal, credit-giving structure of the schools. The overarching purpose of clubs for children and adolescents is to create a climate where young people can develop in healthy ways as they learn and practice the roles and responsibilities associated with active membership in society. Within the larger youth development purpose, most clubs or groups have a specific program emphasis ranging from sports to such competencies as dance, camping, handicrafts, entrepreneurship, cultural initiation, leadership, and community service.

Youth groups take different names: club, troop, patrol, league, society, team, den, or pack, to mention just a few. Major national youth organizations in the United States, such as Boy Scouts, Camp Fire, Girl Scouts, 4-H, and the YMCA, developed in the late 19th and early 20th century. Emphasizing strong physical, mental, and spiritual development, they created activities, rituals, names, and organizational units based in American Indian lore, in the military, and in nature. At about the same time ethnic and cultural groups formed to preserve the heritage of new immigrant groups, and the churches formed youth groups to encourage social education grounded in religious teachings.

Clubs are generally associated with small flexible groups such as Cub Scout packs and Girl Scout troops which are formed within the framework of larger sponsoring organizations, but they can also arise from young people themselves and find their space in a community center or school. In their article "Makin' Homes: An Urban Girl Thing," Jennifer Pastor, Jennifer McCornick, and Michelle Fine (1994) describe urban high school girls in New York City coming together to form a group called "Sistahs." Young women of color join together at their Sistah's Womyn's Center to discuss issues of gender and racial/ethnic identity and to express their solidarity against harassment, disrespect, and violence they experience. They enlist supportive women to work with them.

Clubs provide a connection between normal everyday youth and the normal everyday adults who want to make a difference in the lives of young people. Camino

(1992) states, “The value of caring and respectful adults who serve as credible role models in a variety of venues — from “ordinary folks” to more professionally oriented individuals — has been recently highlighted as an important feature of youth programs. For young people in high-risk settings, the value of such adults who are also able to initiate and sustain nurturing and guiding relationships may be crucial.

SESSION IX
The Benefits and Limitations of Youth Groups and Club Work

Club or group work offers some real advantages as a vehicle for doing sound, developmental social education around values, character building, leadership, racial and cultural identity development, in-group solidarity, and citizenship. In weighing the benefits and limitations of group or club work as a vehicle for youth development and social education, it is important to recognize that the very aspects of group work that some people identify as strengths are by their very nature potential sources of discouragement, exclusion, and negative experiences for others. Thus it is not possible to make one list of benefits and another of limitations. Instead, based on the work of Kleinfeld and Shinkwin (1982), we will highlight six themes important for youth workers, parents, leaders, and young people to consider because each theme contains within it a range of options for approaching social education and youth development.

Ideology of Leaders and Adults

What is the purpose of the group? Is this purpose understood and supported by the adults involved? How do adults define their roles — as leader, teacher, mentor, guide, consultant, advisor? Is the operational goal of the group fun or achievement? Is the theme cooperation or competition? What spoken or unspoken beliefs influence the direction of the program?

Is the ideology grounded in sound youth development principles or is it anchored in the trappings, badges, mottos, oaths, and rules of the past? Organizations and programs with history generally work to preserve traditions of substance and discard artifacts that have lost meaning for contemporary youth and their families. Kleinfeld and Shinkwin describe a Boy Scout troop in an Alaskan village in which the young people and their leaders decided there would be no membership list, no formal leadership structure, and no badges, insignia, or visible signs to single out scouts from other youth.

Youth-adult partnerships, an absence of hierarchy, and belonging in a diffuse sense marked the cultural attributes the Eskimo people valued and wished to demonstrate in their youth work. Boy Scouts they were, but very different in their practice from traditional Boy Scout troops. Groups must have the freedom to redesign themselves in different cultural, economic, racial, and ethnic contexts so that the ideology of the group reflects the belief systems, hopes, and values of young people and their families. When youth and adults are free to concentrate on the what, why, and how of positive youth development programs, old artifacts may diminish in importance and new ones may be invented in their place.

Degree of Adult Control

Who makes the rules? What boundaries are set by adults? What voice and power do young people have? Important needs for safety and structure must be balanced with needs to experiment, to take risks, to get messy, and to learn from mistakes.

These lessons are easier to deal with in the small group setting of a club or youth group. The small group size also facilitates highly personal interaction between members and provides opportunities for flexible programming designed to meet individual needs. There is a flip side however.

A strong adult leader has enormous capacity to shape, influence, and even direct the activity of a small group, often with an unspoken understanding that the children and parents find this convenient and comfortable. Intrusive adult control robs young people of the opportunity to practice problem solving and decision making. For many young people, adult-dominated youth groups feel a lot like what they experience at school and at home; therefore, they move quickly out to spend their leisure and recreational time in arenas where they can exercise choice, control, and leadership.

Number and Content of Roles Held by Youth

What does it mean to be a member? What are the number and content of the roles held by youth? Do youth have roles of significant responsibility? Do youth do real work? Do young people have room to fail, learn from mistakes, and try again?

The typically small size and on-going nature of youth clubs fosters an environment where young people feel free to have conversations and discuss issues without risk of ridicule, misunderstanding, judgment, or negative labeling. When they have active leadership for planning and conducting group events and meetings, they can establish an agenda that meets their needs. Also when roles are rotated and shared, young people develop a sense of belonging, being useful, being important, and contributing.

The absence of ability grouping and rigid age segregation is a real plus for youth groups associated with nonformal youth organizations. The club setting may be one of the few places where young people take on roles based on their willingness and interest.

Expectations for Performance and Participation

Are goals, standards, and expectations set by adults or negotiated with young people? It is important that clubs and youth groups maintain the flexibility to build in and reflect the norms and values of families, neighborhoods, and significant community institutions. Young people need to be part of scheduling, determining expectations for participation, and establishing standards for performance. Sometimes rules created by adults to encourage participation inadvertently punish young people who, for reasons beyond their control, cannot meet the deadlines or obligations. Rules about attendance, timeliness, dress codes, and parental involvement need to be scrutinized to see if they serve the needs of the adult leadership or the developmental needs of the youth. If specifically intended to promote youth development, have youth been brought into agreement about them?

Initiations and rituals have tremendous bonding power, but they can be personally destructive as well as uplifting. Adult leaders have particular responsibility for initiations and hazing whether they play a formal, legitimized role or informal, secretive role in the group. As always, the goal is healthy youth development and education for responsibility and participation in the community.

Degree of Active Parental Involvement

Are parents and significant adults invited and welcome to take part? Are parents supportive and trusting of the group's purpose and work? Youth groups benefit when parents, guardians, and significant adults in the community trust the sponsoring organization as one that promotes the values they themselves profess and share. When clubs and groups are explicit about what they value and stand for, parents have a genuine opportunity to say, "This group stands for things I value" or "This group is not for my child!" It is a mistake to assume that new audiences without a history in an organization understand the vision, mission, and values it represents.

Amount of Time Spent Together in Group Settings

Do young people come together often enough to benefit from the active programming, adult leadership, and individual attention a quality program offers? Does the group dominate the life and time of the children so that it becomes a pressure or a burden? What is the balance of planned and spontaneous activity? Is the invitation always open to participate? Can a teenage bring along a younger sibling he or she has to babysit for? Are friends welcome?

When Kathy Thurber set out to discover why the programs of the Minneapolis Parks and Recreation Department were underutilized by girls, she discovered that the "you all come" approach didn't work very well for young women in her urban area.Too often fields, spaces, and equipment were reserved in advance by boys' and men's teams, creating a sense that the girls were peripheral. Also, the girls often had major child care responsibilities in their nonschool hours. Participation turned around when girls were explicitly invited for girl programs, when child care was provided, when girls' safety and transportation was considered, and when women were enlisted as leaders. Soon the girls seized an active role in program planning, developed groups that met on overnights and lock-ins, and worked on issues they really cared about — sexuality, violence, and leadership. As they took charge of the times and places they spent together, their involvement grew.

Anne Campbell (1991) put it another way. In The Girls in the Gang, she notes that membership groups offer young women the chance to discover and practice "...the struggles to love without engulfing and to maintain a sense of self while being immersed in the lives of others." The adolescent task of discovering independence works best in tandem with the lessons of interdependence and belonging. A good club offers both.

SESSION IX
The Organizational Challenges Posed by Social Group Work

There is not a large literature addressing this issue. The authors undertake this discussion based upon their reflections on their readings, their experience working in youth organizations, and their discussions about what they see to be the current challenges facing youth organizations that make use of clubs and youth groups to achieve their goals.

An organization that bases its youth development work on a club or youth group delivery mode struggles with club autonomy versus organizational consistency. The literature suggests that organizational flexibility and group responsiveness to children and families is very important. It is easy (and comforting) to address questions of inconsistency with the creation of rules and rigid structure. This approach is not recommended. It is probably better to put time and energy into clarifying the youth development mission and goals with the local units as well as training adult leaders to understand their work within a larger organizational ideology.

The expressed desire and apparent need of some groups to be "exclusive" challenges our notions of fairness, free access, accessibility, and choice for young people in their youth organizations. More debate and study are needed in this area. The question comes up most often in regard to groups formed to meet developmental needs around issues of gender, race, and culture/ethnicity. Heather J. Nicholson, researcher and evaluator with Girls Incorporated, suggests that youth groups devoted to the singular needs of one gender, race, or ethnic group are justified when there is an affirmative action purpose, that is, when there is an identifiable problem or issue that must be addressed to move forward with equity and equal opportunity. Examples include Operation SMART efforts of Girls Incorporated to bridge the gap in math and science achievement for girls or the growing number of programs targeting African-American males for identity development, self-protection, rites of passage, and community involvement (Ascher,1992).

Leadership groups for Cambodian teens displaced from family and community supports during their immigration would be another example. Camino (1992) notes:

> Regarding the apprehension that separate-ethnic programs foster the development of provincially-oriented, "tribalistic," or militant youth who will grow into adults uncommitted to the concerns of a common American culture, no evidence exists to support these claims. On the contrary, it appears that youth who are encouraged to appreciate their own culture and who are secure in their own ethnic identities are more favorably disposed to positive attitudes toward individuals in other groups, and therefore more capable of forming solid cross-ethnic alliances and relationships.

If club activity is tailored to the needs of youth and adults in the club, organizational accountability sometimes appears difficult. Again, the key lies in designing programs and describing outcomes in youth development terms. Youth and adult leaders can doc-

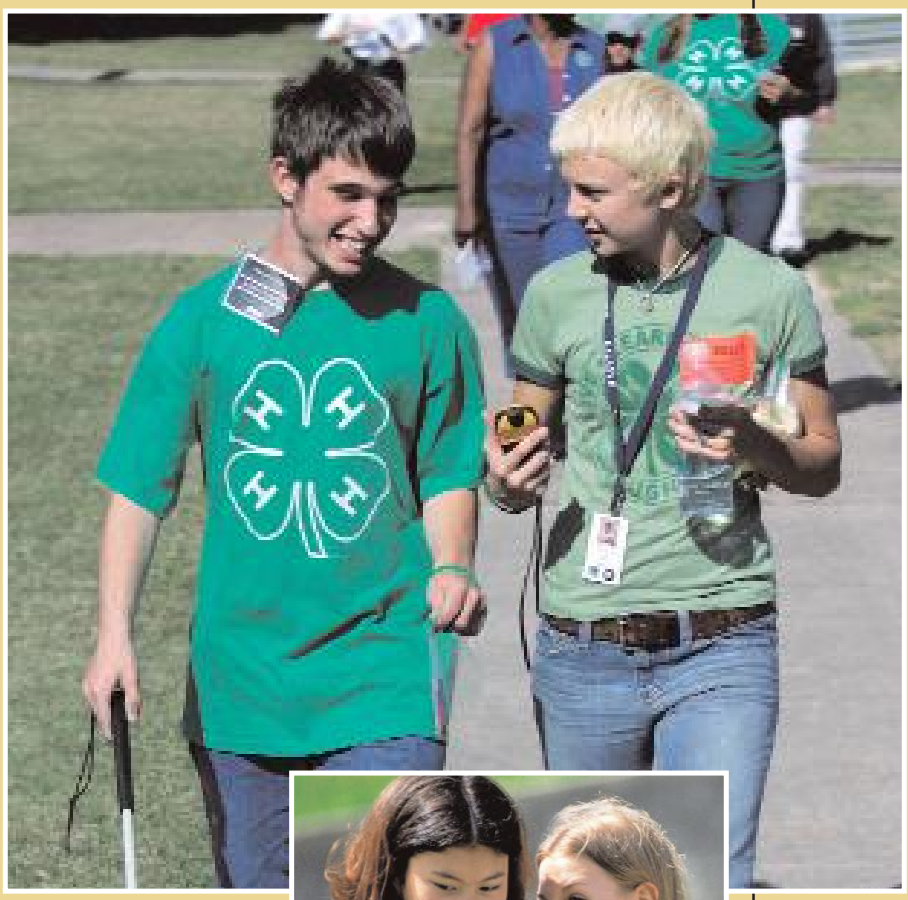
ument responsibility and acquisition of disciplined skills, whether the activity centers on raising an animal, participating in a precision drill team, or registering voters.

Under the leadership of professional youth workers, organizations are challenged to recruit, train, and support a corps of caring adult leaders. Parents, the traditional bastion of leadership for mainstream youth organizations, may not be the primary resource. With more parents in the work force, it seems that there is less time for volunteer work with youth. Young adults, college students, adult service groups, church outreach arms, and specialized producer groups are potential sources for volunteers who care about youth. The attraction shifts from building experiences for one's own children to building a strong community of the future by investing in young people today.

Clubs and youth groups fostering social group work are critical resources focused to meet the needs of American's youth for social education and healthy development. Clubs are flexible, informal forums in which children and adolescents have the chance to relax and grow. We must realize that today's young people are being socially educated with or without the assistance of clubs and youth groups. Pittman (1992) states that youth development goes on whether or not adults support it. Precisely for this reason, adults must offer opportunities, supports, and services that help young people find socially positive and constructive ways to meet their needs and to develop and use a broad array of competencies (Camino, 1992).

DAY FOUR

Understanding Needs to Support Youth & Partnering with Youth Groups



DAY FOUR

Understanding Needs to Support Youth & Partnering with Youth Groups

Focus: Reinforcing concepts of basic youth needs and their relationship to risk taking behavior.Working with groups of youth in ways that promote development and partnership. Understanding and applying the elements of successful programs to youth development programming. Applying skill and knowledge gained during training to local programming. Sharing ideas and learning from colleagues. Celebrating the training experience.

8:00 Group Process

8:30 Session X: Understanding Risk Behavior of Young Adolescents

Objectives:

- To distinguish between risk behaviors that are examples of typical adolescent experimentation and risk behaviors that are signs of dangerous behavior.
- To understand the needs that young adolescents attempt to meet through risk behavior.
- To examine the unique developmental characteristics that make adolescents especially vulnerable to both positive and potentially dangerous risk behavior.

10:00 BREAK

10:15 Session X continued…

11:00 Session XI: Youth and Adults as Full Partners

Objectives:

- To provide participants with a common understanding of youth/adult partnerships.
- To increase awareness of similarities and differences in youth and adult perceptions about each other.
- To formulate group consensus on contributions and challenges brought to youth/adult partnerships by youth and adults.

12:00 LUNCH

1:00 Session XII Characteristics of Programs That Work

Objectives:

- To understand the components of successful programs.
- To be able to apply these components to school-age and teen programs.
- To be able to apply the concept of risk and protective factors to individual communities/ programs.
- To identify potential community collaborators.

1:45 Session XIII: Putting the Pieces Together to Work for Your Team

Objectives:

- To build action plans for local programming.
- To share ideas and plans with colleagues.
- To apply skills and knowledge gained to current work with youth.

2:45 BREAK

3:00 Team Reports

4:00 Final Evaluation
Closure and Celebration

5:00 Close for the Day

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SESSION X:

Understanding Risk Behaviors of Young Adolescents

- Teenagers need to experiment and take healthy risks
- Risk behaviors related to needs and competencies
- Developmental needs of young adolescents
- Programming to meet needs – worksheet
- Risk taking: what you can do
- Potential signs of serious disturbance
- How to make a referral

SESSION X
Teenagers Need to Experiment and Take Healthy Risks

According to Steinberg (2004), adolescent risk taking may be the result of a discontinuity among developmental systems. Specifically, he suggests that during adolescence, young people experience an increase in their desire for novelty and sensation seeking but no increase in their ability to control their impulses. This ability to self-regulate usually does not fully mature until early adulthood. Thus, risk taking and experimenting are a developmentally necessary and normal part of growing up. But there's no denying that some risks are more dangerous than others. Getting drunk, driving fast down a highway, or having sexual intercourse are a few examples of risks that teens sometimes take that can have disastrous consequences. The challenge for adults is to find a way to help teenagers learn to weigh the possible consequences of the risks they take. This can be difficult because youth are inexperienced, highly influenced by peers, and often lack the thinking skills to make sound judgments. Here are some ways adults can support positive risk taking in youth:

Support healthy experimentation. It's healthy for teenagers to try out all kinds of possibilities in the process of finding out who they are. Much of this experimenting (particularly when it involves "weird" fashions, hairstyles, fads, and jargon) can be bewildering to adults who have forgotten how exhilarating it can be to do and say outrageous things. Instead of criticizing or insulting teenagers for their taste, back off and give them the room to experiment and try new things.

Support healthy risk taking. In addition to experimenting with the way they look, teenagers need activities and experiences that are "risky" in a positive sense. For example, running for a class office, trying out for a school play, learning to rock climb, or volunteering to be in charge of an event can be extremely risky for a teenager. There's also risk involved in participating in classroom or small-group discussions, getting involved in team sports, and participating in any kind of competitive event or activity. It's important for adults to support and encourage teens to get involved in activities that enable them to take risks and test out their new physical and mental abilities while minimizing potential dangers.

Know when to intervene. There's no denying that many of the risks some teenagers take are dangerous. Parents and other adults need to be alert to the warning signs that indicate a teenager has moved from healthy into harmful risk-taking. Sudden and unexplainable mood swings or personality changes; a sudden drop in grades; isolation or acting as if there's something to hide; as well as more obvious signs of trouble, such as being caught with alcohol or other drugs, are all clues that a young person may be in over his or her head and needs parental or adult intervention.

SESSION X
Risk Behaviors Related to Needs and Competencies

This handout lists some potentially dangerous risk-taking behaviors related to the needs and competencies these behaviors might meet. There is obviously not a single need for each behavior. For one individual, an act may satisfy several different needs. The same act may meet different needs for different people.

Behavior	Need
Bicycle racing on a busy street	Á Independence Á Competence and mastery • Creative • Physical
Rock climbing	Á Independence Á Self-awareness Á Competence and mastery • Physical • Creative
Sexual intercourse	Á Independence Á Self-awareness Á Closeness Á Competence and mastery • Personal/social
Drinking alcohol	Á Independence Á Belonging and membership Á Competence and mastery • Personal/social
Putting graffiti in public places	Á Independence Á Self-awareness Á Competence and mastery • Creative

SESSION X
Developmental Needs of Young Adolescents

Self-awareness and physical activity

Young adolescents' spurts of boundless energy are as well-known as their periods of dreamy lethargy. They need time to stretch and exercise rapidly growing bodies; they also need time to relax. Parents of young adolescents need to remember the diversity in strength, dexterity, and size of youth in this age group. Intensely competitive physical activity often places an unnecessary burden on late-bloomers who cannot compete successfully. Early-bloomers who are pressured into conforming to sexual stereotypes that reward athletic prowess rather than intellectual or social development also can be harmed by stressful sports competition.

Rapidly changing bodies and minds require time to absorb new ways of thinking, new mirrored reflections, and new reactions from others. To accommodate the new selves that they are becoming, young adolescents need chances to consider what it means to be a man or a woman and to belong to a race or ethnic group. They need privacy. They need time to find a friend and share a secret, or to have a good talk with their parents or other adults. They need opportunities to explore their widening world and to reflect upon the meaning of new experiences so they can begin to consider themselves not just observers, but participants in society.

Competence and mastery

Because young adolescents experience extraordinary self-consciousness about their own new selves and the attitudes of others toward them, it is easy to understand their overwhelming desire to do something well and to receive admiration for achievement. Young people hunger for chances to prove themselves. They need to know that what they do is valued by their parents and others whom they respect.

Independence and creative expression

Opportunities to express creatively their new feelings, interests, abilities, and thoughts help young adolescents to understand and accept the new people they are becoming. Performing and being exposed to drama, literature, and musical works of others help them see that people before them have felt the emotions and have thought the ideas that are new and confusing to them. In addition to the arts, young adolescents can find opportunities for creative expression in sports, such as synchronized swimming and roller skating, and in activities like tending a gar den or painting a wall mural.

Closeness and belonging

Young adolescents' parents and other family members remain of primary importance in setting values and giving affection. Their peers offer needed support, companionship, and criticism. In addition, adults other than parents

have an effect on the lives of young adolescents, who are eager to understand the possibilities of adulthood. Young adolescents need relationships with adults who are willing to share their own experiences, views, values, and feelings with young people. These adults can also encourage young adolescents to develop positive relationships with peers.

Safety and structure

Young adolescents live in a society of rules, and they know and understand their own limits within that system. Clear expectations are crucial to insure self-critical young people. Their search for security in a world of conflicting demands is helped by defining explicit boundaries in areas where they legitimately seek freedom to explore. They differ in areas where they may legitimately seek freedom to explore. They differ from younger children, though, in that they are increasingly capable of participating with adults in framing their own rules and limits.

Self-worth and meaningful participation

Youth need to participate in the activities that shape their lives. Successful events are planned with, not for, young adolescents. As they develop a mature appearance and more sophisticated social and intellectual skills, they want opportunities to use their new talents. And by learning that their actions can affect the world around them, they gain a sense of responsibility. Parents can help young adolescents see themselves as citizens by providing them opportunities to make meaningful contributions to their communities. Parents need to modify these opportunities to the short-term attention span characteristic of early adolescence and to select varied tasks that enlist diverse interests and abilities.

SESSION X
Programming to Meet Needs
worksheet

Developmental Needs:

Safety – Belonging – Self-worth – Independence – Closeness – Competence (physical, creative, personal/social, cognitive) – Self-awareness

Risk Behavior	Needs Met	Youth Program (that meets these needs)

SESSION X
Risk Taking: What You Can Do

This handout lists things you can do to help protect adolescents from dangerous risk taking (Huyter, 2003; Tavare, 2004). There are no foolproof approaches. Parents and other adults want young people to be confident of their emerging abilities, but they do not want them to take harmful risks.

1. Learn about the normal changes young people experience as they move from childhood to adulthood. Understand that they go through physical, intellectual, social, and emotional changes during early adolescence.

2. Try to identify the needs young adolescents are trying to meet through risk behavior. Understanding the needs that underlie risk taking can help you to respond to risk behaviors.

3. Support young adolescents to take risks that will meet their needs in positive and safe ways. Encourage young teens to do things that contribute to learning, but are unlikely to result in harm. Get involved by doing things like discussing how difficult it can be to stand up for what you believe or encouraging teens to get involved with a new activity or skill-building interest.

4. Work with youth to create an appropriate balance between freedom and clear limits. Young people seek and sometimes demand increased independence in such areas as selection of friends, music, clothes, and setting curfews. At the same time, they look to adults to set the limits within which they manage these increased freedoms. If you feel an activity is too risky and potentially harmful, say no. At the same time, give youth the room to learn responsibility. Being overprotective can produce strained relationships, rebellious behavior, or unhealthy dependence or fear.

5. Be a good example. Remember that young teens want and need the guidance of adults whom they like and respect. Since adults also meet needs through risk taking, be sure your activities are safe and promote your own growth.

6. Work in your community to create a range of safe and structured activities that will attract youth. The activities should help them learn how to make decisions about risks. Activities should be available that challenge their thinking, social, and physical skills.

7. Help youth get the facts about the risks involved in certain behaviors. Get reliable material on topics like adolescent pregnancy, suicide, accidents, and tobacco, alcohol, and other drug abuse. Talk to knowledgeable people in your community. Beware of sensationalized reports and distorted "facts." Young adolescents have access to both accurate and inaccurate information on their own. If they question your "facts," you should be able to back them up with reliable sources. Lectures and scare tactics don't work very often. Don't expect adolescents to look at the facts and be able to say, "Yes, it can happen to me." It's difficult for many young people to link risks to their own lives. Don't forget that they are still developing their thinking abilities. Sometimes, young teens weigh the facts more heavily when they come from an older brother or sister, friend, or other adult whom they like, trust, and respect.

8. Make sure youth have opportunities to practice making decisions. Young people lack experience in facing different social situations and making decisions. Help youth to identify and evaluate choices. Help them predict consequences and learn from both positive and negative outcomes.

9. Talk to youth about risk taking. Young people may not be able to explain an action or decision because they honestly do not understand it themselves. At the same time, they may be so affected by media messages about what it means to be "grown up" or by peer influence that they lack a sense of control. Talking with a trusted adult whom they feel understands and respects them can help them discover the strengths to think independently and to make wise decisions. Sometimes this adult is a parent. Sometimes it is another adult, such as a teacher, counselor, coach, religious youth group leader, neighbor, or volunteer youth worker.

10. Be able to recognize signs of possible serious disturbance in youth. Having some guidelines for when to be concerned will help you keep things in perspective. Remember that the frequency of behavior and drastic changes in behavior patterns often indicate serious disturbance.

SESSION X
Potential Signs of Serious Disturbance

Some adolescent behavior, while irritating or worrisome to adults, is not dangerous for a teenager. Other behavior may be harmful to a young teen but is typical of young adolescents' normal behavior. However, if intense and persistent, it can be a sign of deeper and more severe problems with serious consequences for a young person's well-being. Serious disturbance, evident only in about 20 percent of all adolescents, sometimes has its roots in childhood. However, some disturbances, such as anorexia nervosa, appear for the first time during adolescence.The following are some signs of emotional disturbance in adolescents (SAMSHA, 2003):

1. The adolescent is withdrawn for long periods of time and shows no interest in others.

2. The adolescent has no friends of approximately the same age and is not integrated into a peer group.

3. The adolescent is docile, never acts independently, never initiates activities.

4. The adolescent continually runs away from home or school.

5. The adolescent frequently gets into fights, physically abuses others, and shows unrelenting anger over minor irritations.

6. The adolescents' emotional state moves between high and low without any intervening leveling off.

7. The adolescent is consistently depressed, preoccupied with death, or threatens or attempts suicide.

8. The adolescent engages in indiscriminate sexual activity with a number of partners.

9. The adolescent is often drunk or under the influence of drugs.

10. The adolescent loses a dangerous amount of weight or engages in food binges, frequent vomiting after meals, and alternate bouts of excessive eating and starving out of excessive concern for appearance.

A young person who exhibits these behaviors will not stop or change as a result of lectures, strict rules, or punishment. These behaviors are frequently symptoms of serious disturbance. Professional help is necessary.

SESSION X
How to Make a Referral

1. Validate the Person for Trusting You

The person needs to know that you care (e.g., “I’m glad you talked with me…”).

Situation One: If the person comes to you for help and you realize immediately that you will need to refer him or her, then:

Validate the person for trusting you with this information.

Situation Two: If you have been talking with the person for some time but you have recently begun to feel that he or she needs to be referred, then:

Besides validating the person, honestly share your feelings and observations from your talks about why you now think he or she could benefit from seeking help from someone else.

2. State Your Limits

The person needs to know that this problem is beyond your capability to help.

Share the limits of your training and knowledge. Tell the person that he or she has shared a very serious concern with you and that you feel an adult who is trained in the area would be better able to offer important help. (In the second situation above, the person may say you have been very helpful and he or she does not want to see anyone else. Restate that you will keep talking to him or her, but you can no longer accept being the only person to whom he or she is speaking.)

3. Suggest a Referral Resource

The person needs to learn about a specific alternative referral.

Ask if there is an adult with whom he or she would feel comfortable talking. If the answer is no, then suggest someone to the person.

When possible, suggest more than one resource with whom you are familiar.

4. Describe the Referral Resource

The person needs to trust the referral place or person.

To help the person feel more comfortable about speaking to someone he or she does not know, describe whatever you know about the person or agency you are suggesting.

5. If Appropriate, Offer to Go with the Person

The person needs your support.

It is always appropriate to offer to go with the person to see a resource. You can offer to stay with the person or to wait for him or her.

6. Keep in Touch

The person needs to know that you continue to be supportive.

SESSION XI:

Youth and Adults as Full Partners

- Group process: group leadership skills
- A continuum of attitudes toward young people
- Elements of effective youth involvement programs
- Partnering to meet developmental needs
- Youth participation
- Youth/adult partnership
- Facilitating youth participation - worksheet
- Teenagers need to take responsibility for and develop accountability to other people
- What teenagers need from parents, teachers, and other adults
- Teenagers need to take responsibility for themselves
- Teenagers need to share beliefs and opinions and form their own values

GROUP PROCESS
Group Leadership Skills

The following are some practical suggestions to guide staff members in developing their own and young adolescents' group leadership skills:

1. Start where the group is.
   Do not try to make changes overnight. A youth who has ten years of experiences of negative self-worth needs time to replace feelings of insecurity with a positive self-image.

2. Remember that all behavior has meaning.
   It is helpful to identify behavior and have some general understanding of it in order to work through growth-facilitating action.

3. Keep in mind members' previous experiences with others.
   A person entering a new group brings the effects of all previous relations with other people. These are manifested in the person's attitudes, interests, and behavior.

4. Remember that everyone has anxiety in new situations.
   People moving into new situations usually are anxious and need help to feel comfortable. A friendly welcome, a smile, a word of encouragement, or an introduction to another member may put youth at ease.

5. Be ready to set the stage.
   Your expectations for the group probably center around providing opportunities to help young people grow. Their expectations most likely center around having fun. Try to combine these two desires by fostering new relationships and experiences and by focusing on group members planning their own programs.

6. Work closely with the natural leaders.
   Identify natural leaders by observation: Who does the most talking? Who is listened to most frequently? Who seems to have a following within the group? Give these leaders responsibilities while helping other members experience and practice leadership skills.

7. Consistently be a guide.
   Seize opportunities to be a motivator (show your enthusiasm, encourage group members, give praise), simulator (generate ideas, draw out the more quiet group members, promote the discussion, suggest alternatives), teacher (go into new ideas carefully, make certain all members understand), and interpreter (explain what is

going on and what to expect, prevent misunderstandings, clarify and summarize as the need arises).

8. Be prepared when meeting a group.
   Give all group members a share in the planning and decision making, but do not abdicate your responsibility to see that the program develops and members have a good experience. Be a catalyst for interesting and appropriate programs. Help the group establish sensible, fair, and firm group rules.

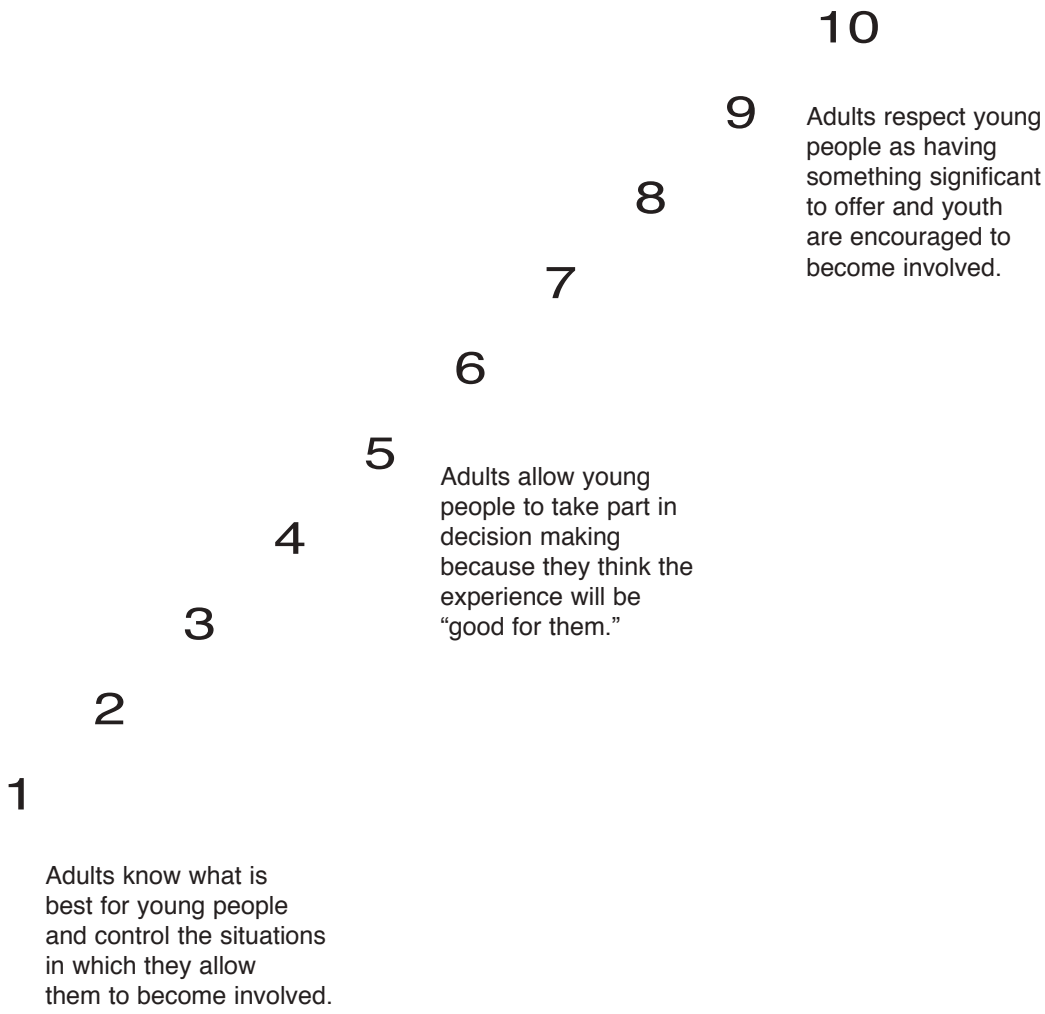
9. Don't be surprised by a period of testing.
   In every new group there is a period of testing — members test each other and the advisor to find out what the limits are and how far they can go.

10. Be flexible.
    Effective leadership is a fitting together of your own work style and that of others and the tasks to be accomplished. Your role changes as do the needs of group members and the tasks. Because different situations demand a variety of leadership styles on the part of young people, advisors must be aware that a variety of leadership styles are demanded of them.

11. Be aware of your own contributions.
    Be sensitive and aware of your role in meeting the needs of youth for leadership development.

12. Be evaluative and give positive reinforcement.
    Analyze progress and discuss with the group the advances made by giving positive reinforcement.

SESSION XI
A Continuum of Attitudes Toward Young People



SESSION XI
Elements of Effective Youth Involvement Programs

Research suggests that there are several important elements of a successful youth involvement program (Johnston et al., 2004; Larson et al., 2005; Zeldin, 2004). A few of these elements are listed below.

- Young people are responsible for significant decision making. In other words, they are involved in identifying issues of importance to them, developing plans of action, and implementing those plans.

- Young people have an opportunity to develop new knowledge and practical skills as a result of their involvement.

- The activities undertaken address real issues and needs of young people or the community. They are not contrived for the purpose of giving youth practice for adulthood.

- Youth and adults have opportunities to explore what each "bring to the table." They also have an opportunity to express what they need and expect from each other. In that manner, each comes to recognize and value the positive contributions of each.

- Young people are engaged in "collegial" relationships with adults. The relationship is a partnership focused on a common goal. Neither is subordinate to the other.

- The experiences provide young people with an opportunity to realize successes and believe that they can make a difference. They develop a feeling of efficacy.

- Advisory boards, councils, and committees are composed of equal numbers of adults and young people.

- Both young people and adults experience a feeling of “synergy.” They believe that they accomplish more together than they can accomplish alone.

- The focus of the activity is at the community level (as opposed to the individual club or school). By focusing on the community the young people are true participants in real rather than artificial societies created for them to “practice in.”

- Regular opportunities are provided for young people to reflect on their work.

SESSION XI
Partnering to Meet Developmental Needs

As young people grow and develop, their ability to be involved in making decisions about programs that affect them increases. Research suggests that there are appropriate ways for adults to partner with youth to help them to meet their developmental needs through participation in the decision making process (e.g. Johnston et al., 2004, Larson et al., 2005; Zeldin, 2004). Unfortunately, all too often young people are systematically excluded from such participation. When young people are excluded from decision making they feel a lack of bonding to society. That lack of bonding to conventional social institutions can be a predictor of what many refer to as "problem behaviors." According to Dr. Stephen Glenn, "youth participation is an opportunity for young people to experience meaning, purpose, and significance in their lives. This is the biggest issue facing young people today. Our failure to provide these kinds of opportunities has contributed to increasing dropout rates, pregnancy, delinquency, and substance abuse."

Developmentally, young people are ready for this expanded role. Adolescents are gradually developing the ability to think about the abstract, not just the concrete and specific. Adolescents can think about future consequences, can compare observations with what they think is possible, and can think about themselves and others in more complicated and differentiated ways. They are also able to defend their own positions and offer sophisticated explanations for their beliefs and actions (Byrnes, 2003).

They are also ready from a social and emotional perspective. Middle and older teens are capable of understanding what other people feel. They are ready to express themselves as unique individuals within a group rather than always conforming to group norms. They can set their own priorities and base actions on those priorities. This necessitates a need for the relationship they have with adults to change (Darling, Hamilton, Shaver, 2003).

When systematically excluded from participation with adults, many adolescents fail to build competencies such as developing strong interpersonal skills with peers as well as adults; investing in the role of "citizen" within their immediate community and the broader society; understanding and contributing to the integration of adult and adolescent worlds in the realm of work, community, and family; and fostering self-directed learning, creativity, and leadership skills (Raymond & Betts, 1995).

SESSION XI
Youth Participation

Youth participation
is the involving of a youth
in responsible, challenging
action that meets genuine needs.
It includes opportunities for
planning and/or decision making
in an activity whose impact or
consequence is extended to others.

SESSION XI
Youth/Adult Partnership

The essence of youth
participation
is a partnership between
adults and young people
which supports joint efforts
toward solving community
problems and acknowledges the
contributions of both parties.

SESSION XI
Facilitating Youth Participation – worksheet

1. Which of the elements of effective youth involvement programs do you wish to strengthen?

2. What are some things that you might be able to do to strengthen that element of your program?

SESSION XI
Facilitating Youth Participation—
worksheet

3. What are the barriers that must be overcome if you are to successfully implement your ideas?

4. What strategies would you employ to overcome those obstacles that might stand in the way of meaningful youth participation?

SESSION XI
Teenagers Need to Take Responsibility for and Develop Accountability to Other People

To grow up to be dependable adults, workers, and citizens who are responsible for the welfare of themselves and others, teens need to experience what it means to be accountable to others. Learning how to become the kind of person other people can depend on takes time. Here are some things adults can do to help teenagers develop this quality:

Help youth develop organizational skills. Countless school and community settings provide opportunities for developing leadership skills. Getting involved in youth groups, volunteer organizations, and after-school jobs all give young people a chance to learn how to express themselves, use their talents and skills, get organized, manage their time, and follow through on commitments. Encouraging and supporting the efforts of youth who participate empowers them to succeed.

Encourage youth to volunteer in their communities. To grow into caring and nurturing parents and citizens, young people need opportunities to learn how to care for and nurture others, especially those who are less able or mature. Teens need a chance to learn these skills by responding to people in their families, schools, and communities who need them. Through helping the elderly, taking care of younger children, tutoring the less capable, or getting involved in peer support programs, teens learn how to care for and be accountable to others.

SESSION XI
What Teenagers Need from Parents, Teachers, and Other Adults

Developing into mature and responsible adults is a complex task for teens today. The normal changes that have always been a part of adolescence are tough.

- Adjusting to major physical changes in one's body can be strange and stressful.
- Renegotiating relationships with parents make some parent-teen relationships more strained.
- Facing important questions about the present and future (such as succeeding in school and making career choices) can be frightening.

Teachers, parents, and other concerned adults often wonder what they can do to help teenagers deal with the challenges they face. One approach is to keep in mind that youth need a chance to develop values, social skills, self-esteem, responsibility, and a sense of belonging. The following is a framework for looking at what teenagers need from the adults who care about them.

Teenagers Need Respect from Adults

No one would deny the important role self-esteem plays throughout life. How adolescents feel about themselves is crucial to their healthy development. The messages they receive from other people carry a lot of weight. Since respect has been defined as the "quality or state of being esteemed," it's especially important for youth to know that they are valued by adults. Here are some ways adults can communicate respect to young people (Johnston et al., 2004):

Take them seriously. Adolescents need to be seen as mature, unique people — equal to adults in their worth and dignity. Unfortunately, some adults tend to brush off what adolescents are going through with comments like "It's only puppy love," "You're just going through a stage," or "You don't know how easy you've got it, just wait until you're an adult." Instead of trivializing teenagers' experiences and feelings, make an effort to be more understanding and accepting.

Keep in mind that teenagers are not children. Teenagers are encountering an amazing array of changes in all areas of their lives — physically, intellectually, emotionally, and socially. For this reason, some of the ways you've interacted with them in the past need to change too. One of the most degrading things a parent, teacher or other adult can do is to treat teenagers like children. Comments such as "Don't be such a baby!" "Act your age!"

or "Why don't you just grow up?" are demeaning and insulting to teenagers in the process of leaving childhood behind.

Treat teens the way you expect to be treated. Adolescents have much to offer—provided they are given a chance. One way is simply to ask for their opinions and suggestions—and then pay attention to what they have to say. You also can demonstrate respect for teenagers by extending basic courtesies (using please and thank-you, for example) instead of issuing orders, demands, and ultimatums.

Recognize their talents, abilities, and efforts. Instead of assuming teens already know when they've done a good job, tell them so. This means providing specific feedback about what they're doing, as well as telling them that their contributions and actions are appreciated. Honest praise is a good way to let teens know you respect them; and don't reserve praise for only outstanding achievements. Teens live in a terribly competitive world. Sometimes they feel that no matter what they do, it's just not good enough. Look for ways to let teens know they are valued and respected because of who they are and the qualities that make them unique and special—not just for how well they measure up to other's standards. Help teenagers learn to believe in themselves by recognizing that effort and progress are often as valuable as awards and winning.

Teenagers Need Positive Adult Role Models

Teenagers look up to adults whom they like and respect. Such adults are usually respectful to teens and are fair and consistent in their own actions. Remember that when it comes to influencing teenagers, the things you say probably aren't as important as the things you do. You can have a powerful, positive influence on teens by cultivating supportive and respectful relationships.

SESSION XI
Teenagers Need to Take Responsibility for Themselves

By the time teenagers reach young adulthood, they are expected to be ready to leave home and take charge of their own destiny. This doesn't happen overnight. During the years prior to leaving home, young people need opportunities to assume some responsibility for their actions. And that won't happen if you insist on being in control of all decisions and behaviors. But trying to figure out just how much responsibility a teenager is able to assume can be a dilemma. It's particularly difficult when you don't want to see teens make mistakes that could lead to harmful consequences. But there's a big difference between offering guidance and support and trying to be in control of all decisions. Here are some guidelines (Johnston et al., 2004; Zeldin, 2004):

Consider the amount of control you use. Expecting your orders to be carried out simply because "I said so" is setting the stage for trouble. Telling a teenager "Don't ever let me catch you doing such and such" doesn't automatically prevent irresponsible behavior. It often means the teen will simply be careful you don't find out about it. On the other hand, assuming teenagers can be left entirely on their own isn't the answer either. Adults who tell teenagers what and how they should be acting usually have good intentions. But adults who have all the answers (even if they're good ones) and who insist on imposing them on young people aren't really doing them any favors. That's because teenagers need to gain experience thinking and choosing for themselves.

Provide opportunities to choose. Young people often appear to make choices without really thinking about what's involved or the consequences of their actions. It's frustrating to watch teens do things that appear ill-advised — such as refusing to wear hats in cold weather to preserve their hairstyles. But for teens to develop the ability to make decisions, they must be given opportunities to make up their own minds without someone else trying to do it for them. A good place to start is by giving teenagers more freedom to make day-to-day choices — how to spend their allowance, what clothing and hairstyles to wear, and how thoroughly to clean their rooms, for example. Often these decisions will not reflect your own. Ask yourself what would be gained — or lost — by trying to insist that your teenager do things your way. Constantly trying to control teens by insisting they do what they're told prevents them from learning how to think and choose for themselves.

Involve teens in decisions about the rules they're expected to follow. Adults have a tendency to dispense advice pretty freely because they feel they know what's best, and often they do. For example, to prepare a teenager for future

options, an adult may try to influence a teenager's choice of classes or extracurricular activities. Or, parents may attempt to control a teenager's social life out of a desire to prevent him or her from getting involved in hurtful or problematic relationships. But young people need opportunities to learn to handle themselves in a variety of situations involving choices and decisions, and that can't happen if adults insist on having things done their way. Involve teens in whatever process is used to make decisions about rules, policies, procedures, and guidelines that affect them. This is one way to give teenagers an opportunity to assume more responsibility for themselves. Psychologists who study adolescent behavior find that when teens understand why a rule is necessary and have had a voice in determining it, they are more likely to comply.

Understand the difference between discipline and punishment. While young people need to be given increasing opportunities to assume responsibility for themselves, they also need adults to provide enough structure to insure that their efforts are met with success rather than failure. This means parents must be able to follow through with discipline strategies that help teens learn from the mistakes they make. While punishment often implies a judgment on the teenager, discipline focuses on the misbehavior and separates the deed from the doer. Parents who punish teens are usually meeting their own needs—venting their anger, demonstrating who's boss, or acting out of revenge. By contrast, effective discipline strategies help teenagers accept the consequences of their misbehavior. For example, if a teenager's grades drop because of a job or too much social activity, he or she should be required to quit the job or limit socializing until the grades improve.

SESSION XI
Teenagers Need to Share Beliefs and Opinions and Form Their Own Values

In a complex society like ours, teenagers face many conflicting values and opinions. To form consistent and healthy values, youth need to share their views and opinions with others, consider the pros and cons of issues, and experience how others react to what they say. These experiences give teenagers a chance to take a well-examined personal stand (Zeldin, 2004). Here are some suggestions for parents and other adults:

Listen to them. One of the most important things any adult can do to help teenagers form healthy values is to listen to the things they have to say. During adolescence, teenagers develop new intellectual abilities such as abstract thinking. Discussing and exploring new ways of looking at the world gives teenagers outlets for these new abilities. Adults sometimes have a difficult time listening to what teenagers have to tell them — especially if they disagree or the topic is highly sensitive or controversial. When you talk with teenagers, try not to impose your own values on them. Instead, share how you feel and why you feel that way, while at the same time encouraging teens to explore and express their own feelings and beliefs.

Provide opportunities for youth to share their values with each other. Young people need to share their perspectives and ideas with one another. But this can be threatening if they fear being criticized, insulted, or belittled for what they have to say. Teachers and other adults who work with youth can help foster a sense of openness and trust that will enable teens to feel comfortable sharing thoughts and feelings. Camp and retreat-like settings can provide excellent opportunities for creating this kind of climate.

SESSION XII:

Characteristics of Programs That Work

- Components of a successful program
- Ecological model of youth development
- Features of successful youth organizations
- Developmental opportunities and supports
- How to promote positive group interaction

SESSION XII
Components of a Successful Program

Staff

- trained staff and volunteers
- include developmentally appropriate practices
- include culturally appropriate practices
- use community resources

Audience

- serve many individuals
- target a young population
- reach high-risk youth

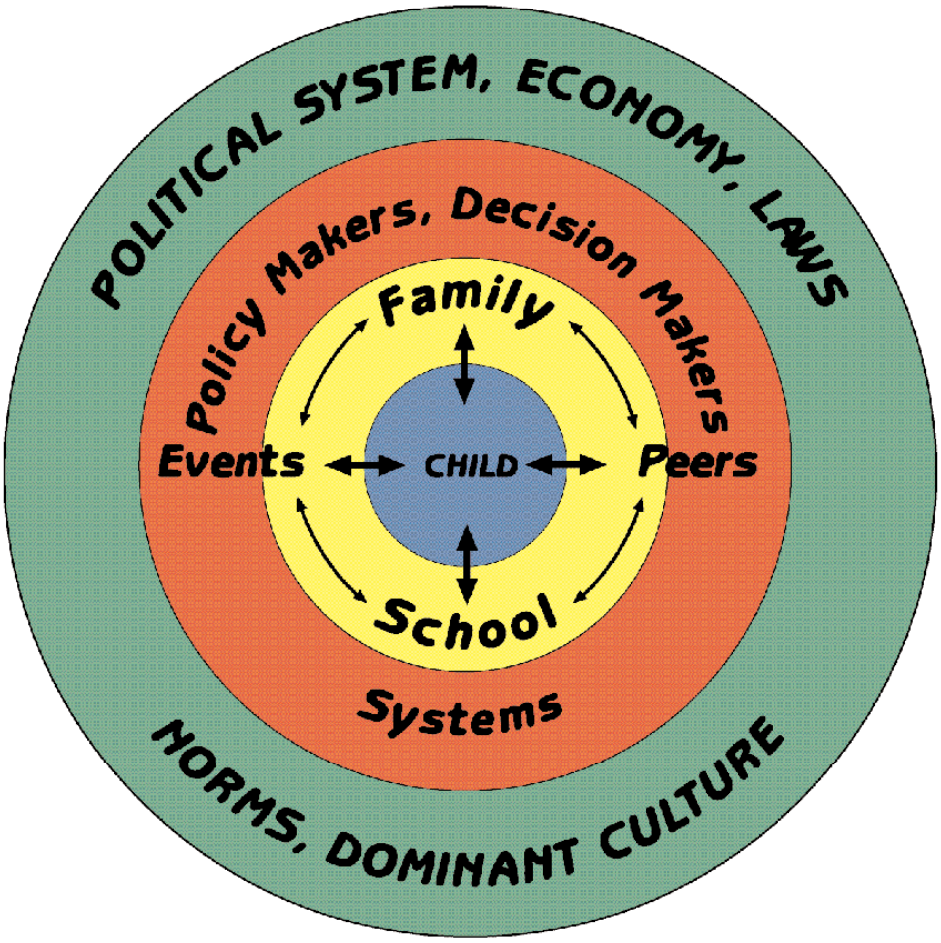
Program

- is comprehensive
- focuses on prevention/positive youth development
- promotes competence, character, and connection
- uses participants' input
- involves and empower participants

Outcomes

- include clearly defined change objectives
- collect and use evaluation information
- have the ability to become self-sustaining
- are sustained over time

SESSION XII
Ecological Model of Youth Development



SESSION XII
Features of Positive Developmental Settings

The Committee on Community-Level Programs for Youth, Heath and McLaughlin (1991) studied community youth organizations. Calling successful youth organizations "family-like," they compared neighborhood organizations (or neighborhood branches of national organizations) in inner-city communities to successful settlement houses of the late 19th century in their commitment to neighborhood, their focus on the positive (wellness), their multigenerational services, and their racial and ethnic sensitivity.

No particular organizational type or national affiliation was found to be more successful than others. No particular program type or special mission was more successful than others. The successful organizations had these things in common:

(a) a positive, hopeful vision of the future,
(b) a clear, focused mission,
(c) a dedicated staff who value youth and were dedicated to their success, and
(d) an identification not linked to social institutions or social problems (i.e., an after-school or pregnancy prevention program).

Additionally, organizations succeeded when they were relevant, respectful, and hospitable to young people, and when they were not centered on prevention or remediation, which was viewed as demeaning and punitive.

Pittman (1992) espouses caring organizations, and she writes that organizational caring is conveyed to young people in four important ways:

(1) Environments are created in which youth feel welcome, respected, and comfortable.
(2) Opportunities are structured to stimulate caring relationships with adults and peers.
(3) Information, counseling, and expectations enable young people to define what it means to care for self.
(4) Opportunities, training, and expectations encourage young people to contribute to the greater good through service, advocacy, philanthropy, and active problem solving.

In a study of "third educational environments" (the first two being family and school), Kleinfeld and Shinkwin (1982) identified five benefits well-run youth organizations provided for young people:

(1) increased contact with adults,
(2) teaching and learning of useful, practical skills,
(3) practice in formal leadership and organizational roles,
(4) opportunities to practice community responsibility, and
(5) increased family involvement in the education of adolescents.

Characteristics of Successful Programs

Marsland (1993) notes that organizations with a strong capacity to meet the needs of young people offer programs that are active, emphasize social group experiences, and provide individual attention and counsel. Other researchers and observers have focused on these features as well.

Active Programming

Programs offering developmentally appropriate, adult-monitored activities that draw and maintain the involvement of young people provide diverse opportunities for activities, varied rhythms of work and play, opportunities to value different talents and ages, and approaches that are firm and flexible (Heath and McLaughlin, 1991). They engage youth as resources to be developed rather than problems to be managed. Often these programs yield a recognizable "product" such as a performance, team record, newspaper, video, or service project.

Active programs invest significant energy in the process of developing youth (not just the product), and they do this by turning over the planning, leadership, and responsibility to young people. Such programs invest in their neighborhood or community, and they are grounded in the local ecology, responding to the untapped resources and unmet needs where children live. Such programs listen and respond to the changing needs of the children, their families, and the community (Heath & McLaughlin, 1991).

Individual Attention

One-to-one relationships are essential. An adult friend and counselor is an important person in the life of a young person. In this context, a counselor is not a trained clinician or therapist, but an advisor, guide, and mentor. Pittman (1992) found that young people overwhelmingly defined their attachment to youth programs in terms of their relationship with a caring adult in that program. The opportunity to interact one-to-one and in small groups with adults of the same and opposite gender is one of the greatest advantages youth programs offer to children and teens. A sustained relationship of mutual trust and respect enlarges the young person's circle of support and offers models for success, vocation, lifestyles, career options, and sound decision making.

Social Group Work

Dean and Yost (1991) note that youth programs can be structured in many different ways. Structures include membership groups; formal instructional settings; large group intergenerational activities; residential experiences at camps, conferences, or retreats; leadership practice in the community; community service; and significant one-to-one relationships with adults. The most common structure for religious instruction, and probably for most active youth programs, is the youth group, a club-like gathering of youth who see themselves as members who belong.

Group work brings young people together around a common cause or a commitment to a common goal or purpose. Social group work builds community and opportunities for interpersonal relationships through affiliation or group membership. Successful youth programs create a sense that members belong to an intimate group. They give power to young people rather than treat them like infants. These groups have clear goals and rules of belonging, often ones the youth had a role in establishing. Whether they are dance troupes, drill teams, tumbling groups, soccer teams, or theater groups, their range of developmentally appropriate activities is overseen by consistent and reliable adults who send the message that everyone involved is responsible for enforcing the rules and taking leadership for pieces of the program.

In a review of Protestant, Catholic, and Jewish religious youth programs (Dean and Yost, 1991), responsive religious youth programs were described in a way that seems to apply to most social group work programs. These programs provide a comfortable setting in which young people can explore the basis of their faith — the beliefs, values, ideas, and identity they discover in their faith.They connect religious traditions with opportunities for self-discovery and self-definition. (The same applies to the connection of cultural, racial, ethnic, family, or community traditions with understanding of self.) They involve youth and their parents, and they have clearly articulated rules that members appreciate and accept.

These programs are guided by mature adults comfortable with young people and willing to explore sensitive issues with them. Young people grow in competence as they get involved in meaningful tasks for their communities and congregations.

SESSION XII
Developmental Opportunities and Supports

Desirable youth outcomes are promoted by organizations and youth workers when young people are provided with ongoing:

Opportunities for "positive adult relations"

- high expectations and clear standards
- monitoring through "non intrusive" strategies
- authoritative supervision
- respect, caring, and friendship
- quality assistance, including instruction and training

Opportunities for "positive peer relations"

- fun and friendship
- taking multiple roles and responsibilities
- cooperative learning
- group discovery and problem solving
- community involvement
- interacting with diverse persons
- involvement in social networks

Opportunities for "engagement and empowerment"

- voice in program planning and implementation
- choice in level of participation/involvement
- relevancy to daily and future life
- continuity of experience and incremental challenge
- reflection

Access to learning in a variety of "content" areas

- health
- leisure
- academics
- vocational
- social
- cultural

SESSION XII
How to Promote Positive Group Interaction

Use What You Know about Group Dynamics

1. Activities match the degree of cohesion present in the group.

   Determine the type of group (i.e., collection of individuals, informal grouping, loosely organized group, or formal group) that currently exists among the young adolescents you want to involve in a specific activity. Then decide if the activity you are planning requires youth to function at a higher level of group cohesiveness. If so, adapt the activity to begin at the group's current step and build toward the desired level.

   For example, suppose the young adolescents currently spend their time in open gym activity and you want to offer more structured and diverse experiences for them, such as teams, arts and crafts activities, and short-term classes. You determine that they are now functioning in informal groupings, but in order for the planned activities to be successful they must function as loosely-organized groups. Therefore, you build toward offering structured activities by watching and listening to young adolescents to find out what activities they might enjoy. As you begin to offer those activities and young adolescents self-select to participate, you structure the activity so that collaboration among participants is required and an immediate success is likely. You also set parameters for acceptable behavior, begin to teach group decision-making skills, and give the youth constant and specific feedback on their behavior. Gradually, loosely-organized, activity-oriented groups will emerge.

2. Youth worker's leadership style is appropriate to the activity.

   Decide which leadership style, or combination of styles, is most likely to promote positive group interaction in the specific activity being planned. Then define specific youth worker behavior and responsibilities.

   For example, if the activity is a dance class, both autocratic and democratic leadership styles will be used. The youth worker will be autocratic in enforcing safety rules and in instructing young adolescents on injury prevention and specific movements. At the same time, the youth worker will draw out the interests and talents of youth and engage them in making decisions about how group time should be spent.

3. Leadership is shared by youth workers and young adolescents.

Except for the few situations when autocratic youth worker leadership is appropriate—as in handling emergencies and giving directions, young adolescents are capable of assuming various leadership functions. Young people and youth workers must realize that leadership is not the responsibility of one person but the shared responsibility of all group members. First, youth must be trained to recognize and fulfill leadership roles and to recognize dysfunctional roles group members can play. Then young adolescents need opportunities to practice and receive feedback on their newly learned skills. The youth workers' responsibility is to diagnose the group situation, give feedback on behavior, and fulfill the functions lacking in the group.

Use What You Know About Young Adolescents

4. Rules and expectations for behavior are clearly defined.

   In the early stages of group development, it is up to the youth worker to define broad parameters within which young adolescents are expected to function. Within these parameters, young people can begin to make decisions for themselves about specific codes of behavior that all participants understand and have a voice in shaping. As adolescents practice new cognitive skills by asking "why" and "what if" questions, youth workers can expect rules to be challenged by both words and behaviors. When rules are seen as clear, logical, and fair to young adolescents, they can reinforce each other's positive behavior and monitor unacceptable behavior by giving messages that say, "This is the way we do things here and this is why." Most groups of young adolescents will need some adult-imposed limits, but most 10- to 15-year-olds are increasingly capable of monitoring their own behavior if the rules are clear and make sense to them.

5. The purpose of the activity is clearly understood.

   Before joining a group activity, adolescents need enough information to decide whether they want to spend their time and energy on that activity. If adolescents "buy into" the group's purpose and have opportunities to shape the activity into what they want it to be, they have a personal investment in the group's behavior and productivity. They also will be more likely to understand and more able to explain the group's rationale to others.

6. The responsibilities and limitations of young adolescents who participate in the activity are clearly defined.

   Both the teenage group members and the adult youth workers must have the same understanding about the power the group holds. Does the youth board advise the staff or do they make decisions? Is the drama group responsible for everything related to a production, from choice of the

play to casting to cleanup, or are all roles assigned by the youth worker? Whatever the answers to questions like these, adolescents must get clear, consistent messages about the responsibilities and limitations of the group. Otherwise, they may begin to feel manipulated and disenfranchised or they may become overwhelmed by responsibility they were unaware belonged to them and for which they are unprepared. Then, the situation is ripe for negative peer group interaction.

7. The activity gives young adolescents opportunities to do things that are really meaningful to them and to others.

   Activities can give adolescents chances to do things they want to do, like cook a meal, canoe down a river, or be a dancer. But the activities take on special importance when they provide youth with ways to gain positive recognition and make meaningful contributions to the community; for example, a meal cooked for the agency's board of directors, a canoe trip that includes a clean-up effort at an embankment, and dance performances for children in a hospital. Adolescents are more likely to give their best, and expect others to give their best, if they see that their actions really make a difference in either their own or others' lives.

8. Young adolescents are able to see products of their work together.

   The product may be a playground, a magazine, a buffet dinner for parents, a computer program, a play, or a winning basketball team. Adolescents want and need to be recognized for their achievements but have few opportunities to do things that result in products both they and others can appreciate. When given such an opportunity (along with the resources and adult support to make it successful), they can bring out the best in the group. When adolescents experience the double payoff of saying with pride, "We did that!" and of hearing others voice appreciation for the product, they are eager to undertake new projects.

9. Opportunities are provided for adolescents to learn the skills necessary to be successful in accomplishing the group's purpose.

   Few things will cause a group of adolescents to revert to bickering, hostility, and general rowdiness more than the realization that their efforts are destined for failure because they lack the prerequisite skills for successfully completing an activity. Youth workers should carefully define the social and practical skills necessary to complete a task and assess the group's mastery of those skills before plunging into the activity. All adolescents can benefit from workshops on interpersonal relationships, group skills, decision making, and planning. Specific skills required by the activity (like interviewing, making "cold" telephone calls, or baking bread) can be taught and then practiced as a part of the activity. As adolescents become more competent and confident, they invest more of themselves in an activity. As they invest more of themselves, they expect other group members to do the same.

10. There are opportunities for many adolescents to participate in contributing and leadership roles.

    Trouble may erupt when some adolescents are left on the sidelines in activities that showcase a few "stars." A complex activity like painting a mural or a simple activity like a relay race can be broken down into components that require a wide variety of skills and interests. Youth workers can recognize, and help adolescents recognize, that the person who makes sure the proper paint and brushes are available is just as much a leader as the person who sketches the mural on the wall.

11. Activities require collaboration rather than competition among adolescents.

    When activities are designed so that young people must work together and depend on each other to accomplish a goal, the stage is set for them to encourage and monitor each other. The young people may all be doing the same task or many different tasks, but they know that everybody must be successful if they are to complete the activity. The prevailing attitude becomes "Everybody's contribution is important and essential," rather than "I (or we) are better than you."

12. Activities are fun for adolescents and give them opportunities to spend time with adults and peers they like and enjoy.

    Young adolescents are no different from adults in this area; we all are more positive and productive when we are with people we like, doing things we enjoy. Many young adolescents spend the better portion of their days doing things they may not particularly enjoy, like schoolwork and household chores, and being separated from their best friends. They come to youth programs to relax, enjoy themselves, do interesting things, be with their friends, and spend time with adults whose company they enjoy.

13. The physical surroundings are conducive to the task at hand.

    The youth worker who attempts to hold a planning session for a camping trip on the gym floor or in the front yard as other program participants pass by will probably be beset by nonproductive, disruptive behavior from the group. The young adolescents would be less distracted from the task at hand in a small room with comfortable chairs and a big work table. The physical surroundings can set the tone for group interaction by communicating the message that "this is important and deserves our fullest attention."

14. Negative group interaction and negative peer pressure is dealt with sensitively but firmly.

    Few program activities, no matter how well-planned and staffed, are totally

free of disruptive or counterproductive behavior. Ultimately, it is the youth worker's role to halt and redirect young adolescents' negative behavior. Young adolescents can take some responsibility for monitoring each other's behavior once they have invested themselves in the group and see the behavioral expectations as clear, logical, and fair. Because of young adolescents' authoritarianism and frequent inability to appreciate extenuating circumstances, youth workers need to guide them to temper their perceptions of justice with mercy.

Cliques that exert negative power in the group and scapegoat or exclude a particular young person are a problem that occurs frequently in groups of young adolescents and must be handled with care. Youth workers can set and enforce behavioral limits, talk about and model kindness, and, if the group can handle it, put the responsibility back on the group to monitor its own behavior. Some activities should allow friends to be together and others should involve structured mixing of cliques. Diverse activities can give more young people the opportunity to show their strengths. A youngster who is excluded from sports may be a talented dancer, or a youngster who is abrasive and ill-at-ease socially may be able to gain her peers' acceptance through her talented photography. Youth workers should pay close attention to the young person who is excluded. Sometimes clique members pick on the person who is simply a little different from them; but sometimes the excluded young person is accurately diagnosed by the group as having serious problems. It is the youth worker's responsibility to try to get help for the disturbed youth and to help the group respond in a kinder way to people who either are simply different or who have serious problems.

Young adolescents should always know that the youth worker is ultimately in charge and will not allow group members to hurt each other physically or emotionally.

15. Mistakes are seen by adolescents and youth workers as learning experiences.

Activities encourage young adolescents to try new things and assume truly meaningful roles when the stakes are not too high nor the repercussions of failure too serious. Young people know that mistakes in judgment and behavior have a direct effect on the activity and on others and therefore are not simply excused. But they also know that their mistakes are not irreparably damaging to either them or the program. There are consequences for mistakes, but there are also opportunities to learn from mistakes and to try again. When young adolescents know that all will not be lost because of one mistake, they are less defensive, more willing to participate, and more compassionate with each other.

SESSION XIII:

Putting the Pieces Together to Work for Your Team

- Five basic premises about what youth need to develop
- Features of successful youth organizations
- Action Plan – worksheet
  5 P RAP
- Evaluation

SESSION XIII
Five Basic Premises About What Youth Need to Develop

1. **P**ossibilities and Preparation

2. **P**articipation

3. **P**eople

4. **P**lace and Pluralism

5. **P**artnerships

SESSION XIII
Features of Successful Youth Organizations

Identifying the Key Types of Premises That Define the Principles and Practices that Promote Development

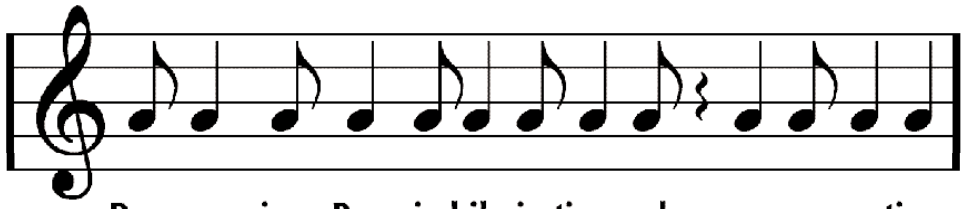
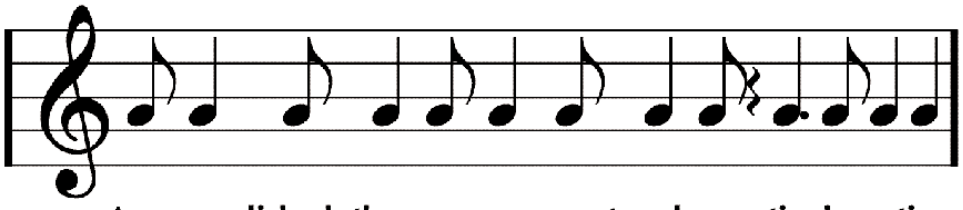
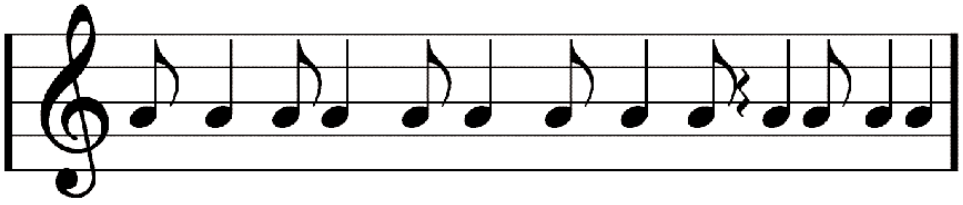
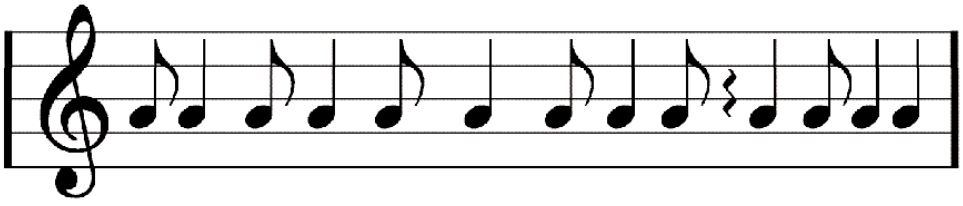
Previous work done by the Center for Youth Development and Policy Research to identify the common principles and practices of community organizations that promote youth development identified five areas in which programs and organizations made
conscious efforts to link practice to five basic premises about what youth need to develop. Continuing the alliterative theme, these five premises can be summed up as recognition
of the fundamental importance of: (1) progressive possibilities and preparation, (2) participation, (3) people, (4) place and pluralism, and (5) partnerships.

> Premise 1. Possibilities and Preparation: The goal is development, not simply problem reduction. The pace and direction of development is directly linked to the range and quality of appropriately challenging and supportive opportunities for exploration, learning, and individually paced growth.
>
> Premise 2. Participation: Development only occurs when young people are engaged and actively involved in the activity.
>
> Premise 3. People: Engagement is mediated through relationships with people. Relationships have to be established before progress can be made.
>
> Premise 4. Place and Pluralism: Development occurs within and is profoundly influenced by environmental contexts. Environments include physical, cultural, philosophical, and social dimensions.
>
> Premise 5. Partnerships: Development occurs within multiple contexts and therefore requires partnerships among the players—youth, family, service providers, community.

Acting under the assumption that principles are the foundation for practice, Center for Youth Development staff reviewed lists of "guiding principles" developed by individual organizations, service networks, and coalitions that focus practice in diverse areas such as youth work, family support, service learning, and systems change, to assess the degree to which their principles were consonant with the premises of development. The review was selective. Specifically, twelve organizations that were explicitly rejecting a "treatment" service approach and were seeking to use "development" as the guiding premise were chosen. Two findings emerged:

1. Similar and complementary principles exist across organizations. Despite the differing "constituency focus" — children and youth, youth only, families — the principles of the different organizations are highly consistent. Almost all the principles stem from the premises of the 5 P's: possibilities and preparation, participation, people, place and pluralism, and partnerships.

2. Frequent references to the interrelatedness of youth, families, and communities. Each organization had a different purpose and different audience(s) for their lists of guiding principles. But on closer inspection, the lists showed many commonalities. For example, while many of the organizations consider themselves "youth-focused," they still have principles for community practice. It appears, therefore, that since young people grow up in families, and since families live in communities, these organizations are choosing to enact principles that serve as guides to implement practice at three different ecological levels.

SESSION XIII
The 5 “P’s” Rap

SESSION XIII
Action Plan
– Worksheet

What goals do we/I want to set for our youth program as a result of this week?

What supports are already in place for these goals?

SESSION XIII
Action Plan
– Worksheet

What roadblocks may exist?

How will we move around them?

How will we know we have reached our goal?

PREPARING THE YOUTH DEVELOPMENT PROFESSIONAL

Evaluation

Section 1:

I was able to…	Before I attended the PYDP training: Circle one number for each statement				After I attended the PYDPTraining Circle one number for each statement			
	No	Sometimes	Usually	Yes	No	Sometimes	Usually	Yes
1. Understand the needs and competencies critical to youth for healthy growth and development	1	2	3	4	1	2	3	4
2. Articulate my role as a youth professional working in the area of nonformal education.	1	2	3	4	1	2	3	4
3. Understand the steps of experiential education.	1	2	3	4	1	2	3	4
4. Apply the steps of experiential education.	1	2	3	4	1	2	3	4
5. Understand my preferred “style” of working (Personality I.Q.™).	1	2	3	4	1	2	3	4
6. Understand how to work more effectively with other styles.	1	2	3	4	1	2	3	4
7. Develop age-appropriate activities and programs based on my knowledge of the characteristics and behaviors of youth ages 6-19.	1	2	3	4	1	2	3	4
8. Recognize the stages of group formation (forming, storming, norming, and performing).	1	2	3	4	1	2	3	4
9. Understand the concepts of risk and protective factors.	1	2	3	4	1	2	3	4
10. Map the risk and protective factors found in multiple ecological levels of my community (individual, family, friends, school, etc.).	1	2	3	4	1	2	3	4
11. Increase my awareness of diversity issues.	1	2	3	4	1	2	3	4
12. Think of ways to improve the way I deal with those who are different from myself.	1	2	3	4	1	2	3	4
13. Listen and communicate more effectively with adults and youth.	1	2	3	4	1	2	3	4
14. Understand the positive and negative influence of peer pressure.	1	2	3	4	1	2	3	4
15. Develop programs that meet developmental needs in exciting yet safe environments.	1	2	3	4	1	2	3	4
16. Involve youth as partners in program	1	2	3	4	1	2	3	4

Section 2:

1. I am: female male
2. My primary position is:
3. I would describe myself as: African-American American Indian Asian American
   Hispanic White/Caucasian Racially mixed

Section 3:

1. The most important thing I have gained from my experience is…

2. The one thing I would change about my experience is…

3. Other comments I would like to make…

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OVERVIEW

- Purpose of This Training
- Training Goals and Objectives
- Conceptual Overview

LESSON PLANS
SESSION I:

About Youth, About Caring Adults, and About Current Roles

- Group process: getting acquainted
- Meeting needs
- Building competencies
- Basics of youth development work
- Understanding youth development work
- Youth development as nonformal education
- Working in the youth development profession
- Key youth development concepts

Activities

- Group process: fantasy vacation
- What it's like to be an adolescent
- Storytelling about powerful adults in our lives as we were growing up

GROUP PROCESS
Getting Acquainted

Activity: Fantasy Vacation (30 min.)

Objectives: To help participants become acquainted with one another.
To begin the process of building trust among participants in the group.
To assist the group in defining expectations for the week training.

Focus: Introducing the concepts of positive group environments and beginning to build that environment.

Materials List

One 3 x 5 card for each participant
A pencil for each participant
Markers
Flip chart and easel

Participant page –
17 Getting Acquainted

What to do-

Hand out 3 x 5 cards and pencils. Lead participants through the process of designing their own fantasy vacation or trip.

What to say-

"We are going to plan a fantasy vacation. It is a fantasy because on this vacation you have all the money and time you need to take the trip and all your work at home will be taken care of while you are gone. For most of us this is, indeed, a fantasy."

"Since this is your fantasy, you will design the trip you desire. However, I am going to give you some parameters from which to work. You will be selecting from five categories of options, so I would like you to number from one to five on the cards you have been given."

What to do-

What to say-

"Your first decision will be the location to which you will travel. You may choose to go to:

- Tahiti
- Alaska
- Disney World

Select one of these locations and record your choice beside the number one on your card. You may travel by:

- Airplane
- Sailboat
- Train
- Automobile

Record your choice beside the number two on your card."

"When you arrive you will go out to dinner and may choose to have:

- Steak
- Lobster
- Pasta

Record your choice beside number three."

"With your meal, you may order:

- Coffee/tea
- Soft drink
- Beer/wine
- Milk

Record this choice beside number four."

"At the end of your trip, you have some money left to spend and may choose to spend it on:

- Souvenirs for yourself
- Gifts for friends
- Entertainment

Record this final choice beside number five."

Direct group members in finding partners whose cards most nearly match their own.

"Now I would like you to move about the room and compare your card with others in the room until you find someone whose card most nearly matches yours. Before you begin, let me offer a hint. Check every number before assuming that you do not have a match. Sometimes numbers three through five will match when one and

What to do-	What to say-
	two do not. When you have found a close match, sit with that person with your chairs (knees) facing each other so that I can tell when everyone has found a partner."
Demonstrate the seating arrangement by pulling two chairs into a facing position.	
Call time after most participants are seated and assist those still standing in finding a partner. Lead partners through a "getting acquainted" process.	
	"Take about three minutes to find out three things from each other. - Why you each made these choices for a vacation. - What you would like others to know about you. - What you hope to learn at this training."
You may want to have these three topics listed on overhead, poster, or flip chart as a reference for participants for their interviewing process.	
Monitor progress in the room and call time when most seem to have completed the task. Ask the pairs to join with two other pairs near them to become a small group of six and to form a circle of chairs with this new group.	
	"I would like you to introduce your partner to this small group based on the information you have just acquired from them about the three topic areas. For instance, if I were someone's partner I could start by saying — this is my partner (name), etc."
You may need to help groups form a circle. If space is unwieldy or if some in the group are not comfortable in circles they may have difficulty doing this. Explain that it will be easier to hear each other in this configuration since the size of the large group will mean that many people will be talking at the same time.	

What to do-

Allow seven to ten minutes for this activity, but move about the room to monitor this time. The group may complete the task in less time. About two minutes before calling time, check with the group to see if anyone needs more time. This will encourage them to stay on task.

Facilitate a sharing of expectations with the total group and record these on newsprint. You may want to have someone write for you while you lead the feedback process.

Review and combine appropriate items.

••At the end of the day, prepare a poster of the expectations to be on display in the classroom on the following days.

Refer to page 17 in the participant pages, Getting Acquainted.

What to say-

"Let's get some feedback from each small group about the hopes you all have for this week-long training. We will record these hopes so that we can compare them to the goals of this training as well as to how well we are meeting expectations as the training progresses."

SESSION I:
This Training Is About Youth

Activity: Memory Exercise/Guided Visualization
What It's Like to Be an Adolescent (45 min.)

Objectives: To identify specific successes, big challenges, and exciting, fun times of growing up.
To establish that participants know a lot about being a youth from their own experiences as adolescents.

Focus: Reinforcing why they are at the training and why they are in youth work.
Affirming that they know about and care about kids.

Materials List
Flip chart and easel
Markers

What to do-

Tell participants to take a few moments to relax, close their eyes, and become comfortable in their chairs. Introduce the activity with the following description.

What to say-

"Learning strategies include guided visualization and storytelling. These activities are based on several assumptions:

a. You know a lot about being a young person — you've been one!

b. Your lived experience — your life experience counts. It is an important source of understanding. It influences how you do your work with young people.

What to do-

What to say-

c. Your experiences are both very individual and fundamentally linked to experiences of others."

"This visualization helps us remember why we are here. It will help us recall what it's like being an adolescent. I'll be asking you to let your mind open up and let pictures and memories flow by, to create a Movie of the Mind. Let yourself get in touch with feelings; don't search for right answers. Let yourself be any age, at any stage. Wander wherever you want to go."

"If your own experience was too painful to recall, feel free to identify with someone else or to pass on this exercise. If you choose to pass, please do not distract those around you who are involved."

"Relax."
"Close your eyes."
"Let your arms go limp."
"Breathe easily."

When they appear to be at ease, read the following questions slowly, giving the participants 30 to 45 seconds to think about each question.

"Wander back to your place of growing up. Picture the streets or roads you walked — your neighborhood or countryside — the yards or fields, the alleys or paths, the places you played, worked, or shopped."

"Picture where you lived.
See the rooms where you lived.
Picture the people, the family, you lived with.
Visit your favorite place in your home.
Remember what you did there.
Picture a holiday you liked a lot.
Who was with you? What did you do?
Walk to your school. What did you see?
Walk in the front door of the school.
How do you feel? What does it smell like?
Wander down the hallways... "

What to do-	What to say-
	"Open your eyes and return to the present."
Divide the group into smaller groups of 5–6 people to share their experience. Ask participants to share their memories with their team. Allow 10 minutes for this.	
	"Spend some time reacting to the movie in your mind. Share your reactions with this smaller group. Talk about what you felt, what you thought."
Ask volunteers to share feedback on this exercise. Emphasize: • There are some differences as well as similarities between the way that each of us experience growing up. There are differences as well as similarities in the lives of the young people with whom they work.	
	"Now expand on these memories.Take turns sharing some stories about some successes, big challenges, and exciting, fun times for you in growing up."
Help the group process the experience.	
	"Please share with the rest of us some highlights — some sharp memories you found especially interesting."
Ask each group to report a story from their group with which they could all identify.	
	"What did you learn from these stories? What did you learn about adolescents?"
	"Several themes run through this discussion. What do we learn from these stories?"
Post responses on flip chart. Help the group make some generalizations of their experience. Emphasize: • There are similarities and differences in behaviors, humor, fear, and challenges of being a teenager.	

What to do-

• Teenagers grow up in social, cultural, economic, and historical contexts as well as in neighborhoods, different regions of the country, and different countries (Hamilton et al., 2006). It is important to remember the special influences of these contexts and environments on how individuals experience adolescence.

• There is a common experience of youth.

• Some remembered fearful experiences.

• There is hard work involved in being a child. It is not all fun and games.

• Participants know a lot about young people — about what it means to be a kid."

Emphasize:
• Sharing our experiences reminds us we know a lot, enlightens our thinking, and widens our options.

Emphasize:
• We can be blinded to the issues if our response is only based on personal history/our own lived experience.

What to say-

"Adults talk about school as the best time of life. This may be hindsight. For many, childhood and adolescence had both very thrilling and very difficult times."

"We need to remember why we are here. This work and this training is about young people. It's possible to study school climate without considering youth. But it's not possible to talk about youth work without talking about young people."

"In our work, we must consider the everyday, lived experience of being a child or adolescent. We need to get in touch with the NORMALNESS of childhood/youthhood."

"We can listen carefully to youth and we can recall our own youth. How does revisiting our own stories and listening to the stories kids tell help us with our work?"

What to do-

What to say-

"Young people today are idealized, condemned, envied, feared. We adults react to vast numbers of STEREOTYPES that block our attempts to understand what it means to be a young person — to make us believe that nothing today is like it was."

Emphasize:
• Our life experiences are both:
  a. very individual
  b. fundamentally linked to the experiences of others

"We call on our past experiences everyday — sometimes to enlighten our work — sometimes to blind us to issues."

Emphasize:
Youth need:
• active programming — a range of things to do

• individual counsel, one-on-one attention

• Social, group opportunities — belonging, being part of a group

LESSONS: SESSION I continued
About Caring Adults

Activity: Storytelling About Powerful Adults in Our Lives as We Were Growing Up (30 min.)

Objectives: To identify specific characteristics of powerful adults in the lives of youth.
To recognize the critical components of youth development.

Focus: Remembering influential adults in our lives. Identifying characteristics that made them important to us. Correlating those characteristics with components of positive youth development.

Materials List

Flip chart and easel
Markers
Masking tape
Projector and screen

Master Slides –
(masters following lessons)
Meeting Needs
Building Competencies

Participant pages:
20 Meeting Needs
21 Building Competencies

Supplemental/Reference pages:
22–26 Understanding Youth Development
27 Key Youth Development Concepts

What to do- What to say-

Assist participants in forming groups of five. Ask members to identify an important adult in their lives.

What to do-

Ask participants to tell stories about important adults in their lives when they were growing up.

Allow time for this reflection.

Ask each group to identify characteristics of these significant adults and write them on newsprint.

Post the lists around the room.

Bring the total group back together, and ask the first group to read their list. Ask other groups to report, adding characteristics not already listed by the first group.

Read the list generated by the group.

Encourage a few people to tell some especially funny or powerful stories to the whole group. Talk about traits listed as common. Who were these important adults? Were you surprised by some you remembered?

What to say-

"Think about an adult who was very important to you in your growing up."

"Describe the adult you identified to your group."

"What characteristics made that adult important to you? Try to identify 5 traits of these caring adults that run through your stories. Put them on newsprint so that we can see them as each group reports back to our total group."

"Let's review the characteristics you have identified in the important adults in your lives."

"We need to be aware of two key youth development concepts.

(1) Youth development is an approach to youth work that has preparation and development rather than prevention and problem solving as its goal

What to do-

What to say-

(Lerner et al., 2005). It is not something we do to youth. It is what they are doing.

(2) Youth workers need to be competent in basic areas of knowledge, in skills and in behaviors necessary to provide young people with the services, supports, and opportunities they need to develop healthily" (Walker, 2003).

Show overhead "Meeting Needs" and elaborate using material on page LP24. Refer participants to page 20 of their handbook.

Show overhead "Building Competencies" and elaborate using material on page LP25). Refer participants to page 21 of their handbook.

Compare and emphasize the connection between the traits they identified of caring adults and the needs and competencies critical to positive youth development identified by research.

"Do these research results lists look anything like your own lists?
Do the traits in caring adults that you have identified reflect effort toward meeting any of these developmental needs or toward developing any of the competencies that these research results have identified as important?"

Show overhead of "Basics of Youth Development."

"Youth workers are challenged to create environments that meet the needs of youth and to offer opportunities to help youth build critical competencies. I want you to be very clear about what youth development is and what youth development professionals do."

Go to the wall where you have placed the definition posters for youth development, positive youth development, and youth development professional. Point to the appropriate definition as you review each one. Start with youth development and ask the group to read this aloud with you.

What to do-	What to say-
	"Youth development is an ongoing process through which young people attempt to meet their basic needs and to develop the competencies that they perceive as necessary for survival and transition to adulthood." "Note that we said the competencies they perceive as necessary. All youth develop competencies. It is up to us, as caring adults, to ensure that the competencies they develop are those that will help them to become productive members of our communities." "When they are learning competencies that will help them become productive, they are engaging in positive youth development. So that is our definition of positive youth development."
Indicate the positive youth development poster.	"Read this definition aloud with me: Positive youth development is development that is healthy and productive for both youth and their communities."
Introduce the work of the youth development professional.	"Who does the work of youth development? Youth — youth development is the work of youth. They are the ones who are growing and developing and adults can't do this work for them. However, adults can and must support youth in their efforts to grow and develop into healthy and productive adults. Caring adults can play an important role in assisting young people to reach their full potential." "How can we do that through our youth development programs? What do youth development professionals do?" "Read this definition aloud with me: Youth Development Professional provide environments that meet the needs of youth, and offer opportunities within those environments for youth to master the competencies that prepare them to be contributing members of the community."

What to do-

What to say-

"Fields of work attain credibility as professions when they can (1) identify their research and knowledge base, (2) when they base their work on agreed-upon standards of practice, (3) when criteria for preparation and ongoing professional development are outlined and (4) when there is a common language to use in advocating for the work (Walker, 2003). These elements provide a basis for an expectation of reliable and consistent service. In the past decade, youth development delivered in the nonformal educational setting has met, to a large extent, these criteria and is emerging as a recognized profession. And you have recognition as youth development professionals."

"In that role, you must be able to tell people what you do; to advocate for your work."

"So what do youth development professionals do?"

Indicate that you want them to read the definition again.

"They provide environments that meet the needs of youth, and offer opportunities within those environments for youth to master the competencies that prepare them to be contributing members of the community."

Throughout the training, at least twice a day, ask this same question of the group so that by the end of the training they will be able to tell you without hesitation what they do as youth development professionals.

CRITICAL COMPONENTS OF YOUTH DEVELOPMENT

Meeting Needs + Building Competencies

Young people have basic needs critical to survival and healthy development. They are a sense of:

Safety and structure

Belonging and membership

Self-worth and an ability to contribute

Independence and control over one's life

Closeness and several good relationships

Competence and mastery

Self-awareness

A review of research suggests that to succeed as adults, youth must acquire adequate attitudes, behaviors,and skills in several areas (Huebner, 2003):

Physical Health

Good current health status and evidence of knowledge, attitudes, and behaviors that will assure future well-being; for example, exercise, good nutrition, and effective contraceptive practices.

Emotional Health

The ability to respond affirmatively and cope with positive and adverse situations, to refect on one's emotions and surroundings and to engage in leisure and fun.

Personal/Social

Intrapersonal skills—in understanding emotions and practicing self-discipline. Interpersonal skills, such as working with others, developing and sustaining friendships through cooperation, empathy, negotiation, and developing judgment skills and a coping system.

Knowledge, Reasoning, and Creativity

A broad base of knowledge and an ability to appreciate and demonstrate creative expression. Good oral, written, problem-solving skills, and an ability to learn. Interest in lifelong learning.

Vocational

A broad understanding of life options and the steps to take in reaching them. Adequate preparation for work and family life, and an understanding of the value and purpose of family, work, and leisure.

Cultural

Respecting and affirmatively responding to differences between groups and individuals of diverse backgrounds, interests, and traditions.

Civic

Understanding of their nation's, their community's, and their racial, ethnic, or cultural groups' history and values. Desire to be ethical and to be involved in efforts that contribute to the broader good.

Basics of Youth Development Programs

Meeting Needs

+

Building Competencies

Meeting Needs

Safety and structure

Belonging and membership

Self-worth and an ability to contribute

Independence and control over one's life

Closeness and several good relationships

Competence and mastery

Self-awareness

Building Competencies

Physical Health

Emotional Health

Personal/Social

Knowledge, Reasoning, and Creativity

Vocational

Cultural

Civic

SESSION 1 continued
About Current Roles
Youth Development in the Nonformal Setting

Activity: Categorizing Educational Experiences (30 min.)

Objective: To understand the roles of formal, nonformal, and informal education experiences in the growth and development of youth.

Focus: Emphasizing the impact and importance of the nonformal arena in which youth development professionals work.

Materials List
Flip chart and easel Markers

What to do-

Prepare a flip chart titled Education that is divided into three vertical columns with the following headings:
- Formal
- Nonformal
- Informal

Ask the group to suggest characteristics of educational experiences in a formal (typically school) setting. Lead them through this process using the following questions as needed to get started:

What to say-

Some responses could be:
In school, in a building, in a classroom.

"Where are these experiences held?"

During set hours and set months.

"When or in what time frame are they conducted?"

What to do-

What to say-

"Who leads the experience?"

Primarily the teacher.

"What qualifies the leader to do this?"

A degree and certification.

"What is taught? Who determines this?"

A teacher, school board.

"Who attends? Are they required to attend? How are they grouped?"

All children are required to attend. Primarily by age, usually single age groups.

"What do they get for attending?"

A grade. A diploma.

Record their responses in the "Formal" column on the flip chart.

Ask the group to suggest characteristics of informal educational experiences using the same questions as needed. Record their responses in the "Informal" column of the flip chart.

"Where are these experiences held?"

Some responses could be:
Anywhere, usually outside of buildings; at home; with friends on a playground; in a park, etc.

"When or in what time frame are they conducted?"

During free time — year round.

"Who leads the experience?"

The young person.

"What qualifies the leader to do this?"

Whoever surfaces.

"What is taught? Who determines this?"

Whatever interests the young person. He or she will determine this.

"Who attends? Are they required to attend? How are they grouped?"

No required attendance. It's free choice, freely constructed. Typically more than one age involved, but same age groupings are common.

What to do-

Fun, sense of independence.

Ask the group to suggest characteristics of nonformal educational experiences. Point out that this is the category to which the out-of-school programs in which they work belong. Record the responses in the Nonformal column.

Some responses could be:

In schools; in homes; on ball fields; in community buildings; on planned field trips.

During out-of-school time.

Partnership between caring adults (paid and volunteer) and youth.

Interest and training offered by the organization. When paid, staff must meet qualifications for employment.

Youth determine interest; adult leaders help structure the experiences to meet those interests and known needs.

Whoever wants to attend. Typically ages are mixed–often not a single age group.

Fun! Sometimes awards — ribbons, trophies, plaques, pins, etc.

Discuss the differences between these three types of experiences for youth. Ask the group to identify the most powerful category of these learning experiences.

What to say-

"What do they get for attending?"

"Where are these experiences held?"

"When or in what time frame are they conducted?"

"Who leads the experience?"

"What qualifies the leader to do this?"

"What is taught? Who determines this?"

"Who attends? Are they required to attend? How are they grouped?"

"What do they get for attending?"

What to do-

What to say-

"Informal learning tends to be the most powerful for youth. However, the learning that occurs informally may or may not be accurate. Information is processed based upon assumptions made from a series of past experiences with similar information. Children may not have the background of experiences necessary to process accurately the information they get from any new experience. Consequently, some powerful mistaken learning may take place."

"Formal learning is the least powerful of the three modes, but has the advantage of a structure to target specific learning and direct the process to assure accuracy in interpretation. This is a good tool for the many and varied cognitive competencies expected of youth."

"Nonformal learning has the advantage of coupling free choice, self-selected experiences with enough structure to direct the learning process toward accurate interpretations. This combination of characteristics make it the second most powerful learning mode. It is particularly effective in addressing life skill learning."

"This nonformal learning mode is the arena in which you work. It is important to recognize the impact that the nonformal learning experiences you promote can have on the development of young people. It is because the out-of-school, nonformal setting for youth work has the potential for great impact, that youth development professionals must prepare themselves to do this work well."

Post the flip chart generated by the group on a wall for reference as the week progresses.

Review the role of the youth development professional. Ask the group:

"What is the role of the youth development professional?"
"To provide environments that meet the needs of youth, and offer opportunities within those environments for youth to master the competencies that prepare them to be contributing members of the community."

"And where do we do our work?"
"In the nonformal setting."

Youth development is an ongoing process through which young people attempt to meet their basic needs and to develop the competencies they perceive as valuable, both now and in the future.

Positive youth development results when that process is positive and productive for both youth and their communities.

The role of the youth development professional is to provide environments that meet the needs of youth and to offer opportunities within those environments to master competencies that prepare them for successful adulthood.

LESSONS PLANS
Lessons: Session II:

About You: Personality I.Q.™

Activities

- Personality I.Q.™

SESSION II
About You: Personality I.Q.™

Activity: Personality I.Q.™ (3 hours)

Personality I.Q.™ is an interactive process, similar to the Meyers-Briggs Type Inventory, which addresses different personal styles. Personality I.Q.™ helps participants gain insights and an understanding of their own and others' styles of communication, problem solving, and resolving conflict. These insights help groups consider how different styles affect interaction with people of diverse races, cultures, genders, abilities, and experiences.

Objectives: To develop an awareness of a variety of styles of communicating, problem solving, working/learning, and resolving conflict.
To know our own preferred styles and how to work effectively with other styles.
To appreciate and celebrate the differences among us.

Focus: Recognizing the important role each style plays in effectively functioning groups, and affirming those differences and similarities with our work groups.

Materials List

One Personality I.Q.™ booklet for each participant
Available from: Personality I.Q.™
International Training Insights
1-800-779-9779
Props for skits:
Bandanna, sun visors, plastic leis, sunglasses, etc., in gold, blue, green, and orange

Flip chart and easel
Markers
Pprojector and screen

Master Slides
Available from Personality I.Q.™

Participant pages:
30–31 Personality I.Q. notes

NOTE: LARGE room is needed, movable furniture some space for smaller groups to work.

What to do-

Introduce the activity.

• Describe the history using the overhead from Personality I.Q.

• Using the Personality I.Q. booklets lead the group through the process of identifying their personality color.

Form groups by colors.

Facilitate the integration of all four styles in the individual.

What to say-

"Preparing to work with youth in a developmental capacity begins with enhancing your own understanding of self. An understanding of your styles of communicating, problem solving, working/learning, and dealing with conflict will increase your effectiveness in interacting with others. An appreciation of the needs for multiple styles in any group process will assist you in affirming and valuing the differences among those with whom you work. These insights help groups understand and increase skills in interacting with people of diverse cultures, races, ethnicities, genders, and abilities."

"Today we are using an instrument called Personality I.Q.™ to take a look at our personal styles. This is an interactive process based upon the Meyers-Briggs Personality Type Indicator test. This simplified version of that instrument has the advantage of being inexpensive, quick and easy to use, and requiring no certification for use or for purchasing the materials. It is less accurate, however, and must be monitored to avoid stereotyping of individuals within the group. We are using it today to:

1. Provide an opening to begin to focus on the value of difference.
2. To highlight the need for all styles of working/perceiving/relating in an effective group."

What to do-

Before starting the lessons take time to write these topics on the flip chart:

What do you value?
(around youth work)
What brings you joy?
What needs do you have?
What strengths do you bring?
What stresses/frustrates you?

Hand out flip chart paper to each group.

Monitor their progress. Tell them when they have 5 minutes to complete the work. And again at 1 minute before calling "time."

Have each group report their answers to the total group. Suggest they make notes on pages 30 and 31 of their handbook.

Note the styles exhibited by each group in working together to generate the lists and in the writing of their lists on flip chart paper. Use the information on the Personality I.Q. booklet to help you process this section. If you can afford to buy the Personality I.Q. Handbook, you will have access to additional support material for this activity.

Emphasize:
• Everyone has all four styles; the issue is balance. We need to brighten the color representing each style to meet needs as they arise.

Direct each group to design a training experience.

What to say-

"I have written 5 questions on this flip chart. I will give each group a piece of chart paper. Work as a group to identify and come to consensus on the answers to these questions."

"I will give you time to complete this task and when you are all ready, I want each group to report their work back to the total group. You will want to designate a reporter from your group."

What to do-

Allow at least 20 minutes for groups to prepare. Bring the total group together and facilitate the presentation to the total group by each color group. Lead a discussion highlighting the needs met by each group.

Emphasize:
• Groups need to work with blending the colors in the group.

Lead a discussion on leadership:
Summarize, present information in determining:
How can you succeed with your:

Gold — Supervisor
Orange — Co-workers
Blue — Young people
Green — Parents

If you have additional time, the following activities could be incorporated.

A. Generate a list of issues related to their program.

Facilitate groups in developing goals, objectives, and resources to address those issues.

Note what "grabs" each group.

B. Use cards to look at self as: student, leader, teacher. This provides clues to relationships with others in their roles.

What to say-

"It is important to remember the needs of all color groups when you are designing an experience — especially a training experience — for the group. To practice doing this, we want your group to design a training experience that addresses all four color groups, and to prepare a three-minute skit to tell about their design. The presentation could include: title, theme song, mascot, motto."

"Be aware of colors other than your own. It is easy to weigh your planning in favor of your own style preferences."

What to do-

C. Facilitate discussion of the styles related
to self esteem.

What to say-

“What threatens your self esteem?
How do you act?
What brings you back?”

LESSON PLANS
Session III:

Setting Ground Rules – Establishing Norms

- Establishing norms and defining purpose

LESSONS: SESSION III
Setting Ground Rules

Activity: Group Consensus (10 min.)

Objectives: To determine expectations from group members regarding behaviors that foster positive social interaction within the group.
To set boundaries for working together that will assure an environment that is comfortable and conducive to learning for all members.

Focus: Continuing to build upon concepts of positive group environments.

Materials List

Flip chart and easel
Markers

Participant page:
35 Establishing Norms and Defining Purpose

What to do-

Introduce concept of ground rules and norms.

What to say-

"Norms are the unspoken rules of conduct or values held by a group. Groups are seldom aware of norms until someone breaks one and then conflict will occur."

"It is helpful for a group to decide consciously on the norms it will operate with. Then members can be clear about behaviors that are appropriate and behaviors that are not. To do this we need to decide as a group what our ground rules for working together will be."

"Think about the social environment that would be the most comfortable for you to work and learn in."

What to do-

Facilitate a rule-generating process. Help the group condense their ideas to five or six rules.

Note:
You may need to help them get started by suggesting a rule you need such as “no put downs.”

Refer to participant page 35:
Establishing Norms and Defining Purpose.

What to do-

“What does it look like? What are some of the factors that make that environment good for you?”

“I’m going to record these as ‘rules’ for our group. After we have gotten your ideas on paper we can decide which ones are most important to all of us.”

LESSON PLANS

Reflection Page

Day One:
It's in Every One of Us

REFLECTING & APPLYING
Day One

Activity: Daily Reflection Page (30 min.)

Objectives: To integrate the day's experience with the participants' work with youth.
To bring closure to the day's experiences.

Focus: Recapping the day's events and applying thoughts to paper.

Materials List

LCD and screen
Post-it notes

Make an overhead and handouts of:
Reflection Page Day One
(following the lessons)
Have the handouts printed on carbonless, three-part NCR paper so they will have a copy and you will have a copy of their reflection page for your files.

What to do-

Bring the total group together and offer a brief recap of the day's experiences.

Hand out the Reflection page.

Discuss the rational for personal reflection at the end of each day.

What to say-

"This is a daily briefing paper designed to help you remember what was covered each day, what was beneficial, or what has created questions or confusions for you. It is designed to help you find ways to apply your experiences here each day to the

What to do-	What to say-
	responsibilities you will have with the youth in your program when you return. By your sharing of some of these reflections, we can get daily feedback regarding this training which will help us tailor the days to meet your needs." "When you are finished you will need to KEEP the top white copy for your files and turn in the yellow and pink copies as you leave." "These forms will be helpful when you begin to build plans of action next week. They also will help to create a final briefing paper to take home. You have space in the pocket of your handbook to store these pages."
Using an overhead transparency, demonstrate possible entries as each section is discussed.	"Some ideas you might include are: • Ah-hah's you experienced. • Skills you were glad to practice. • Something that you already knew that you were pleased to have reinforced. • Points at which you said, 'Yes, that is right on.' 'How can that be?' 'That won't work for me.' 'I can see merit, but there are some issues that really get in the way for me.' • Ideas that you think apply to your program. • Things to do. • Things to remember. • Skills you could use."
Ask participants to work on their reflections alone, but advise that they will be asked to share those comments with their teams.	
Allow 15 minutes to work as a team.	
Monitor progress and move teams together to share their pages. Suggest using Post-it notes for the group concerns that need to be placed in the "parking lot" (issues board).	

DAILY REFLECTIONS TO:

•Make Meaning of the Day
•Apply to My Work Back Home

Day One: It's in Every One of Us

Personal Reflections

What did I learn today that is important for me personally?

What did I find significant in the discussion of the role of the youth development professional?

Taking Action

How will what I know about my colors affect or change the way I work?

My Role as Youth Worker/Advocate

What did the stories about being a kid tell me that would be useful in my work?

What are my strengths as a caring adult?

How do the needs and competencies we discussed relate to my program?

LESSON PLANS SESSION IV:

Experiential Learning Model

- Group process: Who am I in a group?
- The experiential learning cycle

Activities

- Group process: Do you know your neighbors?
- Paddleball activity

GROUP PROCESS
Who Am I in a Group?

Activity: Paddleball and Experiential Learning Model Application (45 min.)

Objectives: To introduce the model this training will follow.
To understand what the experiential learning model is and its use in delivering youth development programs.
To apply the experiential learning model to current programming.

Focus: Learning a teaching model that will help plan and facilitate experiences that promote healthy youth development.

Materials List
- Paddleballs (one per pair)
- Flip chart and easel
- Markers
- Projector/computer (and screen
- Poster of Experiential Learning Model
- PowerPoint or overhead slides (masters follow this lesson)
  - Slide 1 – Experiential model
  - Slide 2 – Experience: do it
  - Slide 3 – Share: what did you do?
  - Slide 4 – Share: questions
  - Slide 5 – Share: paddleball questions
  - Slide 6 – Process: how did you do it?
  - Slide 7 – Process: questions
  - Slide 8 – Process: paddleball questions
  - Slide 9 – Generalize: what did you learn?
  - Slide 10 – Generalize: questions
  - Slide 11 – Generalize: paddleball questions
  - Slide 12 – Apply: how will you use what you learned?
  - Slide 13 – Apply: questions
  - Slide 14 – Apply: paddleball questions

What to do- What to say-

Introduce the session

What to do-

Introduce the paddleball activity.

Divide the group into pairs and distribute the paddleballs.

Write the “rules” on the flip chart:
1. Hit the ball with the paddle.
2. Three tries to produce your highest score.

What to say-

“Youth development professionals are expected to create environments that provide for the basic needs of youth and to incorporate methods that are effective in helping youth learn the life skills (competencies) needed to be successful adults. Life skills are best learned through practice. This means that multiple situations must be offered that provide opportunities to practice these skills. The use of the discovery process is an effective way to teach life skills; however, experiences that use the discovery process (learn by doing) must be planned and processed well or they will not result in the targeted learning. Youth interpret their experiences based upon the experiences they have had in the past and the conclusions they have reached about those experiences. We are tempted to conclude that when a group of young people have participated together in an activity they will share the same interpretation of that experience. However, because no one shares the same set of background experiences, a common activity will not result in a common interpretation. In addition, because young people have limited life experience, their conclusions may not be accurate. As a youth development professional, you are expected to be skilled in facilitating group discussion to help youth clarify the concepts learned for the activities offered. A teaching model that will help you do this is the experiential learning model that we will be exploring during this session.”

What to do-

What to say-

"We are going to use a hands-on activity to introduce the experiential learning model. You have been given a paddleball to share with your partner. Here are the rules for this activity. You are to try to hit the ball with the paddle as many times in a row as you can. You will each get three tries to produce your highest score. When you have completed your three tries, give the paddleball to your partner who will have three tries to produce his/her highest score. When you have both determined your highest scores, please sit down so I will know you are through with your task."

Allow time for participants to carry out the attempts. When participants have completed the task, facilitate a discussion about the experience using share, process, generalize, and apply questions.

Begin by encouraging participants to share their reaction and observations.

"How did you feel when I gave you the instructions?

What did you think would happen?

How did you feel as you were doing this?

How well were you able to hit the ball?

What happened in your attempts to increase your score?

What did you observe happening in the room?"

Help participants describe and discuss the experience.

"How did you go about hitting the ball?

How did having a partner help you?

How did you go about making changes?"

Help participants identify what they have learned from the experience—the general truths.

What to do-	What to say-
	"What did you learn about the way you approach a new or remembered task? What did you learn about the way you use the resources of others? How did the length of the rubber band affect your success? What did you learn about giving the rules for an activity?"
Help participants apply learning to real-life situations and to plan change.	
	"What did you learn with this activity that would apply to other aspects of your life? How could you use what you learned from this activity to help you provide a learning experience for youth?"
Introduce the experiential learning model using Slide1: Experiential Model. (LP 63)	
	(Slide: 1 Experiential Model) "Here is a graphic of the experiential learning model. The model involves a five-part process that incorporates doing something, reflecting upon it, and applying what was learned. Let's look at each of the steps in the process."
Present Slide 2: Experience: Do it. (LP 64)	
	(Slide 2: Experience) "As you can see, the model begins with a planned experience that is designed to provide an opportunity to learn something we have targeted. It may be an experience that is unfamiliar to the learner or a first-time activity and should push the learner beyond previous performance levels. This may mean that the activity could seem uncomfortable and could include the risk of failure." "In the activity you just completed, we used the paddleball activity to involve you in a hands-on, learn-by-doing experience that would lend itself to a discussion using the four elements of the model, steps 2–5."

Lessons: Session IV

What to do-

What to say-

These next four steps lead learners through reflection on what they did, felt, and learned from that activity and the application of that learning to other aspects of their lives.

Present Slides 3, 4, and 5: Share: what did you do? Share: questions. Share: paddleball questions. (LP 65–67)

(Slide 3: Share)
The process begins with getting participants to talk about the experience; to share reactions and observations and discuss feelings generated by the experience. Ask questions that help participants reflect on what they have done. Let participants talk freely and acknowledge the ideas that are generated.

(Slide 4: Share questions)
These "share" questions can be structured around:

- What they did.
- What they saw, felt, heard, tasted, etc.
- What they thought was most difficult? What was easiest?

(Slide 5: Share paddleball questions)
"In the discussion we used following the paddleball activity we used questions that helped you recall what you had done and felt. These are the questions we used with you.

- How did you feel when I gave you the instructions?
- What did you think would happen?
- How did you feel as you were doing this?
- How well were you able to hit the ball?
- What happened in your attempts to increase your score?
- What did you observe happening in the room?"

Present Slides 6, 7, and 8: Process: how did you do it? Process: questions. Process: paddleball questions. (LP 68–70)

What to do-

What to say-

(Slide 6: Process)
The next step in the model is to identify the process used in doing the activity; that is, how the experience was carried out, how problems and issues surfaced and were addressed, and the personal experiences of the group. In this step, the group is encouraged to look for recurring themes.

(Slide 7: Process: questions)
Questions that encourage this discussion cover:
- How they went about doing this activity
- What problems or issues came up during the experience
- How they dealt with these problems
- Why the life skill they practiced is important

(Slide 8: Process: paddleball questions)
"These are the process questions we used with you.
- How did you go about hitting the ball?
- How did having a partner help you?
- How did you go about making changes?"

Present Slides 9,10, and 11; Generalize: what did you learn? Generalize: paddleball questions. (LP 71–73)

(Slide 9: Generalize)
Step four is the point of generalizing from the experience. This is where the learner begins to apply what was learned to what he/she already knew. Step four helps participants determine what importance the experience had for them. This involves finding general trends or common truths in the experience, identifying "real-life" principles that surfaced, and identifying what was learned from the experience. Listing key terms that capture the learning will be helpful.

(Slide 10: Generalize: questions)
Questions that encourage generalizing cover:
- What they learned from this experience
- How what they learned relates to other things they have been learning
- What similar experiences they have had with this (life skill or subject matter)

What to do-

What to say-

(Slide 11: Generalize: paddleball questions)
"These are the questions we used with you.
- What did you learn about the way you approach a new or remembered task?
- What did you learn about the way you use the resources of others?
- How did the length of the rubber band affect your success?
- What did you learn about giving the rules for an activity?"

Present Slides 12, 13, and 14: Apply: how will you use what you learned? Apply: questions. Apply: paddleball questions. (LP 74–76)

(Slide 12: Apply)
In the last step, the model addresses the "now what" or application of the experience and explores how the learning could be applied to similar situations.

(Slide 13: Apply questions)
Questions that encourage application cover:
- How what they learned relates to other parts of their life
- How they can use what they learned
- How they can apply (the life skill practiced) in the future

(Slide 14: Apply: paddleball questions)
"These are the questions we used with you.
- What did you learn with this activity that would apply to other aspects of your life?
- How could you use what you learned from this activity to help you provide a learning experience for youth?"

Review the experiential model.

"Certain requirements are involved in using the experiential learning model with a youth development program. The process requires that you:
- Plan activities that are appropriate to the targeted skills.
- Set aside enough time to reflect on the experience(s).
- Ask the right questions.
- Listen carefully to youth.
- Support each young person's unique

What to do-

What to say-

learning."

"The questions used to help youth through the reflection and application process are critical. They must be prepared ahead of time, and are best thought through as you are designing the learning activity.

Sometimes a short activity in which everyone answers the same question or simply finishes a sentence will get everyone focused. Finishing a statement like "I learned that…" or "I felt…" will stimulate discussion. As you facilitate the discussion process you will want to be very aware of the stage or step of the experiential model in which the group is working and be prepared to move the group to the next step when they are ready to move on."

Introduce the application activity.

"Before concluding the discussion of this model, I want to give you some time to practice using it. When you are planning experiences for youth, you must first determine the skill or understanding that you want to target. Once the targeted learning is established you can determine the experience(s) that will support that learning. The reflection process of the experiential learning model will provide the tools to assure that accurate learning has been achieved. The questions used to facilitate understanding are a critical component of this process and must not be left to chance or 'on-the-spot inspiration.' By thinking through the questions you will ask of youth as you design the experience, you will be assured that you are clear about what you want youth to learn from the experience and that you have the tools to move them from experience to understanding. Participants in previous training sessions have been surprised to find that these questions were more difficult to prepare than they anticipated. In the interest of time and because we are going to focus in this processing aspect of the model (steps 2–5), we will start today with a given activity. You will be working with your table group for this activity. I am going to give your groups a choice of three experiential activities that lend themselves to the processing format."

What to do-

What to say-

"• A bread baking activity (6- to 8-year-olds)
- A computer laboratory experience (9- to 12-year-olds)
- A car wash (teens)"

"Select one of these activities and determine a life skill that you believe could be taught through that activity. Then, write two to three questions in each of the four reflection steps of the experiential learning model (share, process, generalize, and apply) that will help youth gain competence in that skill."

Move about the room to answer questions and provide support as needed and to monitor progress. When groups are nearing the completion of their work, announce that you will be calling them back together to share their work in three minutes.

Facilitate the reporting of the questions that each group developed. Ask them to identify the skill they are targeting and then share the questions they have developed. The most common problems groups have with this application process is in mixing up the order of the process or in asking questions unrelated to the skills they are targeting. You likely will need to correct the categories of the questions. For example, "Yes, that is a good question but it is actually a process question, not a share question." The order of the model format is important and facilitators need to be aware of the building process that that sequence creates. Make gentle corrections to the reporting as necessary to reinforce accurate use of the model. This is a practice and must not be practiced incorrectly.

Conclude the reporting process.

"Did you find that the questions were harder to write than you anticipated?"

"Do you see why it is important to take the time to prepare them before you try to lead the group in reflecting upon their learning?"

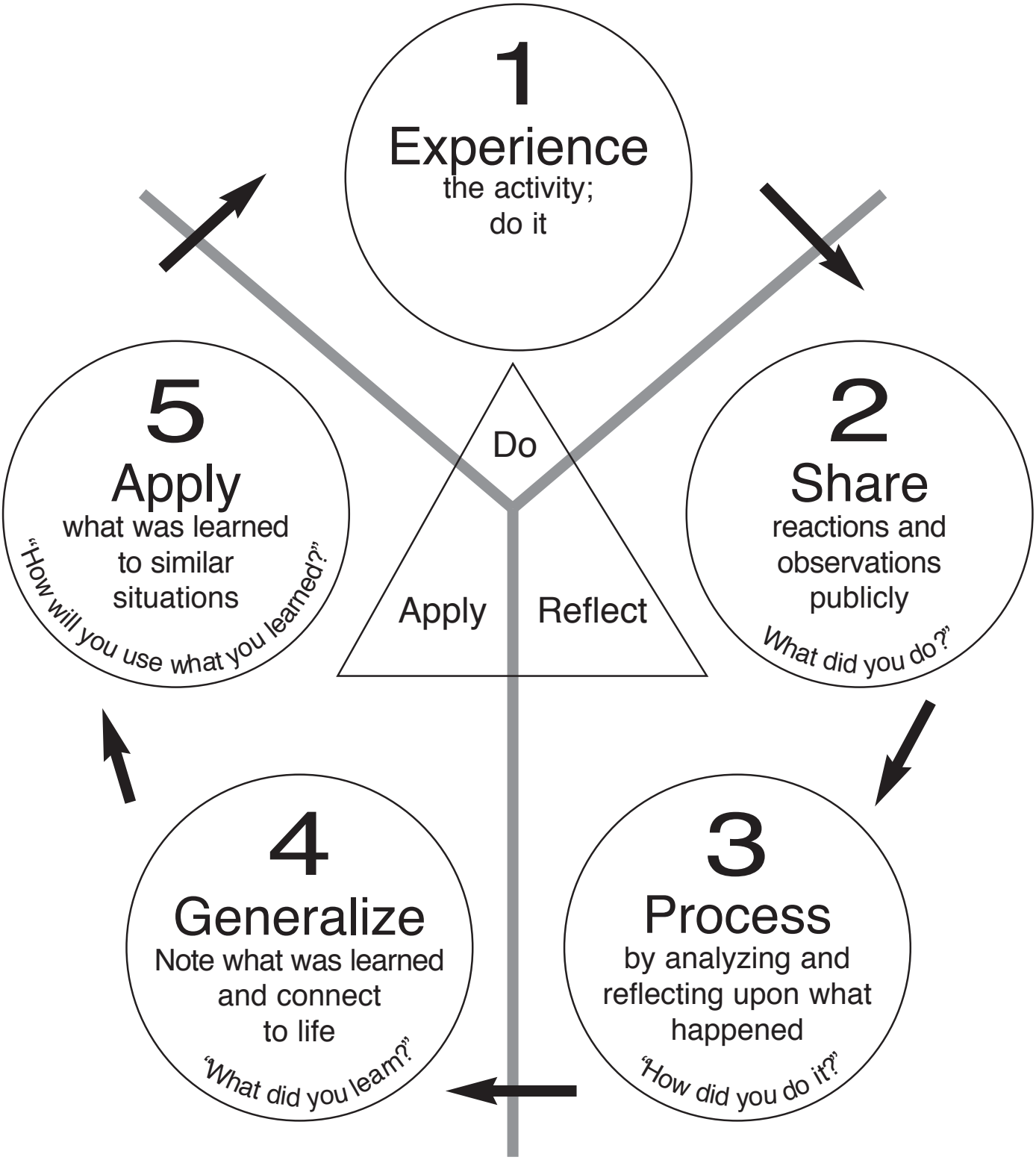
What to do-

Bring closure to the session

What to say-

"In summary, the experiential learning model starts with targeting a skill (goal) and then designs an experience and questions to process that experience that support the mastering of that skill."

"The most important outcome of an experiential learning experience is that group members demonstrate that they have gained new knowledge or skills in the area targeted. The questions discussed in the processing and application steps of the experiential model will often provide excellent feedback. Even better evaluation information can be gathered when you observe the group applying what they have learned to another situation. If you use experiential learning successfully, you will observe youth demonstrating their learning as they apply new skills to their everyday lives."


1
Experience
the activity;
do it
2
Share
reactions and
observations
publicly
"What did you do?"
3
Process
by analyzing and
reflecting upon what
happened
"How did you do it?"
4
Generalize
Note what was learned
and connect
to life
"What did you learn?"
5
Apply
what was learned
to similar
situations
"How will you use what you learned?"
Do
Apply
Reflect

4 Begin with a concrete experience that:

Can be an individual or group experience, but involves doing.

Most likely will be unfamiliar to learner or first-time activity.

Pushes learner beyond previous performance levels.

May be uncomfortable to learner.

Includes the risk of failure.

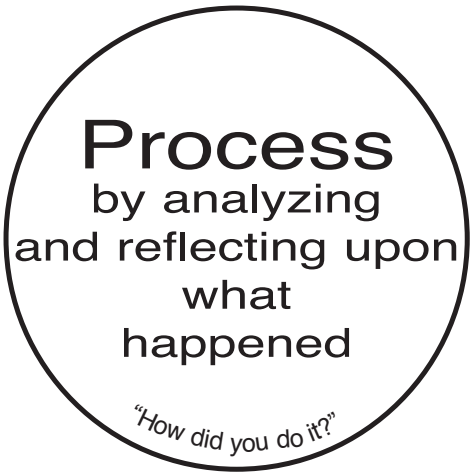
- Get participants to talk about experience.
- Share reactions and observations.
- Discuss feelings generated by the experience.
- Let the group (or individual) talk freely and acknowledge ideas generated.

Share questions cover:

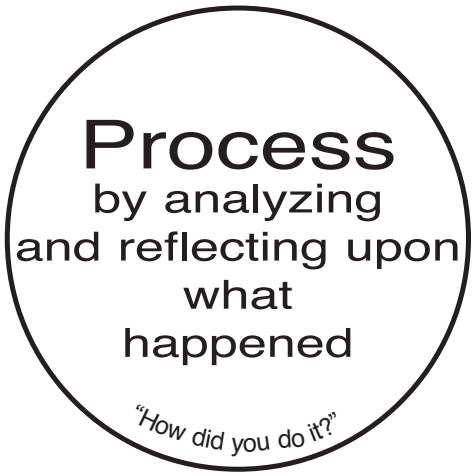
- What they did.
- What they saw, felt, heard, tasted, etc.
- What they thought was most difficult?
  What was easiest?

Share questions we used:

- How did you feel when I gave you the instructions?
- What did you think would happen?
- How did you feel as you were doing this?
- How well were you able to hit the ball?
- What happened in your attempts to increase your score?
- What did you observe happening in the room?

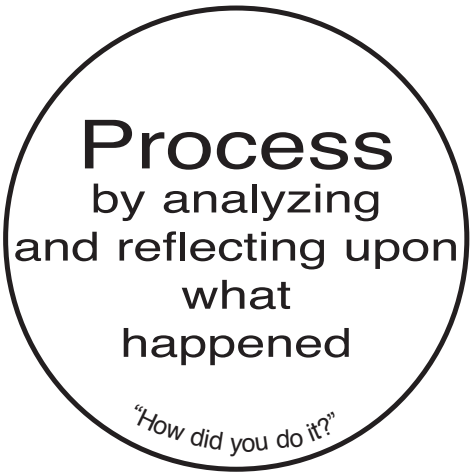


- Discuss how the experience was carried out.
- Discuss how themes, problems, and issues are brought out by the experience.
- Discuss how specific problems or issues were addressed.
- Discuss personal experiences of members.
- Encourage the group to look for recurring themes.



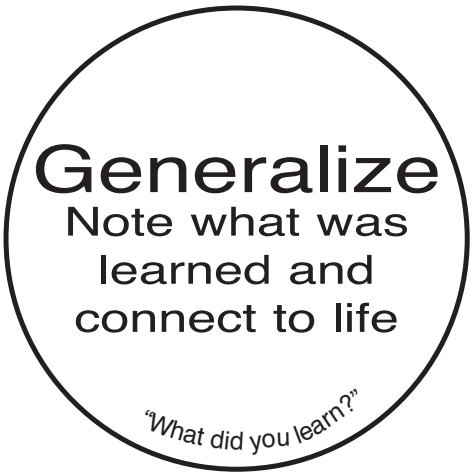
Process Questions:

- How did they go about doing this activity?
- What problems or issues came up during the experience?
- How did they deal with these problems?
- Why is the life skill they practiced important?

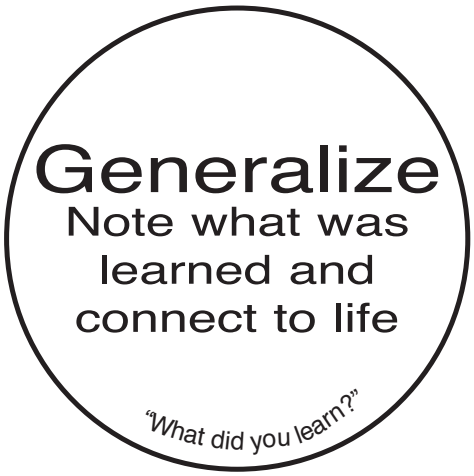


Process questions we used:

- How did you go about hitting the ball?
- How did having a partner help you?
- How did you go about making changes?

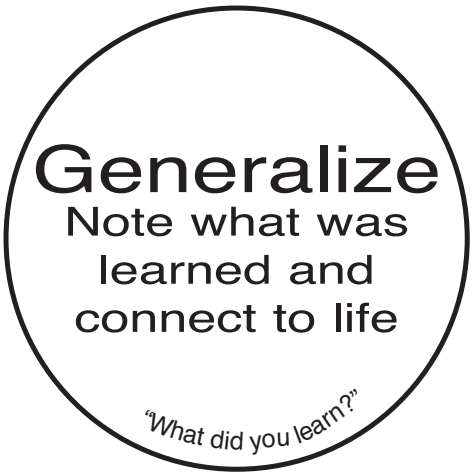


- Find general trends or common truths in the experience.
- Identify "real-life" principles that surfaced.
- Identify key learnings.
- List key terms that capture the learning.



Generalize questions:

- What they learned from this experience?
- How does what they learned relate to other things they have been learning?
- What similar experiences have they had with this life skill or subject matter?



Generalize questions we used:

- What did you learn about the way you approach a new or remembered task?
- What did you learn about the way you use the resources of others?
- How did the length of the rubber band affect your success?
- What did you learn about giving the rules for an activity?

- Discuss how new learning can be applied to other situations.
- Discuss how issues raised can be useful in the future.
- Discuss how more effective behaviors can develop from new learning.
- Help each individual feel a sense of ownership for what is learned.

Apply Questions:

- How does what they learned relate to other parts of their life?
- How can they use what they learned?
- How can they apply the life skill practiced in the future?

Apply questions we used:

- What did you learn with this activity that would apply to other aspects of your life?
- How could you use what you learned from this activity to help you provide a learning experience for youth?

LESSON PLANS SESSION V:

Characteristics and Developmental Tasks of Youth Ages 6–19

- Let's start where they are
- Characteristics for the five age groupings
- Implications worksheets for the five age groupings
- Puzzles of the five age groupings

Activities

- Ages and stages puzzles

SESSION V
Characteristics and Developmental Tasks of Youth Ages 6–19

Activity: Ages and Stages Puzzles (2.5 hours)

Objectives: To recognize the developmental tasks that are common to youth in five age groups.
To recognize the characteristics, behaviors, interests, and perceptions that are common to five age groups.
To understand the sequential progression of developmental tasks related to some competency areas.
To recognize the role of the youth development professional in supporting youth through this progression.
To understand the implications that developmental tasks have on programming efforts in youth development.

Focus: Recognizing and planning programs appropriate to the developmental tasks of youth.

Materials List
Paper and pencil for each participant
Large wall-size puzzles for each age grouping
Envelopes containing the mixed-up pieces of the small puzzles for each age grouping
Handouts from the lesson plans for each participant: Sample Implications for Us

What to do-

Before the session
Before this lesson begins, make copies of the Sample Implications handouts for each participant.

What to say-

What to do-

Prepare five envelopes to hold puzzle pieces by drawing the geometric figure assigned to each of the five age groups on the front and labeling it with the appropriate age group: Octagon: age 6–8; Circle: age 9–11; Hexagon: age 12–14; Triangle: age 15–17; Square: age 18–19. Mix the pieces of all five puzzles together and divide the mixed pieces equally between the five envelopes (there will be eleven pieces in each envelope) so the groups will need to exchange pieces in order to complete their puzzles.

Study the "Summary: Guide to Implications" so well that you can easily review these stages of development.

Introduce the lesson.

What to say-

"Helping youth become competent requires an understanding of what mastery typically includes at any given age. Therefore, it is important to have a working knowledge of the stages of development through which youth move. Human growth is a unique and individual process and the ages at which developmental tasks emerge will vary from one young person to the next. They can also vary between developmental categories. For example, an 11-year-old girl may have physically matured to the developmental level of a 15- to 17-year-old but be operating socially in ways that are characteristic of 9- to 11-year-olds.

Nevertheless, the order or sequence of the stages of development is fairly consistent. By grouping a range of ages together, it is possible to identify trends in growth and to be fairly accurate in predicting the developmental tasks that will be common to most youth within those groups. This knowledge will assist the youth development professional in assuring that opportunities offered to youth are in tune with their abilities and interests and help the professional maintain realistic expectations for the progress youth make."

What to do-

What to say-

"Today we are going to explore developmental tasks and characteristics of five age groups of youth."

Divide the class into five groups. You want no more than six people in each work group. If the class is larger than 30, you will need to run two sets of five groups concurrently. Be sure to keep the two sets in separate parts of the room. If they mix their puzzle pieces, the exercise will not work.

Ask participants to place their handbooks on the floor. You can use the excuse that they will need space on their tables for this activity. Or you can tell them that you don't want them to find the answers in the book. We have offered both options in "What to say."

"For this opening activity, you will need to put your handbooks on the floor:

(1) Because you will need the space on your tables for this exercise. [Or]

(2) There are two reasons for this. First, you will need the table space to complete the activity. Second, the answers to the exercise are in the book and if you refer to them the exercise will not be meaningful for you."

Hold up the envelopes containing the puzzles with the pictures facing the participants.

"I have, in each of these envelopes, puzzle pieces that describe some of the characteristics or developmental tasks of each of five age groupings of youth. There are eleven tasks or characteristics for each age in each puzzle and those pieces are in these envelopes. The puzzle for each of the age groups is in the form of a geometric figure and each group is represented by a different shape. six- to eight-year-olds are represented by an octagon, nine- to eleven-year-olds by a circle, twelve- to fourteen-year-olds by a hexagon, fifteen- to seventeen-year-olds by a triangle, and eighteen- to nineteen-year-olds by a square. I am going to give each table group one of these envelopes and I want you to put the puzzle pieces for the age group.

What to do-

What to say-

your puzzle represents together. However, I have complicated the process by mixing up the pieces. You will need to find and determine which characteristics on the puzzle pieces that your group and other groups have in their envelopes best fit the age of the group represented by your puzzle shape."

"Please remember that we said growth is unique with each individual, and young people may exhibit characteristics in all of these age groupings at any point as they grow and develop. We have assigned the tasks and characteristics in these puzzles
to the range of ages at which they are most often experienced."

Give each table group one envelope.

Let the groups work through the task while you move about the room to offer assistance and monitor their progress. If they become frustrated you can tell them that there are eleven pieces in each puzzle and/or tell them that there are three colors in each puzzle.

When the groups have gathered most of the pieces and are trying to put the geometric shape together, take the "key" puzzle page for each age group to the working groups, place it face down on the table, and tell them it is the key to the puzzle. This will keep the focus on identifying the correct tasks and characteristics, not on putting the puzzle pieces together.

"Here is a key to your puzzle when you are ready for it."

When all table groups have completed their puzzles, facilitate a discussion of some of the general reactions to the exercise with the total group.

"Let's talk about this activity.
- How did you feel while you were putting the puzzle pieces together?
- How did your group approach the task?
- Did the characteristics of your puzzle correspond to your experience with this age group?"

What to do-

Introduce the activity to explore the implications of understanding developmental tasks to youth development programming.

Move about the room to assist groups and monitor progress. It will take at least 15 minutes and will very well take longer to complete this part of the activity. When groups have progressed to identification of implications for eight or nine characteristics, inform them of the reporting process.

What to say-

"These groupings of developmental tasks and characteristics are designed to give you a general idea of what you might reasonably expect from a given age. They serve as guidelines for developing programs for youth but not as measures of achievement. The importance of knowing what characteristics and developmental tasks are typical for the age of youth with whom you work is in the way you apply the knowledge to the opportunities you offer to youth in your program."

"So now we are ready to apply this information to your work. You can retrieve your handbooks from the floor and turn to pages 54–58. Find the worksheet for the age range your puzzle group was assigned. Working together, I want you to identify at least one implication for programming for each of the eleven tasks or characteristics used in your puzzle and record those on your worksheets. I would like each person in the group to record the group decisions on his/her worksheet."

"Here is an example of an implication:

If 6- to 8-year-olds are learning to use their bodies and master physical skills and skills are not yet polished, then you would want to plan a program with lots of physically active experiences and be prepared for less-than-perfect performances."

"I am not looking for a plan for specific programs. I just want the guidelines for programs that these tasks would imply. I will ask you to share your worksheet information with the rest of the group so that we can have access to implications for all age groups."

What to do-

What to say-

"I am giving each of your table groups a large-size poster that is a duplicate of the small puzzle you have been working with. I would like you to use this poster as you report your findings to the rest of the groups. You can decide how you would like to present your material. Take some time as you are finishing up your implications work to decide how you will present your work."

Allow groups time to complete their work.

Facilitate the reporting process, starting with the youngest age group. Post each group's large puzzle at the front of the room after they have completed their report. You will use this visual aid to refer to earlier developmental tasks as you review the reports.

One of your objectives with this lesson is to help participants recognize the sequential nature of development. By working from age 6 through age 19 in the reporting process you will be displaying this building pattern. Emphasize the continuum of development in decision making, relationships, intellectual development and self-understanding by moving from poster to poster as the skills build upon one another. Notes on each of these sequential skills are included following each summary.

"It is time to find out what implications for programming you have identified for your age groups.

Please use the worksheet pages in your handbook for the stages of growth other than the one you have just completed to record the findings of the other groups so that you will have a record of this information.

Let's start with the 6- to 8-year-old group."

Take notes as groups report so that you can acknowledge the points that you had planned to emphasize. Use the checklist on the next page as a guide. You will also want to make corrections when implications are off target. It is not kind nor is it "good teaching" to allow misinformation to slide through, but you will want to correct it gently — while applauding another point if possible.

What to do-

Implication Checklist

___Provide opportunities to practice skills using both large and small muscle structures, from printing with a pencil to catching a ball.

___Plan a program with lots of physically active experiences.

___Offer simple craft projects that can be completed successfully by beginners.

___Be prepared for less-than-perfect performances,

___Plan activities that focus on the doing rather than the finished product.

___Adults who work with this age should enjoy the doing as well and take care not to focus on a great finished product.

___Plan lots of hands-on activities that incorporate things they can see, taste, feel, hear, and smell.

___Demonstrate the instructions for any activity rather than relying on verbal instruction alone.

___Provide opportunities to collect things — bugs, rocks, wild flowers, baseball cards, etc. — and to organize these collections.

___Plan opportunities for children to choose what they will do from a given set of options.

___Provide opportunities for children to work in small groups or with a partner.

___Provide opportunities for dramatic play exploring scenarios about other children and families.

___Be present and available to children at all times to provide support and encouragement.

___Make sure that clearly stated rules for participation are understood by everyone in the program and monitor behavior by those rules.

___Choose adults to work with this age who are comfortable with the 6- to 8-year-old focus on self.

___Provide feedback that assists youth in recognizing their individual interests, feelings, and achievements.

___Offer cooperative games where everyone can win.

___Do not include competition in your program offerings for this age group.

What to say-

What to do-

The "Summary: Guide to Implications" printed in this lesson plan includes the information that needs to be brought out through the review process. Presenting the additional information included in it will greatly enhance this lesson. Use this material when you recap the reporting. You can say something like "I really liked the fact that you mentioned ____. We also know that ____." Get to know this material so well that you can quickly determine what was covered in the report and what was missed.

Use the material from the "Summary: Guide to Implications." Begin with…

Emphasize the sequential skills in four competency areas.

What to say-

"Thank you for that report. Let's review what you have shared."

"So here we have the 6- to 8-year-old who is experiencing a period of slow steady growth" (etc., from summary).

"To support the growth and development of young people, youth development professionals must be aware of the level of skill development that is typical of the age of the group with which they are working and must know the developmental tasks that preceded and that follow that level. If the skills best mastered at 6–8 are ignored, the next skill in the sequence can't be mastered at the 9–11 stage.

As we look at the implications of these stages of development for our program we are going to track the sequential nature of the development of skills in four competency areas that are critical to healthy growth; decision making, relationships, intellectual development, and understanding self. Let's just review where 6- to 8-year-olds are in these areas."

What to do-

What to say-

- Decision making: They can choose from a small group of concrete options.
- Relationships: They are learning about self as separate from parent.
- Intellectual: They are concrete thinkers and can think about things they can see, touch, taste, and smell.
- Understanding self: They act out roles with which they are familiar. Roles models are parents and family.

Move the reporting to the 9- to 11-year-old puzzle group.

"Now let's hear about the 9- to 11-year-olds."

Take notes so that you can respond and add to this report. Use the following checklist.

Implication Checklist

___Offer activities that involve a lot of physical movement.

___Avoid planning programs that will require children to sit still for long periods of time.

___Avoid field trips that require long periods of time sitting in a car or bus.

___Incorporate craft projects in the program. They will be enjoyed now that small muscle structures are better developed.

___Involve youth in generating ideas and options about the activities they will participate in and the decisions the group needs to make.

___Offer a variety of short-term experiences that help them explore many interests.

___Provide short periods of time to talk about their thoughts and reactions to activities to help them recognize what they have learned from their experiences.

___Provide active experiences in their world such as nature walks and short trips to significant sites.

___Make sure rules of participation are posted and understood by everyone in the group and that they are monitored and enforced fairly.

What to do-

___Offer lots of opportunities to do things in groups and provide feedback on successes in relationship skills.

___Help them form groups/clubs with common interests. Collecting ball cards, stamps, bugs, rocks, buttons, etc., could be a common ground.

___Incorporate uniforms, badges, etc., that identify the group when appropriate.

___Ask older teens to take leadership roles in working with this age group in teaching, coaching, and other assistance roles.

___Make sure everyone in the group knows and understands the rules for participation.

___Monitor the rules fairly, holding all children equally accountable.

___Provide correction quietly, one-on-one, and in a caring and consistent manner.

___Use curriculum materials designed to help youth explore their own uniqueness and accomplishments.

___Incorporate older teens in leadership/ teaching/mentoring roles with this age group.

___Plan group activities that emphasize cooperation.

___Avoid comparing children with one another.

___Use comparison of past and present performance to promote growth.

___Plan many activities that involve youth in same-sex groups.

Use the material from the "Summary: Guide to Implications." Begin with:

Emphasize the sequential skills in four competency areas.

What to say-

"Thank you for that report. Let's review the implications for this age group."

"Here we have the 9- to 11-year-olds who are still experiencing steady growth, but growth patterns will differ and some early maturing girls may experience puberty"… (etc., from summary).

What to do-

Move the reporting to the 12- to 14-year-old puzzle group

Take notes so that you can respond and add to this report. Use the following checklist.

Implication Checklist

___Listen to their fears and worries about their sexual development without judging or trivializing.

___Provide honest information for sexual questions and issues .

___Plan activities that are not weighted toward physical prowess.

___Be patient with grooming behaviors that may seem excessive.

___Involve them in planning what the group will do.

___Provide opportunities to question ways of doing things in the program and to explore values and beliefs of the organization.

___Ask questions to encourage predicting and problem solving. “What if this doesn’t work?” “What could happen if we did this?”

What to say-

“Let’s look at the sequential skills common at this age in the four competency areas we are focusing on.

- Decision making: Where the 6- to 8-year-old could choose from a set of options, the 9- to 11-year-old can generate options.
- Relationships: While 6- to 8-year-olds were learning about self as separate from parents, 9- to 11-year-olds are learning about who they are as boys and girls and are learning to interact with same-gender friends.
- Intellectual: 9- to 11-year-olds are still thinking primarily in concrete terms and understand their world in absolutes.
- Understanding self: While 6- to 8-year-olds identified primarily with parents and family, 9- to 11-year-olds have many interests and are able to fantasize about adult roles in those interests. Role models are older teens.”

“Now let’s hear about the 12- to 14-year-olds.”

What to do-

___Involve them in finding solutions to problems or issues that arise in the group.

___Offer more complex games or involve them in more complex plays in sports.

___Encourage teens to take part in teen councils and planning boards.

___Involve the group in setting rules for the group or the program.

___Involve the group in planning field trips away from home.

___Talk with teens about the public figures they admire.

___Provide opportunities for teens to interact and feel at ease with members of the opposite sex though planning groups, parties, fund-raising activities, etc.

___Plan activities that do not compare one young person to another. Help teens compare their accomplishments to their own past performance and standards.

___Be careful to not use comments that could be interpreted as "put downs" or "in-the-face" behaviors.

___Give teens a chance to choose when and if they are "on stage."

___Avoid singling anyone out in front of others for either compliments or criticism.

___Provide opportunities to master skills.

Use the material from the "Summary: Guide to Implications."

Emphasize the sequential skills in four competency areas.

What to say-

"Thank you for that report. Let's review the implications for this age group."

"A growth spurt occurs at the beginning of adolescence with girls maturing before boys" (etc., from summary).

What to do-

Move the reporting to the 15- to 17-year-old puzzle group.

Take notes so that you can respond and add to this report. Use the following checklist.

Implications Checklist

___Provide experiences that help youth enjoy their newly claimed bodies: activities that focus on health and fitness, nutrition, grooming, etiquette, hair styles, exercise, etc.

___Offer advanced opportunities to perfect physical skills: canoeing, climbing, biking, yoga, martial arts, dance, etc.

___Plan some group time during which they can discuss ideas and abstract concepts such as current political issues, and current issues within the organization.

What to say-

"Let's look at the sequential skills common at this age in the four competency areas we are focusing on.

- Decision making: Youth have moved from selecting from a set of options (6–8) to creating options (9–11) and now are able to set short-term goals and generate options for reaching those goals. They are beginning to be able to predict possible outcomes of those options.
- Relationships: Having learned about self as separate from parents (6–8) and about who they are as girls or boys (9–11) they are ready to learn about themselves in relation to members of the opposite sex.
- Intellectual: The concrete thinking of the 6- to 8- and 9- to 11-year-olds is changing now as 12- to 14-year-olds begin to use abstract thinking. The ability to discuss ideas and concepts is emerging.
- Understanding self: While the 6- to 8-year-old focused on parents and family as role models and the 9- to 11-year-old fantasized about adult roles in interest areas and looked to teens as role models, the 12- to 14-year-old has moved from fantasy to a more realistic focus on life possibilities and tends to model after public figures."

Now let's hear about the 15- to 17-year-olds.

What to do-

___Involve them in planning and carrying out group goals and activities.

___Involve them in advisory groups as full partner/members.

___Offer activities that explore vocational or career possibilities

___Provide activities of their choice that support social interactions with opposite sex — dances, parties, work groups, etc.

___Provide opportunities to take on leadership roles — tutoring, assisting coaches, leading groups, mentoring younger youth, speaking to community groups, etc.

___Involve them in service groups such as Habitat for Humanity and Adopt a Highway or in governmental issues organizations.

___Plan activities that will allow teens to try different roles.

___Provide information and feedback that will help youth envision positive futures for themselves.

___Involve teens in planning and conducting their program.

___Work with teens to identify opportunities for meaningful contribution in the community.

___Focus interactions between teen members and adult leaders on adult-youth partnership relationships.

What to say-

"Thank you for that report. Let's review what you have found."

Use the material from the "Summary: Guide to Implications."

"During the middle teens most young people will have begun to be comfortable in their bodies and will have overcome the clumsiness of the rapid growth period just completed" (etc., from summary).

Emphasize the sequential skills in four competency areas.

What to do-

What to say-

"Let's look at the sequential skills common at this age in the four competency areas we are focusing on.

- Decision making: Youth have moved from selecting from a set of options (6–8) to creating options (9–11) to setting short-term goals, generating options for reaching those goals, and predicting possible outcomes (12–14). Now, if they have mastered the skills so far, they are able to set long-term goals, generate the options for reaching those goals, predict possible outcomes, and determine strategies to reach the desired outcomes.
- Relationships: Having learned about self as separate from parents (6–8), about who they are as girls or boys (9–11), and how to interact with members of the opposite sex, 15- to 17-year-olds are interested in dating relationships and broader relationship skills.
- Intellectual: The concrete thinking of the 6- to 8- and 9- to 11-year-olds, left as 12- to 14-year-olds beginning to use abstract thinking. At 15–17 these abstract thinking skills are maturing. Ambiguity can be understood and accepted and youth are able to enjoy discussion about ideas. Study habits improve as well.
- Understanding Self: 6- to 8-year-olds focused on parents and family as role models, 9- to 11-year-olds fantasized about adult roles in interest areas and looked to teens as role models, and 12- to 14-year-olds began a more realistic focus on life possibilities and modeled after public figures. The 15- to 17-year-olds have become comfortable enough with self that they are ready to be a role model for younger youth."

Move the reporting to the 18- to 19-year-old puzzle group.

"Now let's hear about the last group, the 18- to 19-year-olds."

What to do-

Take notes so that you can respond and add to this report. Use the following checklist.

Implications Checklist

___Health and fitness activities will still appeal to older teens.

___Leaders must be aware that while older teens look like adults, they still need adult support.

___Help youth find internships that may provide skills in specific career interests.

___Involve them in planning and carrying out program offerings.

___Help them find meaningful ways to contribute their services to community service campaigns, political issues, ecological causes, etc.

___Involve them in advisory groups.

___Put them in charge of planning and carrying out the social activities in which they will be involved.

___Involve them as spokespersons for the program.

___Provide opportunities to explore the job market and the education and the skills needed for jobs in which they are interested.

___Assist teens in locating information needed for the educational opportunities they may choose to pursue.

___Give them adult leadership roles in the program.

___Provide respectful support and guidance.

___Help teens identify the skills and accomplishments they have experienced while involved in the organization.

Use the material from the "Summary: Guide to Implications."

What to say-

"Thank you. Let's review the implications for this young adult group."

"Youth in this age group are making the transition to adulthood" (etc., from summary).

What to say-

Emphasize the sequential skills in four competency areas.

What to say-

"At this point, if 18- to 19-year-olds have been given, during earlier ages, the opportunities they needed to become competent in critical growth areas, they will have mastered the four competencies we have been following.

- Decision making: They will be able to set long-term goals, identify options to reach goals and the probable as well as possible outcomes for those options, identify strategies to reach desired outcomes, and independently implement action to reach the desired goals.
- Relationships: They will be prepared to search for intimacy and to increase relationship skills.
- Intellectual: They are mastering abstract thinking skills and can enjoy discussions about abstract concepts. They are able to accept the mistakes of adults.
- Understanding self: Independence and identity formations are achieved."

Distribute the "Sample Implications" handouts.

Refer the group to the programming material and the sequence-of-tasks material in their handbook.

"I am handing out some sample implication pages that you can add to your handbook to supplement the notes you took from the group reports. You also have in your handbook a review of the programming implications of these stages of development and a page listing the sequential development of the four competency areas."

Bring closure to the lesson.

"A working knowledge of the stages of development through which youth progress and of the sequential nature of these developmental tasks is essential if we are to help youth master the competencies required for successful transition to adulthood. As we continue through the week, we will be addressing other components of an effective youth development program that will assist in this learning process."

Summary: Guide to Implications

Six- to Eight-Year-Olds (Early Elementary)

Six- to eight-year-olds are experiencing a period of slow steady growth after leaving the rapid changes of the infant/preschooler behind. This slow growth period provides time to learn to use the body that has just developed. Six- to eight-year-olds are and need to be very physically active to improve control of their large muscle structures. Provide lots of very active time for this group to assist in this skill development. It will also be important to provide time to practice small muscle structure development, although most six- to eight-year-olds will not enjoy spending as much time with small muscle activity as with large, so allow a shorter period of time for these in your program. And be prepared for messy, less-than-perfect results while use of these muscles is developing. Six- to eight-year-olds will typically not be upset about these results since they are more interested in the process of doing something than in the way the product turns out or whether it is completed. They are moving out of what Erik Erikson has called the "stage of initiative" and into the "stage of industry" (Erikson, 1963). Choose adults to work with this age group who can be comfortable with messy and uncompleted work.

Early elementary age children think in concrete terms and if they have never seen it, heard it, felt it, tasted it, or smelled it, they will have a hard time thinking of it. Plan lots of hands-on activities and demonstrate directions for the activity rather than simply giving instructions verbally. Another cognitive skill developing at this age is the ability to sort things into categories, so activities involving gathering and sorting things will be fun for this group. The development of decision-making skills can be started and supported by providing several options for activities and allowing them to choose what they will do from this set of options.

Six- to eight-year-olds need and seek the approval of parents. Parents and family are still their primary role models. They are beginning to be more secure when away from parents, however, and are learning about who they are as individuals apart from their parents. This developmental task requires that they be pretty wrapped up in thinking about themselves. In addition, their cognitive development has not reached a level that allows much imagination about what others might think or feel. Be aware of the activity choices and interactions of the six- to eight-year-olds in your program and provide feedback that will help them recognize their successes, their interests, and their feelings. As they begin to recognize these aspects of themselves they will be preparing to recognize the interests, feelings, and successes of others as well. Some initial exposure to the process of empathizing with others can be started through dramatic play during which they pretend to be someone else.

Elementary school activities take children away from home and parents, some for the first time, and create a need to transfer total dependence on parents to some dependence on another adult. Teachers and youth program leaders may become central figures. Youth development professionals who work with this age group need to be visibly present at all times and alert to opportunities to provide support. They must also provide a structure that will assure physical and emotional safety. Clearly stated rules of expected behavior that are fairly enforced will help children feel more secure. Review your participation rules with the group and use a picture format to post the rules as reminders.

Six- to eight-year-olds are just learning how to be friends and may have several "best friends" at a time. Boys and girls will enjoy playing together at this age, although by the end of this period they may choose to be with friends of the same gender. In this process, they are beginning to observe other people better and to use those observations in relating to others. Fighting may occur as relationship skills are learned but seldom has lasting effects. The youth development professional can assist this learning by offer-

ing lots of supervised small group activities and by observing and pointing out behaviors in those settings that promote positive relationships. Youth in this age group love games and are comfortable with the rules and rituals of games. But they are not yet secure enough with themselves to accept losing well. It is better to provide this group cooperative games in which every child wins. Competition is not appropriate at this age level. Provide feedback that lifts up some measure of success in every experience and that minimizes the failures.

Nine- to Eleven-Year-Olds (Middle School)

Nine- to eleven-year-olds are still experiencing steady growth, but growth patterns will differ and some early maturing girls may experience puberty (Archibald, Graber, & Brooks-Gunn, 2003). It is still important to offer very active kinds of experiences that strengthen these developing bodies. Nine- to eleven-year-olds do not like to be still for long periods of time. Activities involving running, catching and throwing, swimming, skating, dancing, etc., are enjoyed and will assist physical development. Plan a variety of activities that involve doing something or making something. Hands-on involvement with objects and crafts projects can be enjoyed now, because small muscle development has increased and continues to improve. The key word here is “improving.” The products from craft projects are still subject to developing skills. Field trips to museums or parks are enjoyed, but only if they are not expected to stay confined to one area or do one thing for a long period of time. Long driving/travel times are not recommended for this age and program offerings that involve long periods of sitting and listening will not be productive.

Nine- to eleven-year-olds are beginning to think logically and symbolically. They are still primarily concrete thinkers and can handle ideas better if they are related to something they can do or experience with their senses, but they are moving toward understanding abstract ideas. However, ideas and experiences are understood as absolutes. Things are right or wrong, good or bad, disgusting or fabulous. There is very little middle ground and ambiguity is a difficult concept for this age. This group will not understand sarcasm since what is said is taken literally. Because children at this stage still depend upon adults for approval, the use of sarcasm with them can be damaging.

Middle school children are curious, with a wide range of interests, and will usually respond positively to an opportunity to explore something new. It will be important and rewarding to offer many kinds of short-term experiences for this group and to involve them in generating ideas for some of the activities they will pursue. This involvement is the next step in the sequence of skills that will lead to competence in decision making. Because they are not yet doing abstract thinking they will not be skilled at predicting probable outcomes for the options they generate, but you can ask questions that will help them think about what might result from the options they generate.

As six- to eight-year-olds, these youth were learning about self as separate from their parents. From nine to eleven years, they are learning who they are as girls or boys. Consequently, they are interested in being with same-gender friends. It will be important to avoid any stereotyping of activities as “girl” projects or activities or “boy” projects or activities so that a wide range of possibilities for both genders is recognized. Their relationship with peers in general has moved from being aware of peers to the beginnings of identifying with peers and they like to be in organized groups of others similar to themselves. As part of this process they often will join or form their own clubs. Since this age still enjoys collecting things, a club built around a common collection interest could appeal. Code languages, passwords, clothing, etc., that represent the group are enjoyed.

While six- to eight-year-olds were learning to understand the feelings of others, nine- to eleven-year-olds are beginning to recognize and understand other’s thinking, and are

beginning to discover the benefits of making other people happy. Primarily, they are developing an "I'll scratch your back if you scratch mine" philosophy. Near the end of this stage of development they begin to realize the benefits of pleasing others apart from immediate self-reward. This pleasing focus extends to completion of projects or activities more in order to please adults than for the value or importance of the activity itself. Six- to eight-year-olds model after parents, but nine- to eleven-year-olds tend to select older teens as role models. Since teens are admired and imitated, they make great teachers and leaders for this age group. However, it is important that you provide teens with training in ways to work with nine- to eleven-year-olds before giving them these leadership roles.

Involved adult leadership with this age is extremely important. While middle school children are beginning to identify with peers, they still look to adults for guidance. This age group will appreciate having some input into the rules that are used to make their environment physically and emotionally safe. They will trust adults to enforce these rules. Rules should be posted and reviewed periodically. When children join the group, review the rules with the entire group so that all children have the same understanding of what is expected. Monitor rules fairly without favoritism.

Middle school-age children have a strong need to feel accepted and worthwhile. School becomes increasingly difficult and demanding and out-of-school pressures increase. Be vigilant in finding and acknowledging the positive behaviors and accomplishments of each child. Comparison with the success of others is difficult for children this age. It tends to erode self-confidence. In addition, it can cause problems in dealing with peers at a time when they are trying to understand and build friendships. Never compare children with other children. Build positive self-concepts by helping them see the progress they have made in performance from one time to the next. Cooperative activities are enjoyed and preferred over competitive ones by this age group so offer lots of opportunities to work together in groups to accomplish something.

Twelve- to Fourteen-Year-Olds (Young Teen/Early Adolescence)

A growth spurt occurs at the beginning of adolescence with girls maturing before boys (Archibald, Graber, & Brooks-Gunn, 2003. Boys reach about 80 percent of their height during this time and girls reach 90 percent of their height. However, growth patterns vary greatly. Some boys of thirteen may still be the size of eleven-year-olds while others the same age may have grown six inches. Plan activities for this group in which size is not a factor in success. Activities like canoeing, hiking, environmental stewardship experiences, etc., are examples of physical activities that early teens can participate in equally. Rapid physical changes are often a source of embarrassment for teens. Hands and feet grow first which often causes clumsiness. The face a young person is used to seeing in the mirror may be changing due to the more rapid growth of nose and ears and sometimes the appearance of acne. Voice changes and unpredictable menstrual cycles all set up situations of great embarrassment. At the same time, slower developing teens may become uneasy about the lack of physical changes. Twelve- to fourteen-year-olds are experiencing significant changes in cognitive, social, and emotional development, but the physical changes are so readily observed that they dominate the attention of teens, creating a new focus on self and self-consciousness. Try to minimize this self-consciousness by never calling attention to any physical characteristics (size, shape, etc.) of the teens with whom you work, even when the comments seem positive. It will also be important to ignore what may seem to be excessive grooming by these young teens as they attempt to gain some sort of control over their bodies.

Early teens are moving from concrete to abstract thinking and enjoy playing with ideas (Byrnes, 2003). They speak in longer sentences, understand multiple levels of meaning, and have increased vocabulary. If a subject is of interest it will be intensely explored. They will be able to play more complex games and to use more complex plays in sports

activities. It will be important to incorporate these advanced skills into your program offerings. Twelve- to fourteen-year-olds are learning to think about thinking, but they still tend to think in all-or-nothing terms. It will be important to involve them in predicting and problem solving by asking leading questions: "What could happen if we did this?" "What if this doesn't work?" These skills in predicting outcomes move them forward in mastering the decision-making process.

Ready-made solutions from adults are often rejected in favor of finding solutions on their own. Offer opportunities to test ideas in small groups which are less intimidating to these self-conscious teens than large groups. Leaders who can provide supervision without interference can have a great influence. Provide opportunities to question ways of doing things in the program or to explore the values and beliefs of the organization.

Young teens are in the process of moving away from dependence on parents toward eventual independence, and are no longer afraid of being away from parents so will enjoy participating in activities away from home (Zimmer-Gembeck & Collins, 2003). Involve them in planning trips to places they are interested in exploring. The recognition from adults that they sought at earlier stages shifts at this stage to the seeking of recognition from peers. Groups and clubs provide an opportunity for early teens to feel social acceptance. They are beginning to develop mature friendship skills. Twelve- to fourteen-year-olds are discovering who they are in relation to members of the opposite sex (Bouchey & Furman, 2003), so they need opportunities to be with those peers in situations that are comfortable. For most activities, boys will still cluster with boys and girls with girls, although they will be very interested in what the other group is doing. Involve teens in planning mixed-gender work and interest groups and social events. These activities are most successful when teens are involved in the planning.

With the onset of puberty, emotions begin the roller coaster ride that characterizes adolescence. Changes in hormones and changes in ways of thinking contribute to these mood swings (Archibald et al, 2003). The early teen years are a time when youth begin to test values as well (Smentana & Turiel, 2003). If youth know that you are accepting and willing to listen and talk with them about values and morals you can have a lasting effect on their lives. This period seems to present the biggest challenge to a young person's self-concept. They are faced with so many changes — entering a new school, changes in thinking processes, redefining social relationships, and developing a new and unfamiliar body — that young people may find it hard knowing who they are. This is a time for adults to help with self-knowledge and self-discovery activities. It is still important to avoid comparing young people with each other and to help youth compare present performance to past accomplishments. Be especially careful not to embarrass a teen.

Young teens need to be a part of something important. An activity that provides good things for others and demonstrates the teens' growing sense of responsibility is ideal. Find avenues for them to contribute to the group.

Fifteen- to Seventeen-Year-Olds (Middle Teens)

During the middle teens most young people will have begun to be comfortable in their bodies and will have overcome the clumsiness of the rapid growth period just completed (Archibald et al, 2003). Some boys may still be growing rapidly and may still suffer from some awkwardness. Boys will gain muscle cells during this stage and most will reach their maximum height by age sixteen. Girls reach maximum height by age fourteen, and those who did not reach puberty before age fifteen will complete that development during this stage. Middle teens' physical reaction time has reached a high and helps them as they pursue new skills such as driving a car.

As they are accepting the way their bodies have developed, they will enjoy and benefit from experiences that enhance image and improve physical health. Offer opportunities to explore grooming, exercise and nutrition, hair styles, etc., based upon interest input

from teen participants. Most middle teens are aware of the physical abilities and talents they have to work with and may enjoy activities that help them perfect specific skills. Some will focus on athletic talent and engage in intense hours of training and competition. Group activities that involve using their bodies will again be enjoyed and they will enjoy planning and experiencing activities that involve them in mixed-gender groups such as hiking and canoe trips, dancing, environmental outings, etc.

Fifteen- to seventeen-year-olds are maturing in abstract thinking skills and improving in study skills (Byrnes, 2003). They are able to write longer and more complex sentences and can adapt language to different contexts, often enjoying using teen slang. It is important to understand and accept the slang they enjoy, but to continue to use the language of the world teens will join when they move into adulthood in your own speech. The increased ability of middle teens to think in abstract terms allows them to consider long-range goals and objectives. They can generate options, predict possible outcomes of those options, and determine strategies to reach the desired outcome. Because they are able to handle long-term goals and objectives, the middle years of adolescence are a time when teens can initiate and carry out their own tasks without much supervision. They are able to practice the decision-making skills that they have been developing up to this point. Middle teens set goals based on feelings of personal need and priorities. Any goals set by others are apt to be rejected. In fact, teens "vote with their feet" and if they have not planned an event they will likely not attend the event. Adult support is still necessary while these leadership skills are being perfected, but direct supervision is rarely beneficial or appreciated. Involve them in planning and carrying out group goals and activities and in leadership roles as full partners/members of advisory boards and councils. Projects requiring research and creativity give teens the opportunity to demonstrate to themselves and others how much they have learned and how much they can accomplish on their own. You can be especially helpful to teens at this age by suggesting new experiences in areas of interest.

Fifteen- to seventeen-year-olds are beginning to be able to think about the future and make realistic plans. Their interest in future vocational goals will influence the activities they choose to participate in. The middle teen years are a time of exploration and preparation for future careers. College visits, part-time jobs, field trips to factories and businesses, and conversations with college students and adults working in a wide variety of fields can assist teens with making education and career decisions.

Middle teens can imagine things that never were in a way that challenges, and sometimes threatens, many adults. They are learning to accept ambiguity and enjoy discussion around ideas. They still may have difficulty understanding compromise, and may label adult efforts to cope with the inconsistencies of life as "hypocrisy." Plan some group time during which they can discuss ideas and abstract concepts such as current political issues and current issues within the organization.

At this stage teens are capable of understanding much of what other people feel, yet they are often wrapped up in themselves. Relationship skills are usually well developed, however, and friendships formed at this stage are often sincere, close, and long-lasting. Middle teens are learning to cooperate with others on an adult level. Acceptance by the opposite sex is of high importance, and the task of learning to interact with members of the opposite sex may preoccupy teens. Dating increases. Among most middle teens, group dates gradually give way to double dates and couples-only dates. Provide opportunities for teens to plan and conduct social events that provide a dating venue.

Recreation choices continue to move away from the family and from large group activity. Activities such as sports and clubs are still enjoyed, though. Teens want to belong to the group but now want to be recognized as individuals within the group. They are ready to explore their own uniqueness and are less dependent on the security of looking and acting like their peers. Consequently they are more likely to enjoy being "up front" in groups

and are ready to take on more obvious leadership roles. Because they are role models for the nine- to eleven-year-olds, they can be ideal leaders for that group. It will be important to provide them with adequate training to work with these younger children, however.

The middle teen years are a peak time for leadership in clubs but also a time of possible declining interest in past activities as jobs, school, and dating competes for their time and energy. The priorities teens set for themselves will determine how active they remain in organizations they have belonged to in the past. Middle teens are focused on independence and identity, although neither will be achieved completely during this time period. Achieving these goals will involve a satisfactory adjustment to sexuality and a definition of career goals. Time is precious to them. If your program offerings are filled with "busy work" or meaningless activities, these teens will lose patience and interest. In general, fifteen- to seventeen-year-olds will pride themselves on their increased ability to be responsible in the eyes of themselves, peers, and adults. Your relationship with this age group will change from director/follower to advisor/independent worker. Provide consistent support as teens move closer to adulthood. Remember that they are still learning the skills they will need as adults and have not yet mastered them.

Eighteen- to Nineteen-Year-Olds (Older Teens)

Youth in this age group are making the transition to adulthood. Their physical growth has tapered off and they are no longer as preoccupied with body image and body changes. They still, however, have an interest in heath and fitness and enjoy participating in activities that enhance health and fitness. In most ways they have adult bodies. However, they may not be prepared entirely for adulthood and consequently may not always exhibit adult behavior. It is important that you remember that the move from youth to adult is gradual and successful transition requires support from caring adults.

These young adults are completing or have completed high school and are moving on to college, jobs, marriage, and other adult responsibilities. They will be interested in participating in activities that support the goals they have for themselves for the future. You can assist older teens in this transition to adulthood by providing opportunities to explore the job market and the education and skills needed for jobs in which they are interested. You can also assist teens in locating information they need to explore educational options (college, vocational training, etc.) they may choose to pursue. If possible, connect teens to an adult who will take the time to guide them through the qualification requirements. As teens prepare for jobs, advanced schooling, and scholarship opportunities, an adult leader who knows the members well can be a valuable resource for references.

Older teens are cognitively able to set long-term goals, generate options and strategies to reach those goals, and implement those strategies (Byrnes, 2003). Only general directions are needed when they are assigned familiar tasks. Because they can determine their own schedules, they will participate only in those things in which they are interested. Older teens want to be involved in meaningful roles in the community. You can help them by making community leaders aware of the resources these teens bring to community issues and projects and assisting in "plugging" youth into significant volunteer roles and advisory board positions.

These young adults are preoccupied with the need for intimacy and will form close relationships at this stage (Bouchey & Furman, 2003). The search for intimacy will include enhancing all levels of relationships, including friends and family, and is not limited to sexual intimacy, although sexual relationships are primary concerns at this age. Some older teens will marry. Part-time jobs or advanced schooling may fill the need for social relationships that were filled by club activities in the past.

As older teens make and carry out serious decisions, the support and guidance of adults still are needed, but must be offered with respect for their independence. Act as a resource person for this age group and stimulate thinking, but leave the final decisions to the teens. Late teens feel they have reached the stage of full maturity and expect to be treated as such. This is a time when many young adults enjoy looking back on their achievements in the organization and may receive special recognition for their leadership activities.

SESSION V
Sample Implications for Us

Ages 6–8 (Early Elementary)

Physical Growth
Provide opportunities to practice skills using both large and small muscle structures, from printing with a pencil to catching a ball.
Plan a program with lots of physically active experiences.
Offer simple craft projects that can be completed successfully by beginners.
Be prepared for less-than-perfect performances.

Cognitive (Thinking) Growth
Plan activities that focus on the doing rather than the finished product.
Involve adults to work with this age who enjoy the doing and who will take care not to focus on a great finished product.
Plan lots of hands-on activities that incorporate things they can see, taste, feel, hear, and smell.
Demonstrate the instructions for any activity rather than relying on verbal instruction alone.
Provide opportunities to collect things—bugs, rocks, wild flowers, baseball cards, etc.—and to organize these collections.
Plan opportunities for children to choose what they will do from a given set of options.

Social Growth
Provide opportunities for children to work in small groups or with a partner.
Provide opportunities for dramatic play exploring scenarios about other children and families.
Be present and available to children at all times to provide support and encouragement.
Make sure that clearly stated rules for participation are understood by everyone in the program and monitor behavior by those rules.

Emotional Growth
Choose adults to work with this age who are comfortable with the 6- to 8-year-old focus on self.
Provide feedback that assists youth in recognizing their individual interests, feelings, and achievements.
Offer cooperative games where everyone can win.
Do not include competition in your program offerings for this age group.

SESSION V
Sample Implications for Us

Ages 9–11 (Middle School)

Physical Growth
Offer activities that involve a lot of physical movement.
Avoid planning programs that will require children to sit still for long periods of time.
Avoid field trips that require long periods of time sitting in a car or bus.
Incorporate craft projects in the program. They will be enjoyed now that small muscle structures are better developed.

Cognitive (Thinking) Growth
Involve youth in generating ideas and options about the activities they will participate in and the decisions the group needs to make.
Offer a variety of short-term experiences that help them explore many interests.
Provide short periods of time to talk about their thoughts and reactions to activities to help them recognize what they have learned from their experiences.
Provide active experiences in their world such as nature walks and short trips to significant sites.
Make sure rules of participation are posted and understood by everyone in the group and that they are monitored and enforced fairly.

Social Growth
Offer lots of opportunities to do things in groups and provide feedback on successes in relationship skills.
Help them form groups/clubs with common interests. Collecting sport cards, stamps, bugs, rocks, buttons, etc., could be a common ground.
Incorporate uniforms, badges, etc., that identify the group when appropriate.
Ask older teens to take leadership roles in working with this age group in teaching, coaching, and other assistance roles.
Make sure everyone in the group knows and understands the rules for participation.
Monitor the rules fairly, holding all children equally accountable.
Provide correction quietly, one-on-one, and in a caring and consistent manner.

Emotional Growth
Use curriculum materials designed to help youth explore their own uniqueness and accomplishments.
Incorporate older teens in leadership/teaching/mentoring roles with this age group.
Plan group activities that emphasize cooperation.
Avoid comparing children with one another.
Use comparison of past and present performance to promote growth.
Plan many activities that involve youth in same-sex groups.

SESSION V
Sample Implications for Us

Ages 12–14 (Young Teens/Early Adolescence)

Physical Growth

Listen to their fears and worries about their sexual development without judging or trivializing. Provide honest information for sexual questions and issues.

Plan activities that are not weighted toward physical prowess.

Be patient with grooming behaviors that may seem excessive.

Cognitive (Thinking) Growth

Involve them in planning what the group will do.

Provide opportunities to question ways of doing things in the program and to explore values and beliefs of the organization.

Ask questions to encourage predicting and problem solving. “What if this doesn't work?” “What could happen if we did this?

Involve them in finding solutions to problems or issues that arise in the group.

Offer more complex games or involve them in more complex plays in sports.

Social Growth

Encourage teens to take part in teen councils and planning boards.

Involve the group in setting rules for the group or the program.

Involve the group in planning field trips away from home.

Talk with teens about the public figures they admire.

Provide opportunities for teens to interact and feel at ease with members of the opposite sex though planning groups, parties, fund-raising activities, etc.

Emotional Growth

Plan activities that do not compare one young person to another. Help teens compare their accomplishments to their own past performance and standards.

Be careful to not use comments that could be interpreted as “put downs” or “in-the-face” behaviors.

Give teens a chance to choose when and if they are “on stage.”

Avoid singling anyone out in front of others for either compliments or criticism.

Provide opportunities to master skills.

SESSION V
Sample Implications for Us

Ages 15–17 (Middle Teens)

Physical Growth

Provide experiences that help youth enjoy their newly claimed bodies: activities that focus on health and fitness, nutrition, grooming, etiquette, hair styles, exercise, etc.

Offer advanced opportunities to perfect physical skills: canoeing, climbing, biking, yoga, martial arts, dance, etc.

Cognitive (Thinking) Growth

Plan some group time during which they can discuss ideas and abstract concepts such as current political issues and current issues within the organization.

Involve them in planning and carrying out group goals and activities.

Involve them in advisory groups as full partner/members.

Offer activities that explore vocational or career possibilities.

Social Growth

Provide activities of their choice that support social interactions with the opposite sex: dances, parties, work groups, etc.

Provide opportunities to take on leadership roles: tutoring, assisting coaches, leading groups, mentoring younger youth, speaking to community groups, etc.

Involve them in service groups such as Habitat for Humanity and Adopt a Highway or in governmental issues organizations.

Emotional Growth

Plan activities that will allow teens to try different roles.

Provide information and feedback that will help youth envision positive futures for themselves.

Involve teens in planning and conducting their program.

Work with teens to identify opportunities for meaningful contribution in the community.

Focus interactions between teen members and adult leaders on adult-youth partnership relationships.

SESSION V
Sample Implications for Us

Ages 18–19 (Older Teens/Young Adults)

Physical Growth
Offer opportunities for health and fitness activities which still appeal to older teens.
Be aware that while older teens look like adults, they still need adult support.

Cognitive (Thinking) Growth
Help youth find internships that may provide skills in specific career interests.
Involve them in planning and carrying out program offerings.
Help them find meaningful ways to contribute their services to community service campaigns, political issues, ecological causes, etc.
Involve them in advisory groups.

Social Growth
Put them in charge of planning and carrying out the social activities in which they will be involved.
Involve them as spokespersons for the program.
Provide opportunities to explore the job market and the education and the skills needed for jobs in which they are interested.
Assist teens in locating information needed for the educational opportunities they may choose to pursue.

Emotional Growth
Give them adult leadership roles in the program.
Provide respectful support and guidance.
Help teens identify the skills and accomplishments they have experienced while involved in the organization.

LESSON PLANS
SESSION VI:

Essential Elements to Support Youth and Create Opportunities for Growth

- The ecological view of youth at risk
- The five levels of the ecology of youth development
- Risk and protective factors
- Community mapping - worksheet

Activities

- Move Ahead: introduction to the ecological approach

SESSION VI:
Essential Elements to Support Youth and Create Opportunities for Growth

Activity: Move Ahead: Introduction to the Ecological Approach (3 hours)

Objectives: To understand the concept that youth interact with, react to, and have an effect upon their families, friends, schools, neighborhoods, and communities, and to apply this understanding in working with youth.
To understand and apply the concept that people change and develop over time; infants, children, teens, and adults are influenced by their earlier lives and continue to influence their futures.
To identify those events, situations, and factors which place a youth's development at risk and those which serve to protect a child.
To understand how risk and protective factors operate to hinder or help a youth's development, and to apply this knowledge in working with youth.
To be able to work with youth in ways which aid them in becoming active participants as they get their basic needs met and develop competencies.

Focus: Building on strengths: Understanding the framework of support and the concept of protective factors as a basis for meeting needs of youth.
Reducing risks: Understanding the concept of risk factors and how they erode supportive and protective elements.

Materials List

Projector and screen
Sllides
(masters following lesson)
Five Levels of Ecology of Youth Development
Risk Factors
Protective Factors

Participant pages:
80 Five Levels of Youth Development
81 The Ecological View of Youth at Risk
84 Risk and Protective Factors
89 Protective Factors
90 Risk Factors
91–92 Community Mapping — worksheet

PREPARATION:

You will need to prepare an ecological "kit" at least a day in advance of the day you plan to teach the session. Following is the list of supplies needed to create the "kit" and instructions on how to assemble the pieces for the simulation.

Materials needed:

1. Visors or hats of 4 different colors, one for each participant, as indicated. two participants will be "youth" and need the same color visors. The remainder of the participants will form three concentric circles around the "youth." Each circle will need to be identified with its own color. All participants in any one circle will receive visors/hats of the same color. (These are not necessary for the simulation but do help to identify the levels.)

   For example, if you have 30 participants, you may want:
   - 2 youth with blue visors/hats;
   - 7 people in the first circle, each with a yellow visor/hat;
   - 9 people in the second circle, each with a red visor/hat;
   - 12 people in the third circle, each with a green visor/hat;

2. 124 small manila envelopes (approximate size 6" x 9")
3. 30 large manila envelopes (approximate size 9.5" x 12.5") (If you do not have visors or hats choose large envelopes in colors that correspond with the levels given above.)
4. Yarn or heavy string (to make neck band for pouches) one yard length for each participant
5. 92 red and 32 green pieces of construction paper (8.5" x 11")
6. Masking tape
7. Bulletin board paper (approximately 4' x 20')
8. Two cans of spray mount adhesive
9. Marker (medium-sized)
10. Laminated 8 x 10 cards made from "visual masters" for Risk and Protective factor grid (masters following lesson)

    The visors/hats will be used as "markers" to identify specific people who may influence youth development. Each color represents specific "context" of youth development (e.g., color 1 = youth themselves; color 2 = family and friends; color 3 = school; and color 4 = work and community). Within each of these contexts, specific individuals are further identified by creating a "label" for each visor on masking tape.

YOUTH = 1st color (2 people will be youth)
FAMILY/FRIENDS = 2nd color (should have about 7 people in this circle)
SCHOOL = 3rd color (should have about 9 people in this circle)
WORK/COMMUNITY = 4th color (should have about 12 people in this circle)

You should notice that the circles get concentrically larger from the center to outer circle.

On the back of the large manila envelopes you will need to designate the level or circle the person will be in. Print Family/Friends on 7 envelopes, School on 9, and Work/Community on 12. Under the title you can add an individual identification to represent people you would expect to see at that level.

Possible labels for the individuals may include:

Family/Friends	School	Work/Community	
Mom	Teacher	Co-worker	Doctor
Dad	Coach	Boss	Stranger
Sister	Principal	Customer	Neighbor
Brother	Classmate	Bartender	Police officer
Stepfather	Boy/girlfriend	Social worker	
Pet	School counselor	Religious leader	
Grandmother	Bus driver	Parent of friend	
Aunt	Best friend	Probation officer	
Cousin	Janitor	Local storekeeper	
		Volunteer at Youth Center	

The Red and Green construction paper will be used to create RISK factors which youth may encounter during development and PROTECTIVE factors which reduce the effects of risk.

On each red piece of construction paper print one RISK factor and on each green piece of paper print one PROTECTIVE factor. Following are lists of factors that may be used for each level of the circle (youth, family/friends, school, work/community). Print in large letters so that it will be easily visible from a distance. In the lower right-hand corner, designate the level (circle) in which the risk or protective factor belongs: F/F, school, W/C, or youth. This will help you when you are ready to "stuff" the envelopes.

For the YOUTH LEVEL:

Choose four RISK factors per youth. Choose one or two PROTECTIVE factor per youth.
(It is okay to use some factors twice for different "Youth")

Red (Risk) Paper	Green (Protective) Paper
Rude behavior	Physically healthy
Poor achievement	Good social skills
Hyperactive	Good thinking skills
Low intelligence	Normal intelligence
Chronic health problems	Polite behavior
Poor work habits	Knows how to please others
Poor social skills	Sense of humor
Withdrawn from others OR	Easy-going temperament
Aggressive towards others	

After you have made your factor pages fold each piece of paper in half and place ONE inside each small manila envelope; be sure to keep the piles of envelopes with red and green papers separated. DO NOT mark the envelopes on the outside in any way.

Put the three RISK and one PROTECTIVE factors into one of the large manila envelopes labeled on the outside "YOUTH." One note: make sure the factors correspond with each other; e.g., do not put rude behavior and polite behavior in the same youth envelope.

Use a similar process for each of the three ecological levels.

For the FAMILY/FRIENDS LEVEL:

Red Paper

Unclear rules at home
Inconsistent parenting
Parents don't know friends
Rules not always enforced
Friends involved with trouble
No friend the youth can count on
Rules depend on parent's mood
No rules about where the youth can go
Parents don't go to school functions
Home alone a lot without supervision
Parents don't know parents of friends
Poor relationships with brothers/sisters
Poor relationships with all adults in family
Youth feels parents cannot be counted on
No rules about when the youth is to be home
Youth lives alone
Friends drink alcohol
Friends ignore authority
Friends get bad grades
Friends all older than youth
Socially isolated—no friends at all
Parents are unavailable to youth

Green Paper

Parents know friends' parents
Friends are good influences
Friends are about the same age
Rules about where youth is to be
Youth can count on parents
Parents are available to youth
Friends are successful in school
Friends are about the same age
Youth has at least one friend to count on
be home
Youth supervised and responsible at home
Youth lives with at least one caring adult
Good relationship with at least 1 adult in family
Clear rules at home
Consistent parenting
Rules fairly enforced
Rules consistently enforced
Friends respect authority
Parents know friends
Parents are involved in school
Good relationship with brothers/sisters
Rules about when youth is to

Again, put three risk factors (red, one in each small envelope) and one protective factor (green, in a small envelope) into each large envelope marked "FAMILY AND FRIENDS." Make one such large envelope for each participant who will be in the first circle.

For the SCHOOL LEVEL:

Red Paper

Youth has changed schools
Parents not welcome at school
No extracurricular activities
Uncaring adults at the school
Low expectations of students
No free/reduced lunch/breakfast
Community tensions affect school
Adults expect students to drop out
One school counselor per 700 students
Voters do not support funds for schools
Inconsistent rule enforcement at school
School books and equipment substandard
Discipline problems disrupt learning at school
No communication between home and school
Lack of meaningful roles for youth beyond classwork
Poor relations between teachers and school administrators
No way or time for teachers and students to develop quality relationships
Staff (cafeteria, office, janitorial, etc.) not selected or trained to work with youth
Few special programs at school for special needs children, including gifted children
Mismatch between youth ability and interest and programs or classes offered at school
No school nurse
High teacher turnover
Youth is a low achiever
Low funding for schools
Teacher dislikes youth
Low teacher morale
School in poor condition

Green Paper

Discipline is consistent
Learning is priority at school
Community supports schools
Good home/school communication
One adult at school cares about youth
School has high expectations of students
Adults expect student to learn and graduate
Administrators and teachers support one another
Extracurricular activities are well supported and available
School building, supplies, and equipment are in good shape
Support staff (nurse, counselors, etc.) work with students to meet needs
Meaningful roles for youth are provided in a variety of ways and activities
Volunteers from families, community, and businesses work with students to support learning

Again, put three risk factors (red, one in each small envelope) and one protective factor (green, in a small envelope) into each large envelope marked "SCHOOL." Make one such large envelope for each participant who will be in the second circle.

For the WORK/COMMUNITY LEVEL:

Red Paper

Lack of public transportation
High community unemployment
Neighbors don't know each other
No quality day care in community
Police stop young people routinely
Nothing for youth to do in community
No YMCA, Boys & Girls Club, 4-H, etc.
Religious groups do not support families
Employers do not value families of employees
Local government doesn't support family issues
Religious organizations not active in community issues
No opportunities for citizen volunteerism in community
No sense of "community," rather each person for him/herself
Groups polarized in community by race, ethnicity, income, age, etc.
Lack of common vision for youth and families at the community level
No family or youth crisis services (runaway shelter, foodbank, etc.) available
Lack of community infrastructure to support youth and families (libraries, parks and recreation, health, etc.)
No youth jobs available
Voter apathy in community
Youth must work to pay for car
Youth's job is routine and boring
Youth's job interferes with school
No youth services in community
No opportunity for youth volunteerism
Youth works more than 15 hours per week

**You may need to repeat some factors to fill all folders.

Green Paper

Neighbors know each other
Youth jobs relate to future career
Religious groups support family issues
Youth jobs available up to 12 hours per week
"Sense of community" is apparent in daily life
Recreation for youth readily available in community
Youth services are accessible, of reasonable cost, and good
Youth receive high school credit for working and volunteering
Youth volunteer opportunities are plentiful, meaningful, and stimulating
Police provide opportunities for youth involvement (explorer program)
Citizen group (various races, ethnic groups, income levels, etc.) are well integrated and support one another
Good infrastructure of community services such as transportation, crisis intervention, health, day care, etc.

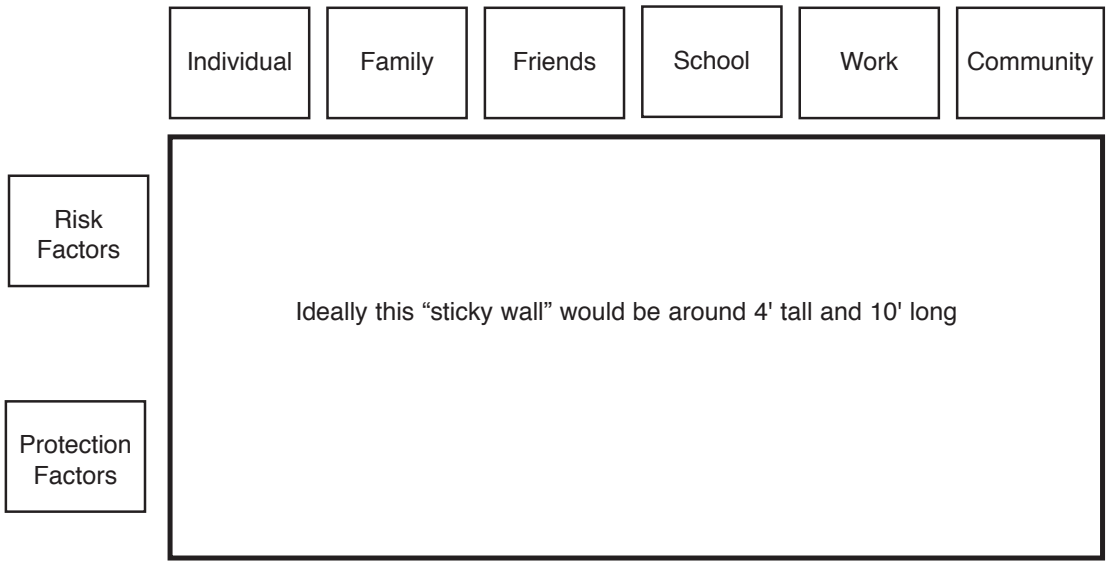
Again, put three risk factors (red, one in each small envelope) and one protective factor (green, in a small envelope) into each large envelope marked "Work/Community." Make one such large envelope for each participant who will be in the third circle.

It will be easier to play the game if each large envelope is made into a "pouch" for each participant to wear around his/her neck. To do this, punch a hole in the upper corners of the flap of each large envelope and string a piece of yarn (about 24"–36" long) through the two holes, tieing the ends together.

Activity Notes:

A large space, either indoors with furniture pushed out of the way, or outdoors, is needed for the first part of this activity. After the initial simulation is completed you will need to bring the group back together to process it. You will be using what is called a “sticky wall” for the processing.

Prepare a wall space with headers for Risk and Protection on the right-hand side and for Individual, Family, Friends, School, Work, and Community across the top.



The “Sticky Wall”
The night before measure your paper out and tape it securely to your wall. You do not want it to fall off during the evening or the activity. This is awkward for one person. You will want to solicit a couple of people to help you. After you have it taped to the wall, spray the paper with repositionable spray mount. Make sure it is not permanent spray mount. The next day you should be able to use it for the activity.

What to do-

Introduce the concept of an ecological approach to youth development.

What to say-

"For the next several hours we are going to look at a model for understanding the influences in a child's life that affect the process of growth and development. The model we are using is an ecological model. Ecology is defined as the relationship between living organisms and their environment. The ecology of youth development can be thought of as the relationship between a young person and the environment in which he/she lives."

Continue to review using information from Ecological View of Youth at Risk, pages 84–86 in the participant handbook and the overhead of the Ecological Model. Emphasize the interaction between the youth and the environment. Each is influenced by the other. It is this interaction that creates the context in which youth develop.

Introduce the concept of risk and protective factors using the information from Risk and Protective Factors, page 87 in the participant handbook.

Introduce the Move Ahead activity.

"The purpose of this session is to provide a working knowledge of the ecology of human development, particularly in relation to risk and resilience among youth."

"To use your expertise and experience to understand the development, life, and problems faced by youth, and the most effective ways to promote success and prevent problems, it is first necessary to address the context or ecology in which youth develop. To get a clear understanding of how this works, please prepare to get actively involved. We are going to engage in an activity called Move Ahead!"

Ask for two volunteers to represent youth in this simulation and give them "youth" visors and pouches.

What to do-

If you are using the visors/hats place the remaining visors/hats in a large sack or other container. Ask participants to draw a visor from the container to represent an "identity." Ask them to place the visor/hat on their heads.

Give each player a "pouch" to wear around her/his neck appropriate to the visor/hat chosen. That is, give those who are playing the role of a friend or family member a pouch marked FAMILY/FRIEND.

Ask the participant(s) labeled "YOUTH" to stand in the middle of the room. Provide the "youth(s)" with a roll of masking tape. Ask the youth to carry the roll of tape on his/her wrist.

Ask all players wearing color one (i.e., FAMILY/FRIEND) to form a circle around the youth(s), facing the back of the next person. Each player's arms should be extended and resting on the shoulders of the person in front.

Ask all players identified in the SCHOOL context (e.g., all of those wearing color two) to form a second circle around the first. Participants in each circle face the opposite direction of the smaller circle. Circles alternate facing right and left.

Those identified as WORK/COMMUNITY members then form a circle around the SCHOOL context. There are now a series of concentric circles formed around the "YOUTH(S)."

What to say-

"The goal of Move Ahead is for the "youth(s)" to move from the innermost circle to the outside as quickly as possible, wearing as little red as possible."

"Here's how to play. Each circle represents the people and systems in the lives of young people. Our YOUTH(S) need to choose those people in each circle who may or may not help them get through life."

What to do-

What to say-

"A green card means 'move ahead' while a red card means a possible setback and need to try again. You all have red and green cards in the envelopes in your pouches. Unlike real life, you cannot tell which envelope contains which color."

"So, now we need the FAMILY/FRIENDS to begin walking, hands on the shoulders of the person in front of you, moving in circles around the 'YOUTH.' Those of you in other circles may want to clap/cheer the youth on."

Ask the youth to choose an individual from the first circle (i.e., FAMILY/FRIENDS context). The individuals forming the circle are asked to stop walking when someone is selected.

"Why did you choose the person that you did? Can you very briefly tell us why you chose this person labeled_____ ?"

"Now, reach into _____ 's pouch and pull out an envelope. Open it up but do not unfold the paper."

At this point, the paper remains folded with the risk and protective factors inside.

If the paper is red, instruct the "YOUTH" to tape it to his/her clothing and then ask the circle to start moving again. This process continues with the selection of a new person from that circle until a green paper is drawn by the "YOUTH."

If the paper inside is green, instruct the "YOUTH" to tape it to his/her clothing with a piece of masking tape and move to the next circle — "school" — and continue the action.

After passing through the first circle, the "YOUTH" follows the same procedures to pass through the remaining circles — until she/he reaches the outside.

What to do-

What to say-

By the end of the game, the "YOUTH" may be covered with red and green papers.

Lead the participants through the experiential learning method process in a discussion of what just happened.

"We all just participated in this game to get our youth through the circle of life. What happened? What were you thinking about the youth and his/her decisions? How did you feel when the envelopes were opened? How did a red paper make you feel? A green one?"

Try to bring out the negative nature of having more red papers than green, with questions.

"What trends or recurring topics does this activity bring to mind?"

"How many of you felt yourselves hoping that the youth would draw a green paper out of the envelope? How many of you who were chosen by the youth stood there wishing that she/he would get a green paper from your pouch? Did you notice anything else about the interaction between the youth and the others in the circles? Between the members of any one circle? Between circles?"

Continue this discussion until trends and game behaviors have been processed. Now make a transition to daily experiences. Ask the YOUTH(s) to stand by you near the large wall graph you prepared.

"What tends to happen to the youth we work with on a daily basis? Let's continue with the youth in the game. Please open the YOUTH envelope that is hanging around your neck. Take the papers out and read them to us, one at a time."

Ask the youth to post his/her characteristics on the "sticky" wall under the heading "Individual," with the red and green in the appropriate rows.

What to do-

Discuss the “individual” characteristics and their implications. Perhaps ask for a sentence completion from a few volunteers.

Lead a brief discussion about how these risk and protective factors might start a young person off on his/her journey through life and interactions with others met in the circles of life. Be sure to help participants balance risk with resilience and avoid a focus on predictions of doom.

Then have the youth read each of the papers taped to her/him that were accumulated as she/he moved from one circle to the next. With these new factors discuss how he/she may do. Ask participants to post their remaining red and green cards in the appropriate spaces on the chart created on the sticky wall. When all papers are posted, ask them to look at the entire chart to see if they agree on the placements or if it needs any adjustments.

To emphasize the kinds of risk and protective factors affecting youth, you may want to follow this discussion with a presentation of the factors using the overheads on Risk and Protective Factors provided with this lesson. Some groups will have grasped this materials sufficiently without using the overheads.

If you have less than 25 participants in your training group, you will need to adapt the Move Ahead activity. This can be done by using only one person to represent youth and by asking some or all of the rest of the participants to represent more than one level of the model and move to the appropriate circle when the youth has moved out of the circle they originally represent. For instance, one person could be given an identity for the Friends and Family circle, wearing the “pouch” for that group as directed, and be given an identity in the

What to say-

“If a 16 year old started the new school year with these characteristics, he or she would...”

What to do-

Work/Community circle and wear the pouch for that group on his/her back. When moving from the Friends and Family circle to the Work/Community circle, the Work community pouch would be switched to the front of the body and the Family/Friends pouch would be moved to the back. This method makes it possible to continue to build the graph of risk and protective factors from the envelopes in the pouches.

Another adaptation eliminates the Moving Ahead activity altogether and consequently is less experiential. The additional materials needed for this adaptation are:

- Balloons; enough to give one to each participant (and to allow for some breakage)
- Magic Markers; several for each table group

In this version, the risk and protective factors are presented in lecture format. Following the lecture, participants in each table group are asked to identify the kinds of risk factors they see operating for the youth with whom they work. After groups have compiled a list of risk factors, participants in each group are assigned roles (using the same set of roles for each table group) from the Moving Ahead activity: child, mother, youth worker, school teacher, nurse, boss, etc., and are each given a balloon. The role of the child must be included. Participants are asked to choose a risk factor that might pertain to the role they have been assigned and to write that factor on their balloon. Table groups are then asked to form a circle (either around their table or beside their table) and to bounce their balloons in the air, keep them floating and not allow them to fall back to the table top or floor. One by one, the facilitator asks one of the roles to drop out of the group until only the child remains. Discussion following this activity leads to the recognition of the need for a full range of community support. Follow this activity with the video as directed in the lesson plans.

What to say-

What to do-

Lead a brief discussion on the interactions and connections among the different levels. Refer to pages 84–93 in their books for a good summary chart and explanations of risk and protective factors, resilience, and the ecology of youth development. Now make the transition to application in the lives and work of the participants.

What to say-

"We have symbolically created an individual with a unique identity and unique experiences. What would tend to happen to this youth with these experiences and situations?"

"One man, Jamie Escalante, used his knowledge of risk and protective factors, combined with a deep sense of purpose and commitment, to work with young people in East Los Angeles. You may have seen the movie, Stand and Deliver. We are going to view a brief clip of that film now. It is based on a true story."

This is approximately 13.5 minutes long and covers segments 2440 to 3098 on a VCR counter, when starting with "Warner Brothers present Stand and Deliver."

Note: You may also want to substitute a clip from a more current movie such as "The Ron Clark Story," "Freedom Writers," or "Take the Lead".

Show the clip starting with Mr. Escalante's announcement that he is going to teach calculus and ending with Angel's frustration with the clinic's lack of response to his grandmother.

After the film clip, lead the group through the experiential learning model process once more.

"What stands out for you about this film segment? What language, images, feelings, struck you as you watched?"

Continue this discussion until the group has processed the content of the film and is ready to leave it.

What to do-

What to say-

"What themes did you observe in this film? Did you see any recurring topics in the relationships between the students and the adults in their lives?"

"Do you see the behaviors of any of the adults in Stand and Deliver in your interaction with young people in your community? Think a minute about a situation in your work or life where some of these themes might be operating. How might some of this information be useful there? Does anyone want to share some examples?"

Introduce community mapping.

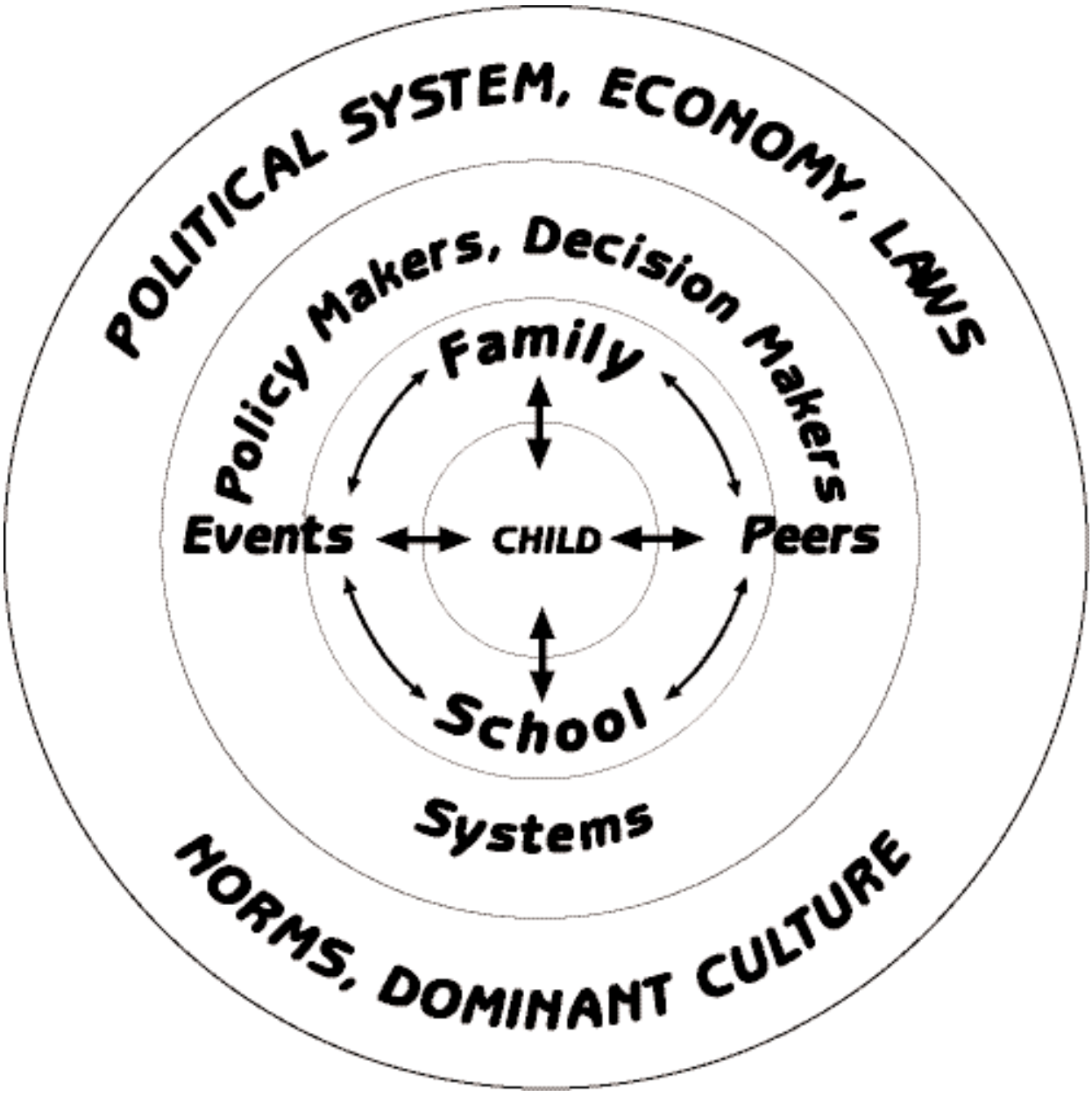
Team time: Community mapping

Objective:

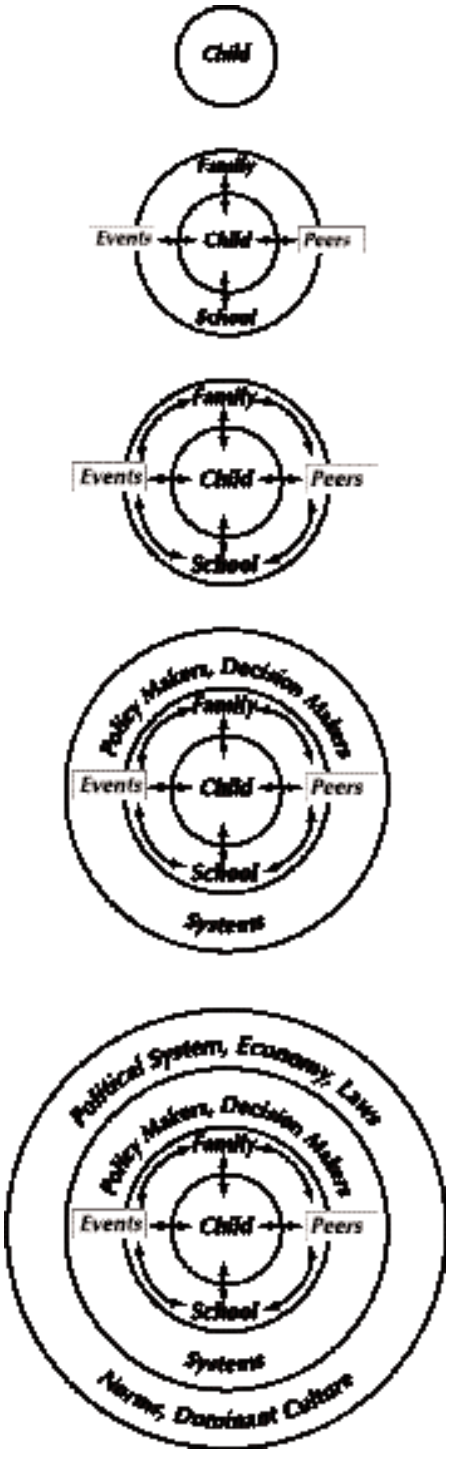
To identify the systems that are working for and against youth in individual communities.

"Let's take some time now to identify the contexts that are operating for youth in your community. We will limit this exercise to the school and work/community levels of the ecological model. Using the Community Mapping worksheet on pages 86 and 87 in your handbook, list the resources and conditions that provide protective factors in your schools and community. List the risk factors that are present in the school and community. You may want to refer to reference pages 84 and 85.

Ecological Model



Five Levels of the Ecology of Youth Development



PROTECTIVE FACTORS

Aspects of a school-age child or teen's life that can increase his/her ability to withstand negative influences and develop healthy life skills.

Protective factors can be present at multiple levels in a child's life.

Out of school, informal school-age and teen programs play a major role in helping develop or strengthen protective factors at each of these levels.

RISK FACTORS

Aspects of a school-age child or teen's life that can create barriers to the development of healthy life skills and increase susceptibility to negative influences.

Risk factors can be present at multiple levels in a youth's life.

When two factors are present, risk is likely. When additional factors are involved, risk increases.

PROTECTIVE FACTORS
Individual

- Strong problem-solving and communication skills
- Positive self-perceptions
- Confidence in oneself and one's abilities
- Responsibility and self-discipline
- Social and interpersonal skills
- Religious commitment

RISK FACTORS
Individual

- A variety of negative attitudes towards self and others
- A tendency to engage in problem behaviors
- Social isolation

PROTECTIVE FACTORS
Family

- Close relationship with at least one family member
- Parents provide guidance, support, and nurturance
- Parents know where their children are, what they are doing, and who they are with
- Family expectations, rules, and discipline strategies are communicated and implemented clearly and fairly
- Parents provide positive examples of appropriate and healthy behavior

RISK FACTORS
Family

- Distant, uninvolved and inconsistent parenting
- Unclear family rules, expectations, rewards
- Severe or inconsistent punishment
- Failure to monitor child's activities
- Poor role modeling with regard to alcohol, drugs, and other high-risk behaviors

PROTECTIVE FACTORS
Friends

- One or more close friends
- Friends who have healthy values and attitudes, and engage in positive behaviors
- Positive interactions with other youth
- Opportunities to learn to respect and be respected by other youth

RISK FACTORS
Friends

- Association with friends who engage in problem behaviors

- Negative peer pressure

PROTECTIVE FACTORS
School and Work

- Positive school climate
- Educational aspirations
- Achievement motivation
- Involvement in extracurricular activities
- Required helpfulness

RISK FACTORS
School and Work

- School transition
- Academic failure
- Low commitment to school
- Absenteeism
- Desire to drop out
- Long hours of work

PROTECTIVE FACTORS
Community

- Opportunities to rely on supportive adults, such as teachers, youth workers, 4-H leaders, and others

- A supportive neighborhood or community

- Opportunity to make meaningful contributions to community-based projects and activities

- Bonding to family, school

RISK FACTORS
Community

- Low socio-economic status
- Complacent or permissive community norms and standards
- Low neighborhood attachment and community disorganization
- High levels of violence and crime
- Media influences

Risk Factors

Visual Master

Protective Factors

LP140

Individual

Family

Peer

School

Work and Community

LESSON PLANS

Reflection Page

Day Two: Understanding Youth Development

REFLECTING & APPLYING
Day Two

Activity: Daily Reflection Page (30 min.)

Objectives: To integrate the day's experience with the participants' work with youth.
To bring closure to the day's experiences.

Focus: Recapping the day's events and applying thoughts to paper.

Materials List

Post-it notes

Make handouts of:
Reflection Page Day Two
(following the lesson)
Have the handouts printed on carbonless, three-part NCR paper so they will have a copy and you will have a copy of their reflection page for your files.

What to do-

Bring the total group together and offer a brief recap of the day's experiences.

Discuss the rational for personal reflection at the end of each day.

Hand out the Reflection page.

Refer back to the lesson on day one, pages LP47–LP48 for procedure for the activity.

What to say-

DAILY REFLECTIONS TO:

•Make Meaning of the Day
•Apply to My Work Back Home

Day Two: Understanding Youth Development

Personal Reflections

What was important to me personally about the model of support for youth?

What did I learn about myself in the paddleball exercise?

Taking Action

Who else back home needs to understand these concepts of positive youth development and adolescent growth and development?

How can I help in that understanding process?

My Role as Youth Worker/Advocate

How will what I know about the characteristics of (6–8) (9–11) (12–14) (15–17) (18-19)-year-olds affect what I do with my youth program?
(circle appropriate age and program)

What are the implication of risk and protective factors for the way I work with youth?

LESSON PLANS SESSION VII:

Understanding and Valuing Diversity

- Group process: Why is group environment important?
- Glossary of key terms
- Understanding culture
- Becoming culturally competent
- Societal perspective of cultural diversity in the U.S.

Activities

- Group process: fire on the mountain
- Cultural pursuit

GROUP PROCESS

Why Is Group Environment Important?

Activity: Fire on the Mountain
Where in the World Were You? (30 min.)

Objectives: To understand the importance of an appropriate physical environment in effective group functioning.
To understand the importance of a positive social environment in group participation.
To recognize that there are a variety of reasons for participating in a group and that these reasons will determine the pattern of participation.

Focus: Becoming aware of the need to create effective physical and social environments for positive group experiences.

Materials List
Signs designating seven continents or seven areas of the United States
Participant pages: 101 Why is Group Environment Important?

What to do-

Before participants arrive, place the continent or U.S. area signs around the room with enough space between signs for groups to gather under them.

Divide the large group into smaller, even numbered groups with a trainer for each group. Instruct them to find a partner and to form a circle of pairs.

What to say-

What to do-

What to say-

"Find a partner from within your group. Standing next to your partner, form a circle with the rest of your group. I would like one person in each partnership to move so that partners will be standing facing each other. In doing this, you should have formed two circles, one inside the other. Now, will the people on the inside circle turn their backs to their partners so that everyone is facing the inside of the circles? Outside partners, please put your hands on the shoulders of your inside partner while I explain the activity we will be doing."

Trainers stand in the center of the inner circle and begin the story.

"On a remote, volcanic island in the South Pacific lives an island tribe. They are always fearful that the volcano which dominates their island will erupt and wipe out their civilization. In order that they keep the Volcano God happy, they must perform a ceremonial dance to appease her. You will all be part of that dance.
This is the way it is done –
The people on the inside of this circle will be called the Teenies. The people on the outside of this circle will be called the Weenies. The Teenies will follow me as I lead them in a rhythmic pattern. While we are doing this, the Weenies must move counterclockwise around the circle to the rhythm we are providing. We will keep this dance going until I call out 'Fire on the Mountain.' When you hear this, the Teenies must raise their hands in the air and the Weenies must move into the inner circle and try to stand in front of one of the Teenies. As soon as someone is in front of you, Teenie, put your hands on his/her shoulders to signify that you are paired. While the Weenies are finding a place to stand, I will try to find someone to stand in front of also. Whoever is left without a partner will be the new leader and will create a rhythmic pattern for the new inner circle to follow. The outer circle will walk around counterclockwise again until the new leader shouts 'Fire on the Mountain' and the exchange will begin again."

What to do-

Begin the "dance" by providing a rhythm for the Teenies by clapping your hands, slapping your leg, snapping your fingers, etc. When the inner circle is in sync with you, cue the outer circle to start moving to the rhythm.

Let the outer circle move completely around the inner circle at least two times before you shout "Fire on the Mountain." As the circles exchange places, do not let the current outer circle move back. The idea is to continue to occupy a smaller and smaller space.

Continue the game until you can no longer get into the center of the circle without serious injury.

After the groans, let the group open up the circle and introduce the second activity to the group.

Begin by calling out birth to 10 years. After groups gather, give participants 2 to 3 minutes to talk about what they were doing during that time. Then continue through the following age groups: 11–15, 16–19, 20–29, 30–39, 40–49, 50–59, 60+.

What to say-

"Stay where you are and we will develop the plans of work for our youth program."

"If you look around the room, you will see that there are signs placed about the room designating areas of the room as areas of the world. I am going to call out various ages in a person's life such as age 6 to 8 or 20 to 30. When I do this, I would like you to move to stand near the sign that is nearest where you lived at that time in your life. If you lived in more than one place during the time I have given, choose your favorite of those places. When you are in place, discuss with others in that place your favorite things to do during that age inthat location."

What to do-

What to say-

Because of age differences, some people will stop moving. Have them stay at their present age location until the end of the game. They should talk with the new arrivals each time the group moves.

Ask the group to report some of the experiences they remembered and the groups that were represented in those experiences.

"What are some examples of the favorite things people reported in each age group? What feelings were reported by your group about these experiences and groups?"

Lead the group in processing the two activities.

"Do you remember our discussion on the first day together about the impact environment has on groups? Let's look at some environmental issues that we dealt with today.
•What kind of physical environment did you create in the Fire on the Mountain activity? Could you get much work done in that physical environment?
•What are some important factors in your physical environment for good group work or teamwork?
•What was the social environment in the last 'Where in the World Were You?' activity?
•Did the social environment change as you moved from place to place and age to age?
•What role did trust play in these environments?"

Introduce the concept of environmental needs for effective group work.

"The environment in which a group works can either help or hinder the effectiveness of that group. The physical environment in which the group works as well as the social environment must be conducive to positive group interaction."

What to do-

Refer to participants page 101:
Why Is Group Environment Important?

What to say-

"The physical environment must be welcoming and comfortable, and appropriate to the needs of the group. We have prepared this room before your arrival to provide some visual assists for the concepts we will be working with today. We have also arranged the room in a way that enhances your ability to talk with one another and to do some physically active work with one another."

"The social climate of a group is extremely critical to both interaction and learning. Essential to that social environment is a climate of trust. Trust occurs as members of a group begin to know one another as individuals beyond the nature of the work of the group. It does not happen in a five-minute group building exercise. Rather, it results from an accumulation of experiences that enhance members' understanding of one another. Time must be spent each time the group comes together in activities that help members become better acquainted with one another so that, over time, trusting relationships form."

"We have intentionally spent time at the onset of this training to begin the process of developing trust and we will continue to talk more about the social and physical climate of groups during this week."

SESSION VII
Understanding and Valuing Cultural Diversity

Activity: 3.5 hours

Objectives : To understand what is meant by cultural diversity and cultural competence and recognize the importance of cultural competence in preparing youth for healthy adulthood.
To target areas of focus for personal growth in cultural competence, recognizing personal cultural perspectives and biases, and understanding diverse cultural practices.
To be prepared to offer experiences that help youth gain the knowledge and skills needed to achieve cultural competence.
To adopt practices that support and foster diversity and better meet the needs of patrons and staff.

Focus: Increasing ability to clearly and openly communicate with individuals from different cultures; providing ongoing feedback with sensitivity to individ ual differences.

Materials List

Posters of definitions of Culture and Cultural Competence (optional)
Slides of definitions; Culture (2); Culture Includes; Cultural Diversity; Cultural Sensitivity
Slides of “Culture Includes”; Cultural Evidence (Iceberg metaphor); Cultural Evidence Holistic Model (Tree metaphor); Cultural Competence Mode; Cultural Competence Skills; Discussion Questions
Slides of Building Competencies (from Session I)

Cultural Pursuit Activity worksheets for each participant

What to do-

Before the session
Make copies of the Cultural Pursuit Activity.

Make posters and PowerPoint or overhead slides for the following definitions.
Culture: (2 definitions)

Culture Includes:
- Cultural Diversity
- Cultural Sensitivity
- Cultural Competence
- Critical Competencies (or use slide from Session I)

Make PowerPoint or overhead slides of:
- Metaphors

Cultural Evidence: (Iceberg metaphor)

Cultural Evidence Holistic Model: (Tree metaphor)
- Competence Model
- Cultural Competence Skills
- Discussion Questions

Make copies of the two application scenarios. You will need one scenario per group.

Scenario one: The program in which you work appears to serve a homogenous population. How can you make your program multicultural?

Scenario two: The program in which you work serves a multicultural population. Some of the parents of children in you program do not speak English. How could you involve parents and other family members in the activities of the program?

Lesson
Introduce the lesson with a brief explanation of the workshop focus on diversity.

What to say-

What to do-

What to say-

"We began our training this week with the Personality IQ exercise which helped us identify the variety of ways people prefer to respond when working in a group (Blue, Orange, Gold, and Green styles). This exercise helped us define our own preferred style and helped us recognize the important role that styles other than our own play in successful groups. In lesson four, as we looked at the experiential model, we discussed differences in learning styles and the excitement found in a comprehensive youth development program that offers activities encompassing all of these styles. In lesson five, we looked at the diversity in developmental needs that is associated with the age of young people. In this lesson we are going to look at diversity from the standpoint of culture. Cultural diversity refers to differences that are defined by factors beyond race and nationality. For leaders and educators in a multicultural society, basic understanding of culture is crucial."

"I want to start this lesson with an awareness activity."

Facilitate Cultural Pursuit Activity to introduce the lesson (the activity sheet and answers are copied directly from the Diversity Awareness Training Guide, pages 32–34).

"I am handing out a worksheet that we will use to introduce our discussion of cultural competence. There are 25 boxes on this worksheet that refer to various aspects of culture. Your task is to get signatures from people in this room who have the information needed for each box. The only stipulation for this activity is that no one can volunteer information or volunteer to sign a box. People must wait to be asked about a specific box before they may sign it and if an answer is required, it must be whispered in the ear of the person requesting the signature. It is not appropriate to present the worksheet to someone and ask if they could sign any of the boxes. You must be specific about the box you want signed. Each participant may only initial two boxes on any one worksheet."

What to do-

As participants are working together, move about the room to answer questions and to monitor progress. Allow participants time to complete the assignment. Then pull the group back together and review the activity sheet.

Continue this review until all the box topics have been discussed.

The answers to each box follow.

Americans with Disabilities Act
Signed into law July 26, 1990, by then president George Bush.

Nisei
The term refers to second generation persons of Japanese heritage living in America or Canada. The generation of their parents (first generation in the U.S.) is referred to as "Issei." Children of Nisei belong to the third generation and are referred to as "Sansei."

Nguyen
The most common family name of Vietnamese.

Bird Symbol
Symbol of the United Farm Workers. Organized 1962 by Caesar Chavez (Mexican American) and Phillip Vera Cruz (Philippino).

Yom Kippur
Jewish Day of Atonement. It is the most solemn holiday of the Jewish year. Falling on the tenth day after Rosh Hashannah, it is the culmination of repentance and preparation. On that day, all but the sick and children observe a rigid fast. The old rituals of sacrifice and scapegoat were replaced with prayer and penitence after the destruction of the Temple on AD 70 and services in the synagogue focusing on repentance and atonement are now central. (Source: Diversity Programming Datebook, Residence Life Office, University of California at Davis.)

What to say-

"When you get your worksheet, read through the boxes to identify your own knowledge of the areas represented. You may sign one of the boxes on your sheet."

"Who can tell me when the Americans with Disabilities Act became a law?"

What to do-

What to say-

Rosa Parks
Rosa Parks was an African American woman who was arrested for refusing to sit in the back of the bus in Montgomery, Alabama. This precipitated the year-long Montgomery Bus Boycott led by Martin Luther King Jr. This boycott became the first event of the modern Civil Rights movement.

Abuela
Abuela is the Spanish word for grandmother.

Lord's Prayer
Our Father who art in heaven, Hallowed be thy name. Thy kingdom come, Thy will be done, on earth as it is in heaven. Give us this day our daily bread. And forgive us our trespasses (debts) as we forgive those who trespass against us (our debtors). And lead us not into temptation. But deliver us from evil. (Catholic prayer stops here — Protestant prayer continues.) For thine is the kingdom and the power and the glory forever, Amen.

Upside-Down Pink Triangle
Presently symbolizes gay and lesbian pride. During World War II, this symbol was used by the Nazis to label gay and lesbian prisoners in concentration camps for torture and extermination.

Chinese Character
This is the character for marriage. It is made up of two characters joined together. The single character means happiness and the two together signify double happiness.

Pledge
While this could stand for an oath of allegiance to an idea or group, in this case it refers to a person who is being "rushed" into a Greek fraternal system (sorority or fraternity) or a secret society.

What to do-

What to say-

IU MIEN
The IU MIEN was a minority group in Laos living in remote high mountain villages until the war drove them into the lowlands.

Eagle Feathers
Though each nation or tribe has its own particular significance for the eagle feather, it typically symbolizes accomplishment and rank among North American Indian tribes. The number of eagle feathers on a headdress often indicates the number of accomplishments and the rank of the person wearing that headdress. The eagle feather symbolizes strength, wisdom, and courage. It is considered a sacred symbol and is used in religious ceremonies.

Irish Immigration in the 1800s
The Irish potato blight fungus destroyed the potato crop which was the food staple in Ireland. Faced with starvation, many Irish immigrated to the United States, leading to the huge influx of people of Irish heritage during this time.

Cinco de Mayo
Cinco de Mayo is a Mexican holiday commemorating the defeat of French colonial forces at the historic city of Puebla in 1862. Until the battle in Puebla, the government in Mexico changed leaders several times, and the territory itself was under the threat of being seized by European nations. In 1821, Mexico had won an eleven-year battle with Spain for independence. General Ignacio Zaragosa Sequin's victory over the French at Puebla was the beginning of a stable future for Mexico, free from threats of takeover. (Source, Diversity Programming Datebook.)

West Coast Ellis Island
Angel Island in the San Francisco Bay. Many Chinese and Japanese who were immigrating to the U.S. were detained here.

Ms. **Magazine**
Gloria Steinem co-founded Ms. Magazine in 1972.

Underground Railroad Leader
Harriet Tubman was one of the most well-known leaders of the Underground Railroad, which was a loose network of people who helped runaway slaves escape from the South to the Northern free states and Canada during the Civil War.

What to do-

What to say-

Facilitate a discussion of the activity using the following questions.

"Did anyone get all the boxes initialed?
(If not) who got the most boxes initialed?
What did you do to get so many answers?
How did you determine who to ask to sign the various boxes?
Were there questions that you knew but were not asked about?
How did that make you feel?
Were there questions that you were continuously asked about?
Why do you think you were asked about these questions?
How did that make you feel?
What did you discover from this exercise?"

Recap the discussion emphasizing the following points.

"Everyone makes assumptions and generalizations about others.
When those generalizations are preconceived or oversimplified about a particular group of people they can fuel prejudice and discrimination.
We are proud of the cultures to which we belong and want to share them with others when we can. Our cultures are an important part of us."

Present the definitions of culture using overhead or PowerPoint slides.

"We used this activity to highlight aspects of cultures. Before we go any further with our exploration of culture we need to define it. The word culture refers to:

(Slide 1. Culture)
A framework within which people interpret and respond to the world around them.

(Slide 2. Culture)
A shared pattern of learned behavior that is transmitted to others in the group. Within a group, it is what everybody knows that everyone else knows."

What to do-

What to say-

(Slide 3. Culture Includes)
"This includes Ethnicity, Gender, Geographical Location, Social Class, Age, and Nationality-Race.

So when we refer to culture we are talking about the shared values, norms, traditions, customs, arts, history, folklore, and institutions of a group of people.

Metaphors and symbolism offer perspectives to understand culture in ways that apply to our daily life. Yuri Morito offers several metaphors that can be used to help youth understand culture and the ways we have looked at culture in the U.S. These are discussed in your handbook on pages 104–108."

(Slide 4. Cultural Evidence: Iceberg Metaphor)
"The first uses an iceberg to depict the visible and invisible elements of culture. The visible, above water, elements are things like music, food, art, religion, housing, dance, clothing, literature, language, and communication style. These are the concepts that visitors to a foreign country or even visitors to a different part of one's own country may easily observe and it is not unusual when these visible elements are the only ones used to understand a culture. Note that the larger portion of the iceberg is under water and not visible, however. These nonvisible elements comprise the dominating aspects of culture. They are the beliefs, values, assumptions, expectations, perceptions, pride, identity, history, heritage, and tradition of a group of people. These aspects of culture can only be discovered through interacting with people from that culture, to learn what lies beneath the surface."

What to do-

What to say-

(Slide 5. Holistic Model — Tree Metaphor)
"The second metaphor approaches culture as a living organism like a tree, with the visible elements portrayed as the fruit, flowers, and leaves of the tree. These, again, are music, language, religion, literature, dance, clothing, housing, food, and arts. The trunk of the tree contains the invisible elements of a culture: the beliefs, values, perspectives, perceptions, and expectations. These elements nourish the more visible elements. And the entire tree is supported and fed by the roots: tradition, history, and heritage, including pride and identity."

Present the definitions used in this lesson for cultural diversity and cultural sensitivity.

"Let's look at two more definitions of terms we will be using in this session."

(Slide 6. Cultural Diversity)
"Cultural diversity refers to differences in race, ethnicity, language, nationality, and religion among various groups within a community or organization."

(Slide 7. Cultural Sensitivity)
"Cultural sensitivity is an awareness of the nuances of one's own culture and other cultures."

"Everyone is part of a culture and has the right to maintain his or her cultural practices while acquiring the information and skills needed to function in a diverse society."

Discuss the value of diverse relationships in the healthy development of youth.

What to do-

What to say-

"Most of us interact daily with individuals from rural, suburban, and urban backgrounds, with individuals who have special needs, and with individuals from different spiritual/religious faiths, ethnic groups, races, and nationalities. This diversity in our interactions provides opportunities to develop a flexibility that provides new ways of looking at the world and new perspectives in addressing decisions and problem solving. It also can foster a sense of well being, internal locus of control, and a senseof empowerment. From an organization perspective, when diversity is managed well it leads to teamwork, creativity, and innovation. Just as we draw on all color styles to reach organizational goals, so too can we draw from the cultural diversity within the group to enrich the organization. Cultural competence is essential to ourpersonal and organizational lives."

"When we speak of cultural competence we are talking about…

(Slide 8. Cultural Competence)
…a set of skills that allows individuals to increase their understanding and appreciation of cultural differences and similarities within, among, and between groups."

Using PowerPoint or overhead slide, stress the connection between becoming culturally competent to the five critical competencies studied in Session I.

"Do you remember that we learned in Session I that five areas of competence have been identified as critical for youth if they are to transition successfully to adulthood? Let's review those. Youth must be competent in the areas of:

(Slide 9. Building Competencies)
Health, Personal/Social Skills, Knowledge/Reasoning/ Creativity, Vocational Skills, and Citizenship Skills."

What to do-

What to say-

"It is easy to see that cultural competence is integral to personal/social competence and the development of positive social interaction skills. And that it is critical for citizenship in our multicultural society. In reality, cultural competence indirectly affects the level of competence achieved in all of the five competency areas. So, how can we become culturally competent and how can we help the young people with whom we work become culturally competent?"

Discuss the importance of knowing one's own level of cultural competence before trying to help youth achieve cultural competence.

"The first step is to become aware of one's own cultural competence and the perspective that has created. Adults need to become aware of their own cultural values and beliefs and recognize how they influence their attitudes and behaviors. For instance, adults who did not have the opportunity as young people to interact with men and women of different cultures and belief systems may have filters that cause them to see individuals with a closed mind or to only focus on stereotypes. If difference is perceived as bad it may lead to ignoring of difference.

If difference is perceived as good it will lead to communicating about the differences. This communication is essential to understanding one another."

Introduce the activity to help participants learn more about the cultural heritage of those in their group.

"At this point, I want you to take some time to practice talking with one another about the cultural heritage each brings to this group. I would like each table group to use these questions for this discovery process. Using these questions, work with your table group to discover how your cultural heritage differs and how it is the same as the heritage of those at your table."

What to do-

Facilitate a discussion of the group discovery activity. Make sure that every table group responds. Use the provided questions to help the group recognize the many aspects of culture represented in this sharing and
to recognize from this activity that cultural diversity is more than race, gender, and nationality.

What to say-

(Slide 10. Activity Instructions)
Find out:

1. How they define the cultural group to which they belong.
   Negro, Black, African American?
   Mexican, Latino Hispanic?
   White, Caucasian, European?
   Native American, Indian, name of nation?
2. What their cultural heritage is. (Parents? Grandparents?)
3. What their history is.
4. What traditions are significant to them.
5. What they are most proud of about their culture.

"What did you find out about one another? How were the cultures represented at your table alike? How were they different? What were some of the cultural elements that people were most proud of? What new information did you gain about your own or another culture from this activity? What did you learn from this activity that would help you assist youth in developing cultural competence?"

"Adults who work with youth must know and respect the norms of other groups and have the ability to be nonjudgmental and inclusive. A climate of trust must be developed within the group at all times, and this climate is particularly important in the process of helping youth become culturally competent. Issues of prejudice and bias must be discussed forthrightly and in an environment that promotes opportunities for people to practice a new way of acting and responding. It is important for adults to begin to feel comfortable discussing diversity issues so that personal and professional practices will reflect a heightened level of

What to do-	What to say-
	sensitivity and awareness. In doing so they provide appropriate role models for young people that will help them learn, grow, and respond to an ever-changing world."
Use PowerPoint or overhead slide to discuss the process of developing competence.	(Slide 11. Competence Model) "Before youth can become competent in any area, there must be a level of **awareness** sufficient to encourage them to learn more about that area. The next step toward competence is acquiring the information critical to understanding the subject. With sufficient **knowledge** they can begin to practice applying what they know to daily living. The transformation of knowledge to **skill** requires paying attention to feedback from their own experience and from the adults assisting this process and the willingness to make the corrections necessary for appropriate application. Continued practice to achieve the desired skill level requires a **willingness** to make changes that will promote advanced skill."
Relate the competence model to the development of cultural competence.	"This model can help the youth development professional assist young people in becoming culturally competent. It starts with experiences that help youth become **aware** of the way the cultures in which they were reared affect the way they see the world and the people around them; that different cultural backgrounds result in different world perspectives. Youth recognize that knowing about the culture in which someone has been reared helps them understand that person. This means that learning about their own culture will help them understand themselves just as learning about another culture will help them understand others. And an understanding of self and others is essential to living in the global society of today."

What to do-

Using the PowerPoint or overhead slide, present skills youth can practice that lead to cultural competence.

What to say-

"The next step is to help them find out what they know and what they do not know about their own culture and the cultures of others. This will start the information seeking process. Provide experiences that offer accurate knowledge of their own and other cultures. Provide opportunities to talk with one another in safe settings that allow them to ask the questions they must ask to gather this information or to reflect upon the questions they ask themselves. Offering opportunities to discover, understand, and value cultures other than their own is the key to helping youth become culturally competent."

"As youth learn more about their own and other cultures, they can begin to apply that knowledge to their everyday living. Do you remember the discussion of this application stage from the experiential learning model? Youth must translate what they know about their own and other cultures into behaviors that demonstrate understanding and a value for difference. The youth development professional must help young people recognize and practice these behaviors until they become skilled in using them. When knowledge and practice reach the skill level, youth are becoming cultural competent and are prepared to work effectively with those who share their cultural heritage and with those who share a cultural heritage different from their own."

"It is important to note that awareness, knowledge, and skills come together to create changed behavior when one is willing to change. The youth development professional can use each step in this model — the awareness activities, the opportunities to learn about cultures, and the experiences in applying knowledge to practice — to build recognition of the immediate rewards cultural competence offers and of the critical need for cultural competence in the world in which youth will live as adults."

What to do-

Introduce the way in which diversity is or has been understood by society at large in the United States.

What to say-

What behaviors will demonstrate skills that lead to cultural competence?

(Slide 12. Cultural Competence Skills)

- Respecting opinions different from our own
- Learning to pronounce names different from our own
- Eating and preparing foods from different cultural backgrounds
- Respecting traditions with which we are not familiar
- Using names for groups different from ones we learned as youth
- Developing flexibility — new ways for understanding; problem solving with fresh perspective

"Before we apply some of the things we have been discussing to your work with youth, we need to look at one more aspect of diversity and that is the societal perspective of cultural diversity in the United States."

"We have used metaphors to describe diversity in the United States as well. For almost one hundred years, people pictured the United States as a melting pot of cultures. However, rather than creating a new and unique culture as cultures of immigrant peoples blended with that of the indigenous population, new immigrants were most often forced to give up their own culture and "melt down" to the dominate culture of those with political and economic power. When the "melting pot" is seen as assimilation, the concept becomes detrimental to those not of the dominant culture. The limits to the melting pot metaphor start with the fact that human beings cannot simply give up their own cultural background. In addition, assimilation places fairness and equality into the perspective of the dominant culture. It is a concept easily adopted by people who believe they are superior to others so it is best that others become like them."

What to do-

Lead the group in applying what they have learned. If the group is small, ask them to form pairs or dyads with people they have not spent much time with this week. If the group is large enough to form four or more groups of five or six, divide them into these small groups. Distribute one of the two scenarios to each group, giving half the group scenario one and half scenario two.

What to say-

"A new concept supporting the value of diversity within society emerged. The metaphor of a salad bowl or mosaic was used to describe the plurality of a society where differences are appreciated and valued as when carrots, lettuce, cucumbers, and tomatoes maintain their taste and shape in a tossed salad bowl; or when many different colored stones or tiles join together to form a mosaic. However, there are limits in our understanding of the diversity in our society with this model as well. While each individual piece of the salad or mosaic may retain its uniqueness in this form, once they are joined together the form stays the same; the salad remains a salad and the mosaic remains a mosaic. There is no opportunity for the growth and change that characterize healthy human and societal development. We know that human interactions are not static. As people interact with one another in different situations, time frames, and places, the results of those interactions change. The coming together of people from different cultures at one point in time may form an entirely different picture than the interaction between those same people at another time or place."

"L. H. Fuch offers a new metaphor for the culture in the U.S. today in his book The American Kaleidoscope: Race, Ethnicity and the Civic Culture. He suggests that the change in cultural patterns as cultures interact with one another can be viewed as a kaleidoscope. The shapes that form the image remain the same, but the image is in constant change due to the interactions of the shapes in
multiple configurations. New possibilities emerge at every turn as do the possibilities from interactions between cultural groups."

What to do-

What to say-

"It is time now to apply some of the information we have covered about ways to help youth to become culturally competent. Youth development professionals must believe in the value of each young person. To be consistent with our statements about the importance of parents in the life of a young child, youth professionals must develop the ability to work effectively with families from various backgrounds as well."

"I am going to give each group a scenario that could describe your program. You are to develop a plan that will promote cultural competence for that scenario. I will ask your groups to report your plans to the total group."

Give half the groups scenario one and the other half scenario two.

Scenario one: The program in which you work appears to serve a homogenous population. How can you make your program multicultural?

Scenario two: The program in which you work serves a multicultural population. Some of the parents of children in you program do not speak English. How could you involve parents and other family members in the activities of the program?

Move about the room to answer questions and to monitor progress. When groups have completed the task call them back together and facilitate the reporting of their work.

"I want you to share the ideas you have developed so that you will all leave with a number of ideas for ways to enhance your efforts at supporting youth as they develop cultural competence. Who would like to begin?"

Allow questions to surface as groups report.

Bring closure to the lesson.

What to do-

Lead the group in reading the “Pledge for Inclusiveness”

What to say-

“The building of respect for patterns different from our own requires intentional, sustained effort as well as knowledge of and sensitivity to the culture and values of the youth and families in your program. As youth development professionals, it is critical that you understand culture and know and respect your own culture. You must understand the historical and current societal perspective toward cultural diversity. You must know what cultural competence involves and be prepared to offer experiences for youth that will assist them in gaining the knowledge and developing the skills needed to achieve cultural competence. The pledge on page 111 of your handbook represents a commitment to this work. Let’s read it together.”

Pledge for Inclusiveness

I will embrace the concept that diversity is enriching and broadens our perspectives.

I will actively help all new participants, volunteers, and staff "learn the ropes" and the unwritten rules of the organization as well as the formal structure.

I will embrace fresh and different perspectives brought to the program by youth, parents, volunteers, and co-workers from other cultural backgrounds.

I will be careful not to stereotype youth, parents, volunteers, or co-workers and will work to ensure that I do not treat anyone as a "token" in our organization.

I will value the perspectives each person in the organization brings but will not ask anyone to speak for or represent the culture and values of the group he or she might represent.

I will think in terms of "we and us" and not "us and them."

I will recognize the possibility of feeling discomfort with youth, parents, volunteers, or co-workers who appear different from myself and will strive to get to know them on an individual and personal basis.

I will make a commitment to continue my efforts to embrace the value of diversity for the youth in our programs and for the organization beyond this current year and to set up procedures to ensure that my efforts will be carried on in the future.

I will recognize that when I am under pressure I may revert to narrower beliefs, and I will strive to remember at these times to listen and respond openly to input from everyone in the group.

Slide Master

Cultural Pursuit

Instructions:
1. Read your pursuit sheet and note which ones you can answer.
2. Be prepared to sign your name and share what you know with others.
3. Each person may sign only one square on a sheet. Plan to circulate.

FIND SOMEONE WHO…

Knows when the Americans with Disabilities Act became law.	Knows what "Nisei" means.	Knows which ethnic group's name is Nguyen.	Can speak more than one language.	
Observes Yom Kippur.	Has had to overcome physical barriers in life.	Has experienced being stereotyped.	Knows what Rosa Parks did.	Has an "abuela."
Can recite the Lord's Prayer.	Knows what an upside-down pink triangle symbolizes.		Is an athlete.	Knows what a "pledge" is.
Shares the same academic interest.	Knows the name of the country where IU MIEN people came from.	Knows the significance of eagle feathers.	Knows why the Irish immigrated to the U.S. in the 1800s.	Knows the significance of Cinco de Mayo.
Is a first-generation U.S. citizen.	Can name the West Coast equivalent to Ellis Island.	Knows who founded Ms. Magazine	Knows the name of a leader of the Underground Railroad.	Is from a mixed race background.

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Culture

The framework within which people interpret and respond to the world around them

A shared pattern of learned behavior that is transmitted to others in the group

Culture Includes:

- Ethnicity
- Gender
- Social Class
- Nationality-Race
- Geographical Location
- Age

Cultural Diversity refers to differences in race, ethnicity, language, nationality, and religion among various groups within a community, organization, or nation.

Cultural Sensitivity

is an awareness of the nuances of one's own culture and other cultures.

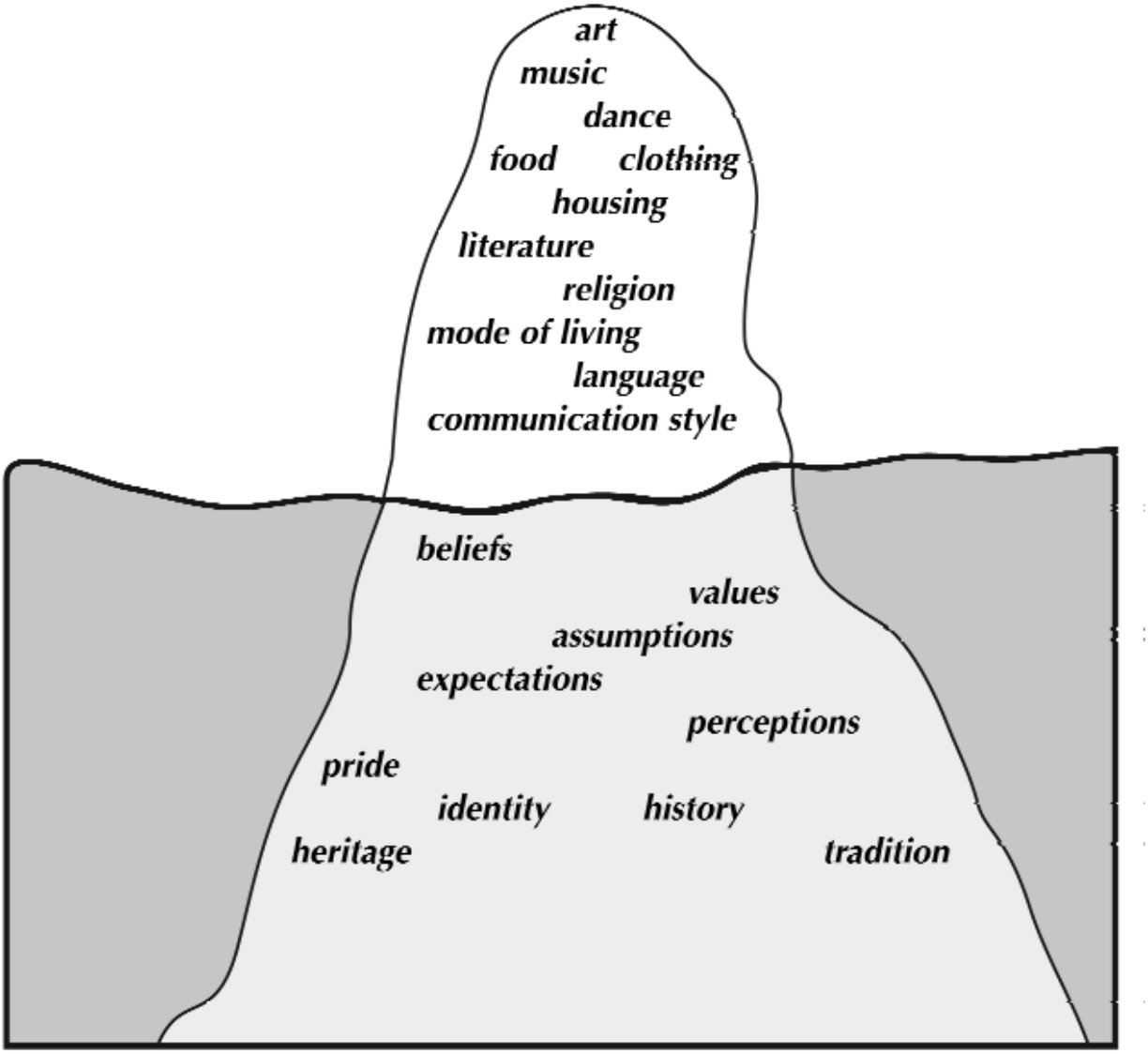
Cultural Competence:

a set of skills that allow individuals to increase their understanding and appreciation of cultural differences and similarities within, among, and between groups.

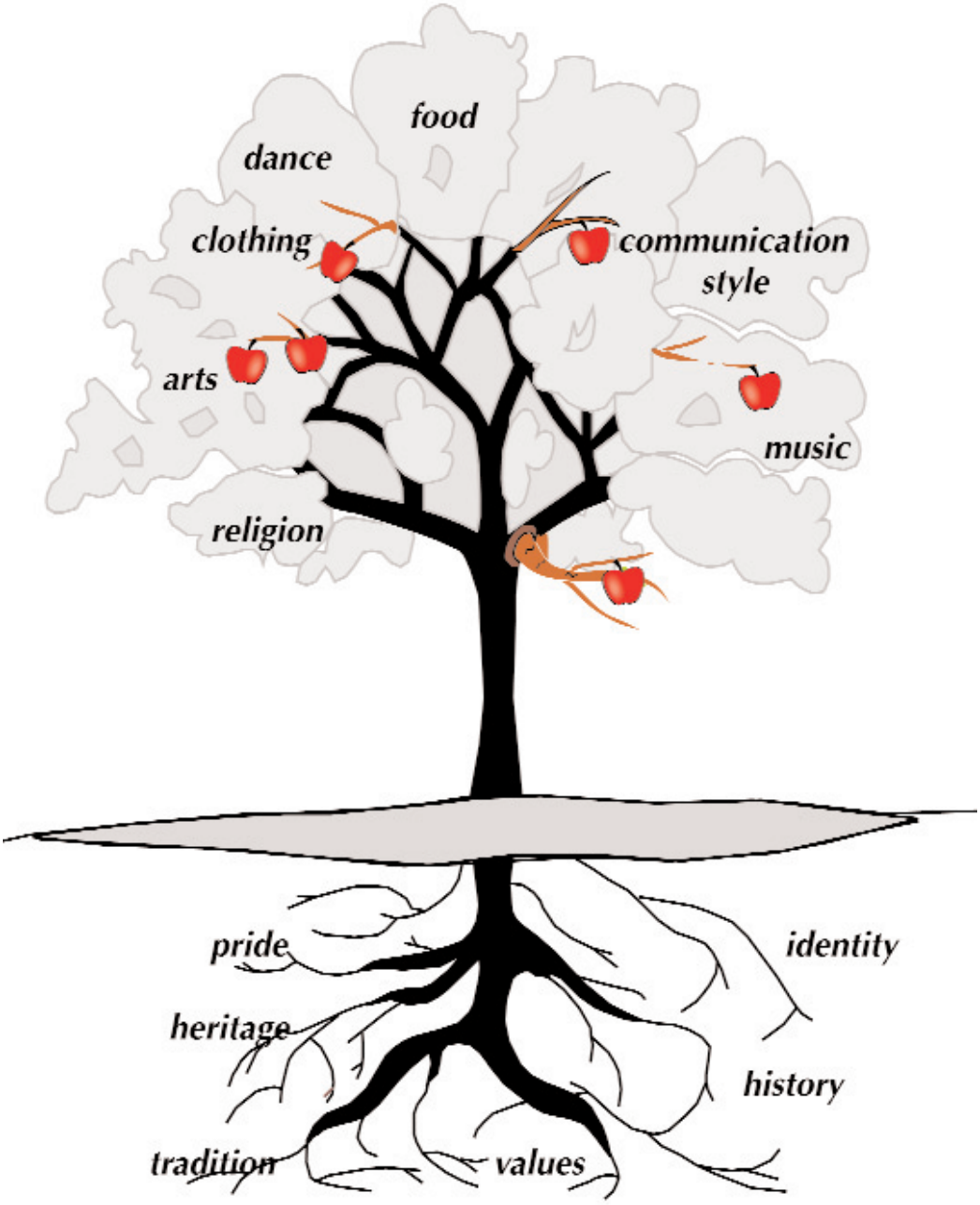
Building Competencies:

- Health
- Personal/Social
- Knowledge
- Reasoning
- Creativity
- Vocational
- Citizenship

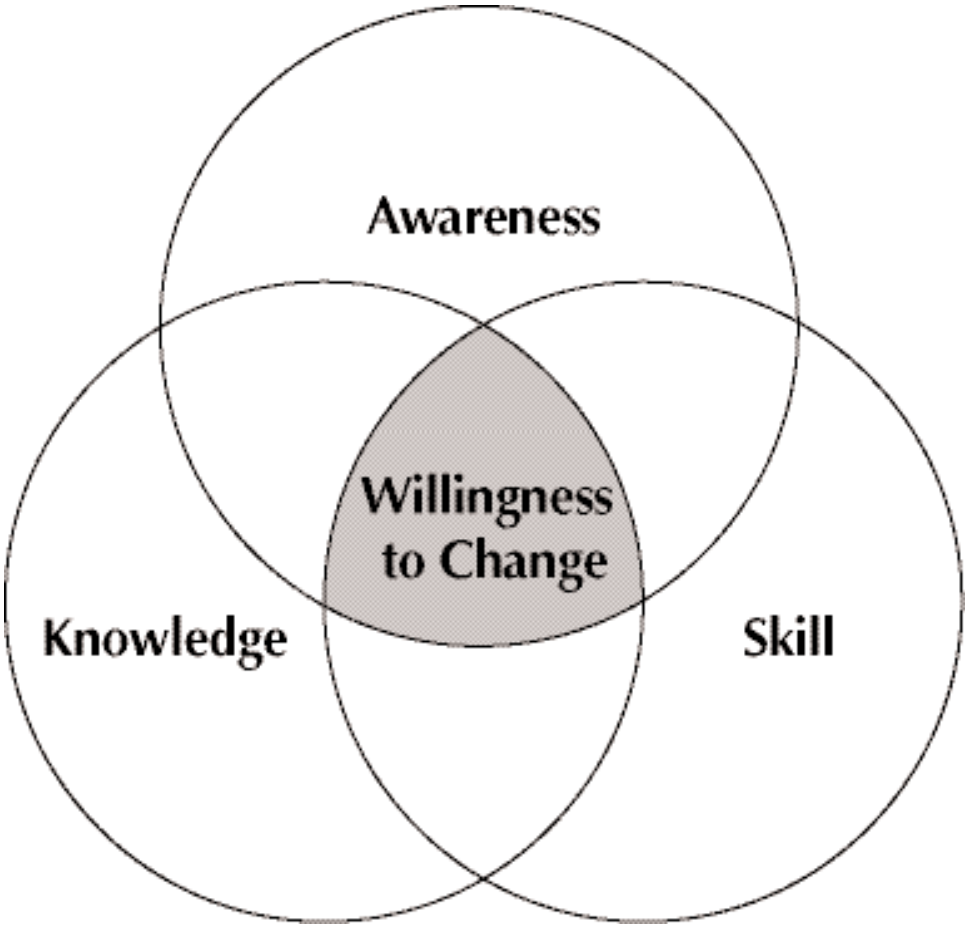
Metaphor I:
Culture is like an iceberg.



Metaphor 2:
Culture is like a tree.



Diversity Competence



Cultural Competence Skills:

- Respecting opinions different from our own
- Learning to pronounce names different from our own
- Eating and preparing foods from different cultural backgrounds
- Respecting traditions with which we are not familiar
- Using names for groups different from ones we learned as youth
- Developing flexibility — new ways for understanding; problem solving with fresh perspective

Discussion Questions

Find out:

1. How they define the cultural group to which they belong.
2. What their cultural heritage is. (Heritage of parents? Heritage of grandparents?)
3. What their history is.
4. What traditions are significant to them.
5. What they are most proud of about their culture.

Scenarios: You will need one scenario per group.

Scenario one: The program in which you work appears to serve a homogenous population. How can you make your program multicultural?

Scenario two: The program in which you work serves a multicultural population. Some of the parents of children in your program do not speak English. How could you involve parents and other family members in the activities of the program?

LESSON PLANS SESSION VIII:

Communicating One-on-One and in Groups

- Communication skills
- How do we hear?
- List of feeling words
- I-messages
- Role-play situations
- Practice guide for I-messages
- Improving communication
- Tips for good communication
-

Activities

- Active listening/verbal and nonverbal feedback
- Developing a feeling word vocabulary
- I-messages
- Stoppers and openers

SESSION VIII
Practicing Communication Skills

Activity: Active Listening/Verbal and Nonverbal Feedback (30 min.)

Objectives: To reinforce skills that keep communication open and demonstrate respect for difference.
To practice effective listening using appropriate nonverbal and verbal feedback skills.

Focus: Understanding and practicing communication skills that build relatioship and support groups.

Materials List
Participant pages: 115 Communication Skills 117 How Do We Hear

What to do-

Introduce the nonverbal feedback session.

What to say-

"Communicating well with youth happens when you genuinely care about young people. Good communication builds relationships and the goal of communication training is to increase positive relationships. Good listening skills are essential in helping youth know that you are interested in their concerns and ideas."

"Listening to others requires your full attention. No one can listen well to another

What to do-

What to say-

person while engaging in any other activity. You cannot read the paper, do paperwork, watch TV, or daydream and still listen effectively to someone. If you must be involved in another activity when approached by a young person, negotiate a time that you can talk together that will allow you to give your full attention. Better yet, stop what you are doing and come back to it after your conversation. The following "active listening" behaviors encourage communication and promote trust.

•Facial expression: Encouraging facial expressions are facial responses that are reflective of what is being. For example, smiling at humorous comments, frowning at comments that present problems, etc.

•Body postures and action: Good active listening requires that you sit up straight, lean forward slightly, and indicate by your body position that you are prepared to stay with the person who is talking until the conversation is completed. Body postures such as slumping, crossing the arms over the chest, and leaning away from the speaker will usually be interpreted as showing boredom or disrespect.

•Eye contact: Appropriate eye contact will help you concentrate on what the speaker is saying and will assure the speaker that you are listening. Avoid looking around the room or seeming to be more interested in what is happening around you than the person who is talking. We have used the term "appropriate eye contact" because for some cultures, specifically First Nation, Alaskan, and Pacific Island cultures, maintaining eye contact with elder or authority figures is a disrespectful behavior. Be aware of the cultural values of the youth with whom you work as you communicate with them."

"Young people recognize and appreciate sincere efforts toward communicating with them and will be forgiving of less-than-perfect skills. Perfected skills used without the welfare of the youth as your focus will not enhance your role as a youth development

What to do-	What to say-
	professional. Always be honest and forthright in communicating with young people. Never use your knowledge of communication to manipulate others."
	"We are going to take some time to practice these active listening skills."
Lead the group in the nonverbal feedback exercise.	
Ask members to sit facing their partner and to decide which one of their pair will be the speaker and which one the listener. Explain that you will be giving a topic to the pairs and that the speaker is to begin to talk about this topic as soon as it is given. While the speaker is talking, the listener is to use the listening skills just discussed. However, at a signal from you, speakers are to continue talking while the listeners look away, yawn, lean back, do something with their hands, etc. Plan a signal that will work well for everyone in the group.	
Ask if everyone understands the task. If they do, give them the first topic:	"Talk about something you did last weekend."
Let the speakers talk for 1 minute before signalling. Allow pairs to spend another minute with the topic, then call time and facilitate discussion of experience.	
	"How did the speaker feel when eye contact was given compared to the time when there was no eye contact?"
	How did the listener feel when he or she had to look away?"
	"Why do you think you had these feelings?"
	"What would you like most from someone who is listening to you?"

What to do-

What to say-

"How would active listening promote youth development?"

"Where would active listening be most effective in your program?"

Introduce the **verbal feedback** session.

"People communicate to share information, ideas, and feelings. This process involves a "sender" who has the information, idea, or feeling and a receiver to whom that information, idea, or feeling is directed. The goal of the communication is an accurate understanding of this shared information, ideas, and feelings. Ineffective communication has occurred when the receiver interprets the message differently from the message the sender intended."

"Good communication is not a simple process. It can be difficult to send clear messages, and it can be difficult to reduce interference that could distort or block messages. A receiver must learn to listen carefully and to give the sender feedback on what has been heard. A sender must be able to send clear, accurate, and specific messages and to ask for feedback to verify what was heard. These speaking skills and listening skills must be learned and practiced."

"When we are sending messages, we are not always sure that they are being received the way we mean them. When we are receiving messages, we are also not always sure that we are hearing what was intended. In both roles, we would like to "check out" the result of our communication. We want someone to let us know if we have understood or been understood correctly. We are going to practice one way to give this kind of verbal feedback. We call this technique "paraphrasing."

What to do-

Begin the activity by asking pairs to decide again which person will be the speaker and which person will be the listener. Explain that you will be giving the group several topics and that in each pair, the speaker will be expected to respond to each topic with short, one- or two-sentence responses. The listener is then to repeat word-for-word exactly what the speaker said. For example, if the speaker responds:

"I like to go to the lake and picnic near the water."

The listener should repeat:
"I like to go to the lake and picnic near the water."

Ask if everyone in the group understands the task. If they do, begin by giving the first topic:

(Responses should take less than a minute, so watch pairs closely.)

Let partners switch roles, and give them the same topics for practice.

When both partners have had a chance to listen and respond to the three topics, discuss the activity.

Tell the group that you are again going to give them three topics. This time the

What to say-

"Talk about the age of youth you work with.

Talk about the hours your program operates.

Talk about something you have changed in the way you work with your program."

"This kind of 'parroting' response is not the kind of feedback that is helpful in conversation. But it does give us a warm-up for our paraphrasing exercise drill. Parroting is listening for each word, while paraphrasing is listening for the whole message."

What to do-	What to say-
listener will tell the speaker what he or she said about the topic without repeating what was said word-for-word. For example, if the speaker said, “It’s seven o’clock. When are we going to eat?” The listener could reply, “You are wondering when we are going to eat because it is already 7 p.m.” The listener can start the sentence by saying, “Do you mean that. . .” Ask the group if they understand the task. If they do, begin by giving the first topics:	
	“Your dream for your program.”
	“How youth know what is expected of participation in your program.”
	“The most creative thing you have seen in your program.”
Discuss reactions to the exercise:	
	“How did it feel to have your words parroted? How did it feel to be paraphrased? How did it feel to do the paraphrasing?”
Process the activity.	
	“Did any issues occur during this exercise that were surprising or enlightening?”
Help the group generalize from this experience.	
	“How does clear feedback in conversation promote youth development?”
Help the group apply what they learned to their youth development program work.	
	“Where would paraphrasing be useful in your program?”

SESSION VIII continued
Practicing Communication Skills

Activity: Developing a Feeling Word Vocabulary (15 min.)

Objectives: To practice skills in recognizing and responding appropriately to meaning and feeling.

Focus: Understanding and practicing communication skills that build relationship and support groups.

Materials List

Paper and pencil for each participant
Five pieces of flip chart paper
Markers

Participant pages:
118–119 List of Feeling Words

What to do-

Ask each participant to write the following key words in columns across their papers: happy, ashamed, afraid, angry.

Break into groups of two to three people. Ask them to write down all the adjectives that they can think of which describe these key words, using slang terms and language typical of their age and social group.

After about 15 minutes, ask the group to get back into the circle. Go around the circle and ask each person to share a word.

Have one person write all of the words on the large sheets of newsprint, one for each category.

What to say-

What to do-

Make some summary comments at this point. Are some important words missing? Are there some words that are very abrasive or very weak?

Talk about the different shades of meaning of the words on one of the lists. The sad list might have words like alone, frightened, quiet, or crying on it. The angry list might contain a range from annoyed to furious.

Refer to participant pages 118-119
List of Feeling Words

What to say-

"Was it easier to find adjectives for positive emotions or negative emotions? Why?"

"Why is it important to think about feelings associated with emotion?"

"What is the advantage of using very explicit words to express your emotions?"

"The words we choose are passive, assertive, or aggressive just like our voices and our postures. They are all part of how we communicate. With a little thought, we can often come up with the words that accurately describe our thoughts and feelings. This will help others understand and have empathy."

"In most communication efforts, a feeling is tied to an idea or thought. Those people who are able to interpret the feeling behind the words are perceived to be attentive, skilled communicators."

"We are going to practice using feeling words to deal with issues that have a strong emotional aspect for us."

"We will spend a few minutes now paraphrasing the responses of your partners to some topics I will provide. I would like one of you to be the listener while the other responds to the topic. When I call time, the listener is to paraphrase what was said, including the feelings that were perceived."

"This list will serve as a resource."

What to do-

What to say-

"After working with two topics, I will ask you to change roles so that the "sender" will become the listener and will have the opportunity to paraphrase for feeling."

"The first topic is:
•Describe an experience you have had working with a teen event."

Allow 3–4 minutes for this response. Then offer the second topic.

"• Describe what you would do in your program with unlimited operating dollars."

"Paraphrasing for feeling can often defuse tense situations with youth and/or their parents."

SESSION VIII continued
Practicing Communication Skills

Activity: I-Messages (25 min.)

Objectives: To practice using a technique to address issues that could become conflictual.

Focus: Understanding and practicing communication skills that build relationship and support groups.

Materials List

Projector and screen

Slide –
(master following lesson)
"I-Message"

Participant pages:
121 Role-Play Situations

123 Practice Guide for I-Messages

What to do-

Introduce concept of communicating to reduce conflict.

Explain to the group that you are going to tell them the same message twice, using

What to say-

"It is easier to create an environment that is healthy and to encourage communication skills that minimize the opportunities for conflict to escalate than it is to intervene when conflict erupts at volatile levels. We are going to spend some time with methods for communicating with youth, parents, and co-workers that minimize conflict."

What to do-

What to say-

different words. Ask them to listen carefully and pay attention to both the words and their gut-level feelings as they listen to you.Talk to the group, beginning each sentence with the word "YOU." Say something like:

"YOU haven't been paying enough attention to me during these lessons. YOU came into the group yesterday noisy and preoccupied. YOU seem to care more about talking to each other than you do to listening to me. YOU make me feel like I'm going to a lot of trouble for nothing. YOU really make me feel lousy."

Tell the group that this is the end of the first message. Now you're going to say it again. This time, begin every sentence with "I."

"I feel like you are not paying attention to these lessons. I think you're more concerned about talking with each other than listening to me. I wonder if these lessons are worthwhile and whether I'm doing a good job. I don't think we're connecting on these topics."

"Both of these messages were about paying attention to me. But they were stated very differently."

Ask for responses.

"How did you feel when I gave the first message? Did you feel differently when I gave the message the second time? What was the difference in the feelings? What was the difference in the words?"

Discuss the reactions of the messages with the group. Keep the discussion going until someone mentions the "YOU" difference.

Once the group identifies the distinction, turn the discussion to the important difference between an I-message and a YOU-message.

"A YOU-message escalates conflict. Such messages usually blame, accuse, threaten, order, put down, or make the other person

What to do-

What to say-

feel guilty. Much of our communication falls into this category, often unintentionally."

"An I-message is a way of communicating that reduces conflict. I-messages indicate that a person is taking responsibility for his or her thoughts and feelings. An I-message expresses the impact of another's behavior, but leaves the responsibility for modifying the behavior with the other person."

Display overhead of "I-Messages" (Participant page 120)

"An I-message has three parts:
- I feel (specific feelings . . .)
- when (specific behavior . . .)
- because (tangible effect . . .)"

"I-messages implicitly say, "I trust you to care about my feelings and to decide what change in behavior is necessary."

Refer to "Practice Guide for I-Messages," page 123.

"We are going to be working in groups of three to practice I-messages. Two people will role-play while the third acts as observer and recorder. We will then switch roles for the next practice."

Choose a situation from those listed on the handout and assign roles with two people acting and with one as observer.

I. Have the observer read over the "Practice Guide for I-Messages" and be ready to take notes on the demonstration.

2. Have the role-players begin to act out the situation and continue the conversation for a brief time.

3. Have the observer give the role-players constructive feedback concerning their use of I-messages.

What to do-

Ask each person in the small groups to take a turn at using I-messages and being the observer. Move around the room to help anyone who has problems or questions.

Ask for responses to the activity.

What to say-

"How did this activity feel? Do the I-messages still seem artificial?"

"Did any issues come to light that you didn't expect? Often when people start talking about what they feel, friends and family members are surprised by what they learn."

"I-messages give you a way to speak your mind without blaming and judging others. They allow honest expression of feelings. On the receiving end, when given an I-message, you can learn some important things if you listen."

"Honest expression and good listening go hand in hand. Good communication requires each person to speak, listen, and respond."

I-MESSAGE

"When…"

(State the unacceptable behaviors)

"I Feel…"

(Express feeling about the behavior)

"Because…"

(Describe the effect of the behavior)

SESSION VIII continued
Practicing Communication Skills

Activity: Stoppers and Openers (30 min.)

Objectives: To reinforce skills in using positive responses that enhance ongoing conversation.

Focus: Understanding and practicing communication skills that build relationship and support groups.

Materials List

Masking tape
Index cards
Flip chart paper

Participant pages:
125 Verbal Statements – Stoppers and Openers
126 Improving Communication

127 Tips for Good Communication

What to do-

Make 2 flip chart posters. Title one piece of newsprint “Stoppers” and another “Openers.” Write the sixteen verbal statement groups listed on page 124-125 on index cards (one group per card). Do not include the response category. This is for your information only.

Introduce participants to the art of opening up communication.

What to say-

“Some of our verbal statements stop communication and some encourage communication. Statements that stop

What to do-	What to say-
Tape the two sheets of paper labeled "Openers" and "Stoppers" on opposite sides of the room.	communication are often called "stoppers" and statements that encourage communication are called "openers."
Distribute the sixteen statements randomly among groups of two to four participants and ask them to classify them as either "Stoppers" or "Openers."	
Have groups read aloud the statement on the card and indicate whether it is a "Stopper" or "Opener." Ask for group feedback on the responses.	
As a group, participants should decide in which category the response belongs. Tape the card on the poster under that category.	
Facilitate a discussion about the experience. Ask for responses to the activity.	
	"How do you feel when you get a request framed to sound like a "stopper"? What "stopper" and "opener" statements are you most aware of in your own communication?"
Continue with a general discussion of how statements hinder or aid conversations.	
	"The way we use words is important. Begin to pay attention to how people say things, especially people who rub you the wrong way or irritate you for reasons you can't identify."
Refer to page 126, "Improving Communication."	
	"This page contains 12 statements that are ineffective ways to respond to a problem. I would like you to work with your partner to change these responses to positive responses."
Ask the group to report back.	

What to do-	What to say-
Facilitate a discussion and offer suggestions where needed.	"Do you agree with the response category classification given for these stoppers? For the openers?"
Refer to page 127, "Tips for Good Communication."	
Give the group time to read — monitor group to determine when they have completed this task.	What ideas are most powerful to you?
Facilitate a short discussion.	

LESSON PLANS

Reflection Page

Day Three:
Valuing Diversity and Communicating Effectively with Youth

REFLECTING & APPLYING
Day Three

Activity: Daily Reflection Page (30 min.)

Objectives: To integrate the day's experience with the participants' work with youth. To bring closure to the day's experiences.

Focus: Recapping the day's events and applying thoughts to paper.

Materials List

Post-it notes

Make handouts of:
Reflection Page Day Three
(following the lesson)
Have the handouts printed on carbonless, three-part NCR paper so they will have a copy and you will have a copy of their reflection page for your files.

What to do-

Bring the total group together and offer a brief recap of the day's experiences.

Discuss the rational for personal reflection at the end of each day.

Hand out the Reflection page.

Refer back to the lesson on day one, pages LP47 for procedure for the activity.

What to say-

DAILY REFLECTIONS TO:

•Make Meaning of the Day
•Apply to My Work Back Home

Day Three: Valuing Diversity and Communicating Effectively with Youth

Personal Reflections

What skills in communicating did I appreciate practicing today?

What was the strongest "aha" for me in learning about diversity?

What ideas stretched my understanding about peer groups tday?

Taking Action

Who needs to be involved to help me increase the skills of youth in my program to communicate respect and value for one another?

My Role as Youth Worker/Advocate

How can I demonstrate to youth that I am willing to listen to their ideas and needs?

What can I do to increase the skills of youth in my program to communicate respect and value for one another?

What can I do to create a more trusting and respectful environment in groups with whom I work?

What kinds of groups or peer support have I observed in my program?

LESSON PLANS SESSION IX:

Understanding Peer Group Support

- Group process: group cycle
- Growth cycle of a group
- Facilitator's tasks
- Cliques and crowds
- Changing structure and developmental purposes of cliques and crowds
- Peer groups
- Teenagers need to interact with peers and acquire a sense of belonging
- Susceptibility
- The role of clubs and groups in the social education of young people
- Characteristics of youth groups and club work
- The benefits and limitations of youth groups and club work
- The organizational challenges posed by social group work

Activities

- Group process: body English
- Understanding the role of peer groups

GROUP PROCESS
Group Formation

Activity: Body English (30 min.)

Objectives: To understand the stages groups experience in becoming cohesive, productive units and the behaviors exhibited in those stages.
To become aware of the facilitator's role in reducing behaviors that hinder the growth of the group.

Focus: Understanding the stages of group formation.

Materials List

Projector and screen

Slide –
(master following lesson)
Group Cycle

Participant pages:
134-135 *Growth Cycle of a Group*

136-137 *Facilitator's Tasks*

What to do-	*What to say-*
Help participants form groups of 12–13 people. Explain the activity.	
	"I am going to call out a word and I want your group to use your bodies to form that word. The only rule to this activity is that EVERYONE in your group must be used in forming that word. The word is 'development.'"

What to do-	*What to say-*
Call the first word very quickly after offering this introduction so that no group has time to discuss the activity before the first word is presented.	
Give groups time to form the word.	
Ask them to freeze in place and look around the room at the various ways groups have formed the word. Ask each group to explain their configuration.	
	"Show us how you spelled development."
When all groups have demonstrated their work, move to the next word.	
	"Let's try another word. This word is 'protection.'"
Continue this process with the words "resilience" and "professional."	
Lead the group in processing the activity.	
	"How did your group decide on the way you would form your word? What stages did your group go through in the process of completing this task?"
	"How did you come to an agreement as to how this would be done?"
	"What did you do when there were several ideas about how to form the same letter?"
	"How were these disagreement resolved?"
	"Did anyone feel his or her ideas were ignored?"
	"What happened to cause this or to avoid this?"
Using the overhead, Group Cycle, facilitate a discussion around the stages of group development: forming, storming, norming, performing and reforming. Relate this to the group's development during this training.	

What to do-

Discuss ways this occurs with adolescent groups.

Refer to participants pages 134-135 *Growth Cycle of a Group and pages 136-137 Facilitator's Tasks.*

What to say-

"Groups, like individuals, go through stages of development. You may correlate these stages to those this group has experienced so far this week."

"The first stage is the *forming stage*. Groups come together around a common interest or task and a desire for inclusion. In this initial stage, people tend to remain somewhat aloof until they feel emotionally safe with the group. It is the leader's or facilitator's task to create an environment that invites trust, to answer questions honestly, and to help members get to know one another."

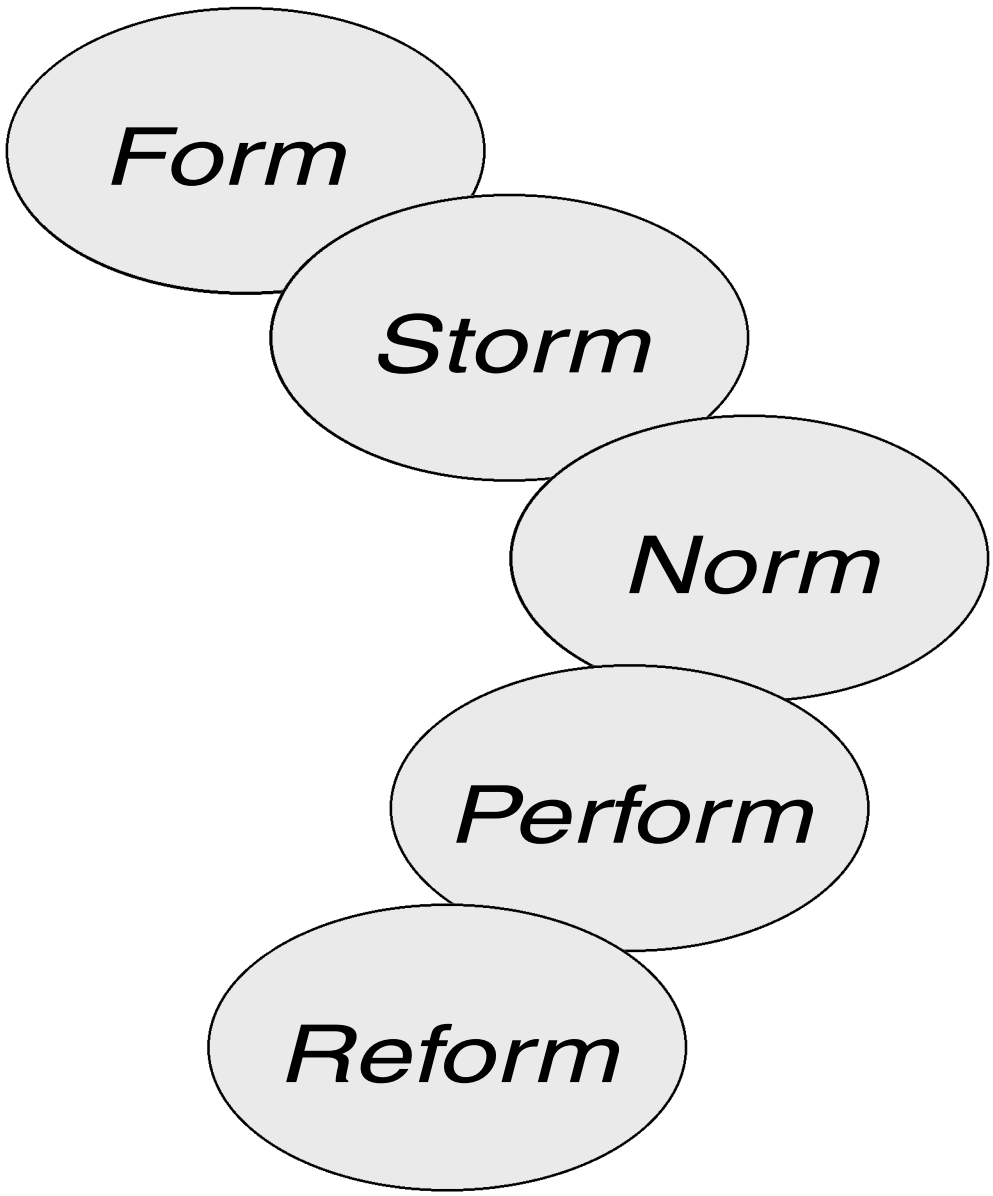
"The second stage is referred to as *storm - ing* because it is at this stage that issues around who is in charge or who will lead the group emerge. The facilitator can feel threatened or displaced if the issue creates a power struggle for leadership. The facilitator's task becomes one of encouraging trust and respect and support for all group members. The facilitator must also provide opportunities for members to develop and exhibit mastery and accomplishment."

"At the third stage, group members begin to identify and establish group values and norms and rules for working together. Members reveal more about themselves and become more involved in the work of the group. They accept responsibility for their contributions to the group.The facilitator's role at this stage is to encourage and assist members in finding their areas of responsibility and to assume responsibility for those tasks the group is unable to perform."

"Stage four is the *perform* stage. At this point the group is functioning at a productive level. Members have identified and accepted their own strengths and

What to do-	*What to say-*
	weaknesses as they apply to group goals. They are able to use their strengths cooperatively toward sustained efforts to achieve group goals.The facilitator's role at this stage is to involve and use all the resources of the group, to recognize and articulate individual and group accomplishments, and to encourage further growth of members of the group." "The fifth stage occurs when the group has completed the task for which it formed and has moved to a new task. At this time some members may leave and new ones may join the group. Knowledge from the previous task will be applied to this new task group. Some negative behavior may occur on the part of members who are leaving the group. The facilitator's task at stage five is to help the group evaluate its experiences and to structure transfer activities."

Group Cycle



SESSION IX
Understanding Peer Group Support

Activity: Understanding the Role of Peer Groups (2 hours)

Objectives: To understand the developmental appropriateness of groups (cliques and crowds).
To understand how groups are formed.
To understand diversity in peer groups.

Focus: Recognizing the positive and negative influences of peer groups.

Materials List

Flip chart and easel
Markers
VCR and Monitor
Video - "When the Pressure Is On: Groups and You" (Sunbursts Video)
Overhead projector and screen

Slides –
(masters following lesson)
"Susceptibility to Peer Pressure"
"Changing Structure"

Participant pages:
139 *Cliques and Crowds*
141 *Model of Adolescent Peer Group Interactions*
143 *Peer Groups*
145 *Teenagers Need to Interact with Peers and Acquire a Sense of Belonging*
146 *Susceptibility*
147 The *Role of Clubs and Groups in Social Education of Young People*
151 *Characteristics of Youth Groups and Club Work*
153 *The Benefits and Limitations of Youth Groups and Club Work*
156 *The Organizational Challenges Posed by Social Group Work*

What to do-	*What to say-*
Introduce the session.	"Today we are going to talk about groups as they pertain to teens. We are going to talk about how groups form, diversity within peer groups, and the positive and negative influences of peer groups."
Divide the class into small groups. Ask groups to discuss and then provide examples to put on a flip chart.	"Let's begin by thinking back to when you were a teen."
Ask each group to answer the questions.	- What type of crowd did you belong to? - Describe it. - Did your group have a name? - What were some of the defining characteristics of your group?" - Was it based on an activity, a look, a status? - Did you have any defining symbols? - How old were you? - Why did you want to be a member? - Was it a mixed-sex or single-sex group? - What did you have to do to gain membership? - How important was group membership to you? - Was this a positive or negative experience? - Was there ever a group that you wanted to be a part of and were not accepted into?"
Bring the class back together and ask for feedback from their small group work. Record responses on a flip chart and refer back to them in lecture.	"What other types of crowds/groups were around?"
	"Think about the teens in your program. What types of groups exist (answer the same questions as above). What are some of the similarities between the groups you were all involved in as teens and some of the groups you see in your program?"

What to do-	*What to say-*
	"What are some of the differences?"
	"The point we are trying to make with this discussion is that groups are a normal part of adolescent development."
Do a quick brainstorm on the positive and negative aspects of belonging to a group.	
Present a mini lecture.	"We have been talking about groups in general. As your examples illustrate, and in line with adolescent research, we can actually distinguish between cliques and crowds."
	<u>Cliques</u> "Cliques tend to be comprised of smaller groups of young people (2–12 but averaging around 5–6) who are usually the same gender and age. They are usually defined by common activities (e.g., the drama group, study group, flag squad) or simply by friendships (e.g., a group of girls who have lunch together everyday or a group of boys who have known each other for a long time). The importance of a clique, regardless of what it is based on, is that it provides the primary social setting in which young people learn social skills: how to be a good friend to someone else, how to communicate with others effectively, how to be a leader, how to enjoy someone else's company, or even how to break off a friendship that is no longer satisfying. Some cliques are more open to outsiders than others, but almost all cliques are small enough that the members feel they know each other well and appreciate each other more than people outside the clique do."
	<u>Crowds</u> "Crowds, on the other hand, tend to be larger reputational-based collectives of similarly stereotyped individuals who may or may not spend a lot of time together."

What to do-

What to say-

"Which of the groups that we mentioned earlier can be considered crowds? Typical American high school crowds include 'jocks,' 'brains,' 'nerds,' 'populars,' 'druggies,' etc. In contrast to cliques, crowds are not settings for adolescents' intimate interactions or friendships, but, instead, serve to locate the adolescent (to himself or to others) within the social structure of the school or setting. Crowds also tend to form a sort of social hierarchy or map of the school, and different crowds are seen as having different degrees of status or importance. Membership in a crowd is based mainly on stereotype or reputation rather than on actual friendship or social interaction. This is sharply different from a clique. An adolescent does not have to actually have 'brains' as friends, or to hang around 'brainy' students to be a member of the 'brain' crowd. If he dresses like a 'brain,' acts like a 'brain,' and takes honors courses, then he is a 'brain' as far as his crowd membership goes. The fact that the crowd membership is based on reputation and stereotype can be very difficult for adolescents who may find themselves stuck in a crowd that they don't want to be in (or that they don't see themselves as a part of)."

Why do cliques and crowds form?
Solicit ideas and record on a flip chart for the group to see.

"Research suggests that cliques and crowds serve a developmental purpose."

(1) "Note that the formation of cliques and crowds coincides with the move away from single classrooms in grade school to multi-classroom settings in middle and secondary schools."

(2) "It is suggested that clique membership helps young people to negotiate the rush of peer relationships and settings. It gives familiarity in a potentially chaotic school setting."

What to do-

What to say-

(3) "Crowds can serve as a categorization which helps negotiate relationships with peers who are essentially strangers."

"What type of challenges do cliques and crowds present to young people that move around a great deal?"

Display overhead of "Changing Structure." Solicit answers and record on overhead or write the stages on the board.

Emphasize: Changing structure and developmental purpose of cliques and crowds.

1. "Early adolescence: activities tend to revolve around same-sex cliques. Youth at this age are usually not involved in parties and tend to spend their free time with a small group of friends, playing sports, talking, or just hanging out."

2. "Transition 1 Mixing: Begin to shift to mixed groups as boys and girls develop interest in each other (but before they start dating). This is a transitional phase. For example, boys and girls may go to parties together, but the time they spend there actually involves interactions with peers of the same sex. When youngsters are still uncomfortable about dealing with members of the opposite sex, this setting provides an opportunity in which adolescents can learn more about opposite-sex peers without having to be intimate and without having to risk losing face. Remember the junior high dances in which the girls were at one end of the room and the boys were at the other?"

"Transition 2 Dating: As group members become interested in dating, part of the group begins to divide off into mixed-sex cliques. This shift into dating is usually led by the clique leaders, with other clique members following. For example, a clique of boys whose primary activity is riding dirt bikes may discover that one of the guys they look up to has become more interest-

What to do- ed *What to say-*

in going out with girls on Saturday night than hanging out at the race track. Over time, they will begin to follow his lead, and their crowd at the track will become smaller and smaller."

3. "Middle adolescence: Mixed-sex cliques become more common. In time, the peer group becomes composed entirely of mixed-sex cliques. One clique may be male and female students who know each other from participating in teen council activities. Another may be composed of 4 boys and 4 girls who like to go to parties on the weekends."

"Those youth who aren't interested in dating or mixed-sex activities may chose to leave their group or may be left behind by it. They may stop getting invitations or telephone calls about the weekend's activities. Not keeping up with the peer groups' transitions from same-sex to mixed-sex activities is one of the main reasons for peer rejection during adolescence (Dunphy, 1963). Those peers may go on to form their own cliques however. "

4. "Late adolescence: The peer group begins to dissolve. Pairs of dating adolescents begin to split off from the larger group. Couples may go out together from time to time, but the feeling of being part of a crowd has disappeared. This pattern—in which the couple becomes the focus of social activity—persists into adulthood."

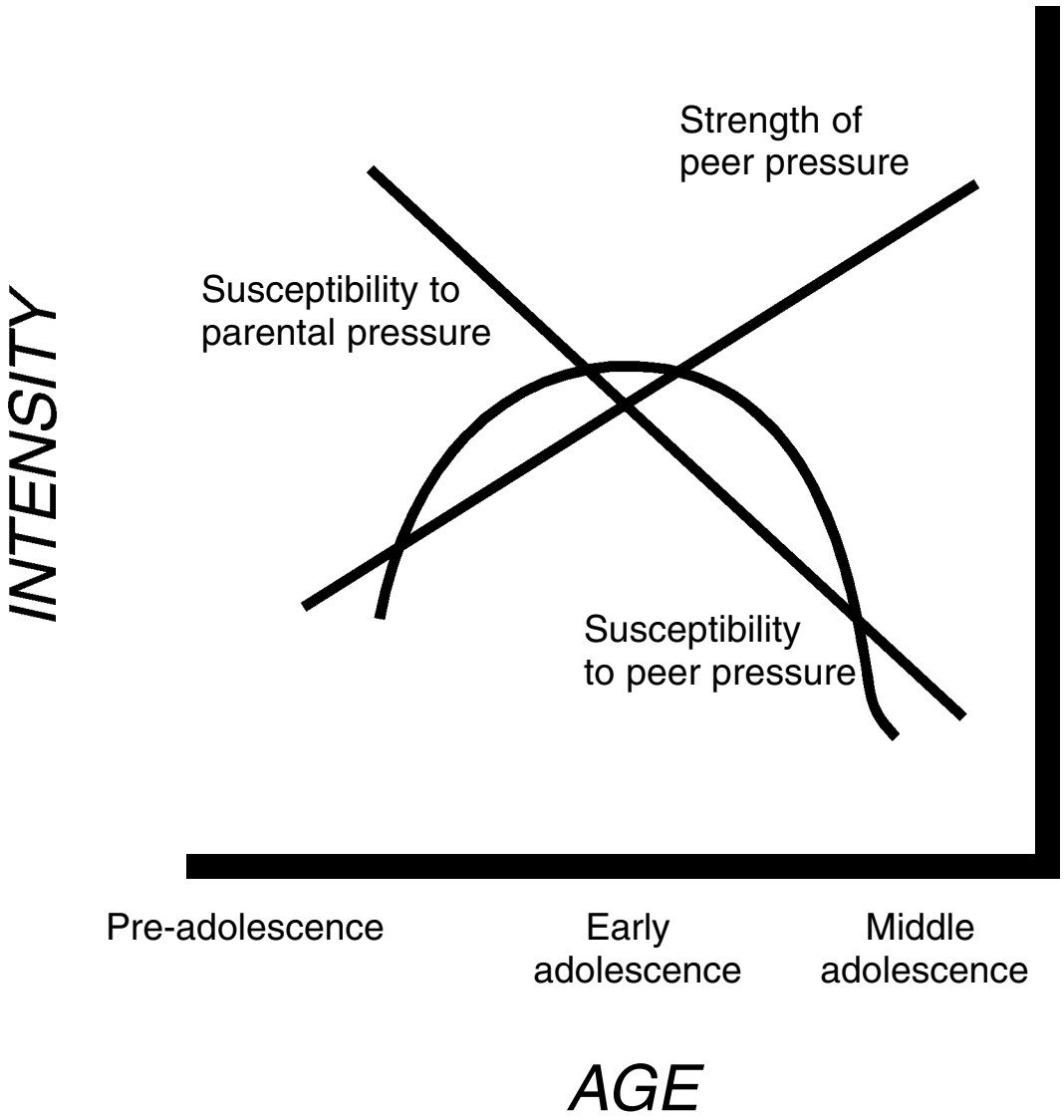
"From a developmental perspective, this process parallels adolescent intimacy development. It is important to note that belonging to a clique seems to be most important to early adolescents (i.e., 7th to 9th grades). Studies have shown that group membership becomes less important around the 11th and 12th grades."

What to do-	*What to say-*
	Crowds "Crowds tend to help with adolescent identify formation. As you know, adolescence is frequently a time for experimenting with different roles and identities. During the early adolescent years, before the adolescent has 'found' himself, the crowd provides an important basis for self-definition. By locating himself within the crowd structure of his school, an adolescent wears a badge that says 'this is who I am.' This occurs at a time when he may not actually know just 'who' he is. Therefore, his crowd provides him with a rudimentary sense of who he is." "As the adolescent becomes more secret about his or her identity as an individual, the need for affiliation with a crowd diminishes. By the time the adolescent has reached high school, he/she is likely to feel that remaining part of a crowd stifles his or her sense of identity."
Peer Group Fit Facilitate discussion about factors influencing membership in a group.	"What type of factors influence what peer crowd a young person is a member of?"
Bring out these points 1. Proximity 2. Similarity—age, sex, race, social class 3. Social skills 4. Interests and attitudes *(Adolescents and their friends tend to listen to the same types of music, dress similarly, and enjoy the same types of leisure activities.)*	"Adolescents tend to be thrust into crowds by virtue of their personality, background, interests, and reputation. It's important to note that crowd affiliation isn't always clear cut. It depends on what crowds are available, and can change over time. The notion that young people 'try on' identities isn't necessarily common practice with respect to peer group affiliation because: (1) there are often time constraints on movement among crowds. (2) not all crowds are equally receptive to new members. (3) peers may resist a student's efforts to change his or her status radically."

What to do-	*What to say-*
	"For example, 'druggies' who have gone through a rehabilitation program may not win acceptance in other crowds despite apparent changes in attitudes and behavior. They must live down their reputation and suffer the skepticism of peers in other groups, as well as in their own crowd, that their conversion is only temporary."
	"Do adolescents develop interests and attitudes because of who their friends are, or is it more the case that people with similar interests and tastes are likely to become friends?"
	"Research suggest that BOTH factors are operating here. Young people tend to chose their friends on the basis of similarities and they also tend to become more similar as a result of their friendships. Adolescents tend to choose like-minded peers and friends and peer groups tend to recruit individuals who already share the group's normative attitudes and behaviors."
Display overhead "Susceptibility." Emphasize aspects of Peer Pressure.	
	"How susceptible to peer pressure are young people?"
	"Research has shown rather consistently that susceptibility to peer pressure is higher among early adolescents than younger or older age groups."
	"Susceptibility has been shown to be negatively correlated with adolescents' confidence in their social skills, such that more confidence is related to lower susceptibility."
	"Even during early adolescence (the height of peer pressure) the inclination to follow friends is much weaker in antisocial activities than in neutral activities."
	"Although pressure toward misconduct

What to do-	*What to say-*
	(drug use, sexual activity, minor delinquency) increased throughout adolescence, it remained substantially lower than pressure in all other areas. Pressure to finish high school was the single strongest influence from friends in a study by Brown."
Emphasize relationship to gang membership.	
	"It's important to recognize that serious delinquency, along with heavy drug use, is concentrated in a small number of adolescent cliques and crowds. Nevertheless, it doesn't appear that antisocial peer groups, are composed of 'all-American kids' turned bad by peer influence. Instead, aggressive children tend to gravitate toward one another and turn into cliques during preadolescence. Once in these groups, aggressive children find support for and companionship for their antisocial activities. Similar processes are at work in positive peer groups as well. For example, musically inclined teenagers seek each other out and reward each other's interests. In other words, because adolescents select friends with similar interests, peer groups tend to strengthen pre-existing patterns of behavior, rather than fostering the development of new ones."
Facilitate a discussion of the role youth services organizations play in meeting peer group needs.	

Susceptibility



Early Adolescence:
Same sex interactions

Transition 1: Mixing-
Mixed groups with little interaction

Transition 2: Dating-
Much interaction! Mixed groups more common

Middle Adolescence:
Mixed groups the norm

Late Adolescence:
Peer groups begin to dissolve into couples

LESSON PLANS
SESSION X:

Understanding Risk Behaviors of Young Adolescents

- Teenagers need to experiment and take healthy risks
- Risk behaviors related to needs and competencies
- Normal changes during early adolescence
- Programming to meet needs - worksheet
- Risk taking: what you can do
- Potential signs of serious disturbance
- How to make a referral

Activities

- Storytelling and risk continuum

SESSION X
Understanding Risk Behavior of Young Adolescents

Activity: Storytelling and Risk Continuum (2 hours)

Objectives: To distinguish between risk behaviors that are examples of typical adolescent experimentation and risk behaviors that are signs of dangerous behavior.
To understand the needs that young adolescents attempt to meet through risk behavior.
To examine the unique developmental characteristics that make adolescents especially vulnerable to both positive and potentially dangerous risk behaviors.

Focus: Helping participants become more aware of the different kinds of risk-taking behavior, especially behaviors that may place young adoles cents at risk of harm, and to understand why and how young adoles cents become involvedin such behavior.

Materials List

Flip chart and easel
Markers
Masking tape
Laminated 8 x 5 cards with the numbers 1 thru 5
Overhead projector and screen

Slides -
(master following lesson)
Meeting Needs
Risk

Participant pages:
161 *Teenagers Need to Experiment and Take Healthy Risks*
162 *Risk Behaviors Related to Needs and Competencies*
163 *Developmental Needs of Young Adolescents*
165 *Programming to Meet Needs – worksheet*
166 *Risk Taking: What You Can Do*
168 *Potential Signs of Serious Disturbance*
169 *How to Make a Referral*

What to do-

Create a continuum line from 1 to 5 on a wall.
1 = least destructive behavior
5 = most destructive
(If you have room use 10 categories.)

Introduction

Ask participants to define risk taking.

Briefly summarize their responses, pointing out the key elements of risk taking.

Continue to define risk taking.

Emphasize the key elements of risk taking:

•Risk taking usually occurs in new and unfamiliar situations;

•The outcome of such behavior is unknown; and

•Risk taking can result in personal growth or lead to physical and/or emotional harm.

What to say-

"Risk taking is a part of life for everyone. Applying for a new job, going mountain climbing, and standing up for what you believe in a heated discussion are forms of risk taking. Risk taking is a normal part of growing up for young adolescents. Trying out for the class play, venturing a 'hello' to a new student, and cooking the family dinner are situations where young adolescents take risks. Risk taking can help young adolescents grow, feel good about themselves, and feel safe and competent. Not all risks are bad or dangerous."

"However, young adolescents lack the experience and reasoning skills to exercise sound judgment in every situation. They are very susceptible to peer pressure, adult role models, and media messages. Their vulnerability can lead them to take risks that may be dangerous and even life-threatening."

What to do-	*What to say-*
Explain the purpose of this unit:	"The purpose of this unit is to emphasize the needs that young adolescents attempt to meet through risk-taking behaviors, and the developmental changes that underlie those needs. It is really two-fold: to provide an understanding of how risk-taking behavior is normal in early adolescence; and to explore positive alternatives to potentially dangerous risk-taking behaviors."
Encourage the group to list a range of behaviors from serious to less serious, including motorcross, racing, rock climbing, skateboarding, and heavy-contact sports.	
Do not allow the discussion to become focused on clearly pathological behavior.	
Discuss the themes that come up. Write them on a flip chart.	
Ask the group to divide into groups of 5–6 to reflect on adolescent years.	
	"Reflect on some of the risky things you did as an adolescent. Tell a few stories about your risk taking or your friends."
Allow 10–15 minutes for this story telling. Move about the room to monitor progress and gain insight.	
Facilitate discussion recounting the storytelling about their own adolescent risk taking.	
In pilot training, gender differences showed up in a big way. Girls took sexual risks. Boys grew up with guns, knives, sticks, etc., and were encouraged to be rough and take risks. One-half at risk of damaging lives through harmful behavior.	
Ask questions to generalize from their stories.	
	"What are the values of risk taking over a lifetime?"
	"What do we gain from risk taking?"

What to do-	*What to say-*
	"What's the difference between now and when you were an adolescent?"
Emphasize: adolescence is characterized by risk behavior. Early risk behavior is more dangerous that the same behavior when older. Remind the participants of the importance of understanding the developmental changes and needs that underlie young adolescents' risk-taking behaviors. Facilitate brainstorming risk behaviors of youth. Put ideas on a flip chart.	
	"We are going to do an activity that will provide a reality check for risk levels of current groups." "What are some risk behaviors you see or that are exhibited by young people you work with." "Young adolescents, like all human beings, typically exhibit a broad range of behaviors that form a continuum from normal and positive to seriously disturbed and dangerous. In this activity, we will take a look at the categories that form the behavior continuum. While we do this activity, keep in mind that early adolescence is a time of life when it is very natural for young teens to experiment with new behaviors."
Refer to the continuum on the wall:	"The continuum on the wall represents levels of risk from: • Normal, positive behavior that is not harmful for the adolescent TO • Normal adolescent behavior that is irritating or worrisome to the parent but probably not harmful for the adolescent TO • Typical experimentation and risk-taking that is not abnormal but may be harmful to the adolescent

What to do-

What to say-

TO
• Behavior that is harmful and probably a sign of serious disturbance."

"Most of the behaviors of 10- to 15-year-olds can be placed in one of these categories. Note the broad range of behaviors in the continuum. Let's explore a few examples in each category."

"Some adolescent behaviors are enjoyable and considerate, such as volunteering for clean-up or successfully completing a project."

"Other adolescent behaviors, such as keeping a messy room or failure to honor commitments, may irritate parents but are not dangerous to young teens. There are still other behaviors with low intensity and low frequency that do not seem to indicate serious disturbance, yet they may be harmful for young adolescents. Examples of these behaviors are experimentation with alcohol and drugs, sexual activity, and risky internet behavior."

Emphasize that experimentation with a variety of behaviors is a normal part of early adolescence, but most parents worry about their teens "getting into trouble" and worry about behaviors that seem abnormal.

"However, when such behaviors become intense, frequent, or are a drastic departure from typical behavior, they may be signs of serious disturbance. For example, excessive weight loss and physical or psychological dependence on drugs or alcohol, or revealing personal identifying information on the internet may indicate a serious disturbance and a need for professional help."

Ask participants to stand by the number that best reflects the level of seriousness of selected items on the flip chart *they* created. Read one and give people time to move. Ask for explanations of why people chose to stand where they did.

What to do-

When you have completed ranking three or four items on the list, ask participants to stand by the number that best represents the risk level of the majority of the youth with whom they work.

Encourage the participants to consider the strengths of their young adolescents. Emphasize that staff are fundamental in fostering positive self-esteem. A positive self-image will help young teens face situations that may be harmful. Discuss the differences between intervention, prevention, and promotion.

Point out that a fine line exists between behaviors that are considered a part of typical experimentation that may be harmful to young adolescents and behaviors that may be a sign of serious disturbance.

Note that most adults worry about both types of behaviors, in part because they are not certain on which side of the line the behavior falls.

Remind the group of the needs-and-competencies discussion earlier in the week. Display overhead of Developmental Needs.

What to say-

"Youth development is not about attacking deficits; it is about building assets which reduce deficits."

"In order to understand risk-taking behavior, it is important to look at the reasons people do the things they do. People behave in certain ways because they have physical and emotional needs. Let's look again at the needs of youth that we have previously discussed."

"Understanding needs is a key to understanding why people act as they do. Even when our emotional and physical needs are similar, we behave differently because we are individuals shaped by unique personalities and experiences."

What to do-

What to say-

"For example, we all need to feel that we belong and are accepted by others. In new and strange circumstances you may have wondered, 'Will the people here like me?' Or 'Will I find anyone that I like?' Or 'Will they recognize the skills I can contribute?' These feelings led you to behave in a certain way. You acted the way you did because you were fulfilling needs that you experienced in that new situation."

"Young adolescents' behavior is also molded by their needs, feelings, and experiences. Further, as they develop new abilities, they experience human needs differently than they did as younger children. We adults may be confused by their changing behavior."

"Let's now look at the way the needs of young adolescents are linked to the developmental changes young adolescents may experience."

Ask participants to read page 163: *Developmental Needs of Young Adolescents.*

Briefly review the page with participants while displaying overhead of *Needs*.

"Remember, we're not talking about a teenager saying 'I need a stereo!' and we're not talking about telling a child 'You need to go to school!' We are concerned with emotional and physical needs that arise from the developmental changes of early adolescence and underlie young people's risk taking."

Discuss the material emphasizing that young adolescents may attempt to meet their needs through risk-taking behavior.

- Clarify the definition of the needs listed, if necessary; and

- Point out that one behavior may satisfy several needs.

What to do-

Display the overhead "Risk Behaviors and Needs"

• Emphasize that the listed behaviors and needs are examples chosen from a range of possible needs and resultant behaviors.

Select a behavior on that overhead and review the needs listed for that behavior in the second column.

Focus the discussion on normal physical, cognitive, and socio-emotional changes that relate to the behavior in question.

List the developmental changes on a flip chart. Continue to discuss as many behaviors and related needs and changes as time allows.

Ensure that the focus remains on understanding why the behavior occurs rather than discussing what staff can do about the behavior. You may want to remind participants that other sessions will provide them opportunities to talk about what to do.

Keep the focus of the discussion on normal developmental changes, referring often to the material.

What to say-

"Young adolescents, just like adults, are unique human beings. A young person's behavior may satisfy several needs. Also, similar behaviors may meet different needs in different people."

"Although young adolescents may not be consciously aware of the needs that are related to behaviors, adults should try to understand the developmental changes that underlie young adolescents' needs in order to provide safe alternatives that will satisfy those needs. Discussing risk taking and alternative activities with their young adolescents may help you gain insights into young teens' motives and perceptions."

What to do-	*What to say-*
Emphasize that adults will be successful in preventing harm and offering alternatives to risk-taking behavior only if they seek strategies that match young adolescents' needs.	
Ask the participants to provide an example of a positive risk-taking behavior.	
	"Adults need to think about a wide range of positive risk-taking behaviors in order to respect and encourage their children's efforts."
	"Understanding both positive and potentially dangerous risk taking can help adults find substitute or alternative activities to harmful risk-taking behavior."
Introduce the application of these concepts to youth development programming. Explain the *Programming to Meet Needs* worksheet on page165.	
	"How can we use what we know about adolescent risk taking to improve the programs we offer to youth? All too often we plan instructional activities such as a speaker at a 'lock-in' or a series of educational programs to deal with risk behaviors that concern us. We will be more successful in dealing with potentially harmful risk taking behavior if we offer activities that meet the needs that are being met by the behaviors. We are going to spend the next half hour applying this information to programming. You have a worksheet in your handbook titled 'Programming to Meet Needs.' The developmental needs we have discussed are found at the top of page 165. Column one provides a space to list several risk behaviors that youth in your program exhibit. Column two provides space to identify the needs that may be met by these behaviors. Column three provides space to list healthy risk activities you could offer youth in your program that meet these same needs."

What to do-	*What to say-*
	"I would like you to work with a group of three to four people to complete this worksheet."
This application may be difficult for the group. Move about the room and assist groups as needed. They will need encouragement in focusing on the needs rather than the risk.	
Review the session with the group.	"Young adolescents may experiment with risk-taking behaviors in an attempt to satisfy a variety of needs that stem from developmental changes."
	"In order to deal effectively with risk-taking behavior, it is essential to understand the needs that young adolescents attempt to satisfy through risk taking and the developmental changes that underlie those needs. Parents and communities will be successful in offering alternatives to risk-taking behavior and preventing harm only if they match strategies to what young adolescents need."
	"Two reference pages in your handbook offer tips for youth workers. Please read pages 161 and 166, *Teen-agers Need to Experiment and Take Healthy Risks* and *Risk Taking: What You Can Do*."
Help the group move from understanding normal risk-taking behaviors, to understanding the role of the youth development professional in addressing risk issues.	
	"We have looked at normal adolescent risk-taking behavior and we have talked about choices that place young people at risk of harmful outcomes. When young people engage in harmful behaviors, the youth worker is often positioned to be aware of that behavior at an early stage. While the role of the youth development professional is not that of remediation, youth development professionals must know where and how to refer young people and their families for help in addressing these behaviors. It is also important to have skills in providing support to youth and families as they work through remediation processes."

What to do-

What to say-

"Remember that it is not your job to provide remediation for the substance abuse, sexual promiscuity, eating disorders, etc., of the young people with whom you work. It *is* your job to recognize the presence of these behaviors and to work with the appropriate community resources to assist youth and their parents in receiving help. Awareness courses in these risk areas should be a part of your professional development plan."

"Page 168 in your handbook, *Potential Signs of Serious Disturbance*, lists behaviors that would indicate a need for professional help."

"The following page, *How to Make a Referral*, was written to assist teens in helping friends, but the information is equally useful to adults working with youth in nonformal settings."

"I would like you to spend a few minutes reading this material in preparation for our next session."

Meeting Needs

Safety and structure

Belonging and membership

Self-worth and an ability to contribute

Independence and control over one's life

Closeness and several good relationships

Competence and mastery

Self-awareness

Risk

Behavior	Need Met
Bicycle racing on a busy street	Á Independence Á Competence and Mastery • Creative • Physical
Rock climbing	Á Independence Á Self-awareness Á Competence and Mastery • Physical • Creative
Sexual intercourse	Á Independence Á Self-awareness Á Closeness Á Competence and Mastery • Personal/Social
Drinking alcohol	Á Independence Á Belonging and membership Á Competence and Mastery • Personal/Social
Putting graffiti in public places	Á Independence Á Self-awareness Á Competence and Mastery • Creative

LESSON PLANS

Reflection Page

Day Four:
Understanding Needs to Support Youth

REFLECTING & APPLYING
Day Four

Activity: Daily Reflection Page (30 min.)

Objectives: To integrate the day's experience with the participants' work with youth.
To bring closure to the day's experiences.

Focus: Recapping the day's events and applying thoughts to paper.

Materials List

Post-it notes

Make handouts of:
Reflection Page Day Four
(following the lesson)
Have the handouts printed on carbonless, three-part NCR paper so they will have a copy and you will have a copy of their reflection page for your files.

What to do-

Bring the total group together and offer a brief recap of the day's experiences.

Discuss the rational for personal reflection at the end of each day.

Hand out the Reflection page.

Refer back to the lesson on day one, pages LP 47 for procedure for the activity.

What to say-

DAILY REFLECTIONS TO:

•Make Meaning of the Day
•Apply to My Work Back Home

Day Four: Understanding Needs to Support Youth

Personal Reflections

How will what I know about my own risk experiences affect the way I now view the experiences of the young people with whom I work?

What ideas about adult-youth partnerships and "adultism" hit home for me?

What parts of this training were most valuable to me personally?

What personal goals do I want to set for myself as a result of this training?

Taking Action

What concrete things could I do to involve more young people wo are discouraged, isolated, withdrawn or acting out?

My Role as Youth Worker/Advocate

How does what I learned about partnering today apply to my relationships with youth, co-wo rkers, and family?

What characteristics of programs that work are currently in place in my program?

As I leave this training, what are the most important concepts I want to reinforce or implement as I work with youth in my program?

1.

2.

3.

LESSON PLANS SESSION XI:

Youth and Adults as Full Partners

- Group process: group leadership skills
- A continuum of attitudes toward young people
- Elements of effective youth involvement programs
- Partnering to meet developmental needs
- Youth participation
- Youth/adult partnership
- Facilitating youth participation – worksheet
- Teenagers need to take responsibility for and develop accountability to other people
- What teenagers need from parents, teachers, and other adults
- Teenagers need to take responsibility for themselves
- Teenagers need to share beliefs and opinions and form their own values

Activities

- Group process: ten-member pyramid
- Partnership continuum

GROUP PROCESS
Group Leadership Skills

Activity: Ten-Member Pyramid (30 min.)

Objectives: To recognize the dynamics of leadership skills in a group experience.
To identify opportunities to help teens use these skills in leadership roles.

Focus: Learning and applying basic group leadership skills.

Materials List

Projector and screen
Slides:
(master following lesson)
Key Concepts of Group Leadership

Participants page:
175 Group Leadership Skills

What to do-

Assist participants in forming groups of ten people. Conduct the ten-member pyramid activity.

After 5 minutes (or sooner if all groups have completed the task), walk to each pyramid and ask the group to explain their pyramid. Let that group disassemble their pyramid

What to say-

"I am going to give your group a task that will require participation from all ten members of your group. I will give you 5 minutes to form a 10-member pyramid. Once formed, stay in place until I have rated you. Begin."

What to do-

and move to the next group. When all groups are "released," ask participants to form a circle to discuss the activity.

Facilitate the discussion using some of the following questions.

Display poster or overhead of the twelve basic skills.

What to say-

"•What did you observe about the pyramids in this room?
•How did groups differ in the pyramid they created?
•Did some of the groups feel limited to the 'cheerleader' style pyramid?
•Did the past experiences of members of your group shape the outcome of your pyramid?
•What happened in your group as you determined how you would build your pyramid?
•Did any members of your group feel uncomfortable or anxious about participating?
•What kinds of leadership behaviors occurred in your group?
Shared decision making?
Drawing out ideas of group members?
Interpreting, clarifying, or summarizing ideas presented?
•Was there disagreement about how or what you should build? How was that disagreement handled?
•Did my reference to 'rating' influence your outcome?"

"We have used a very simple exercise to introduce 12 basic skills needed to work effectively with groups. Obviously, the leadership roles involved in the activity are limited by the time and goals of the exercise, but in observing the dynamics involved in your group as you created your pyramid, you can gain insights into the kinds of behaviors that assist groups in meeting goals, as well as the behaviors that hinder group progress."

What to do-

What to say-

"Here is a list of the twelve skills common to effective leadership. You may recognize some of the concepts we have just covered in our discussion of the process your group used to build a pyramid."

Expand upon the twelve skills.

1. Start where the group is.
2. Remember that all behavior has meaning.
3. Keep in mind members' previous experience.
4. Remember that everyone has anxiety in new situations.
5. Be ready to set the stage.
6. Work closely with natural leaders.
7. Consistently guide.
8. Be prepared for your meeting with the group.
9. Remember that testing is normal.
10. Be flexible.
11. Be aware of your own contributions.
12. Be evaluative and give positive reinforcement.

"How might you work with teens in your program to help them recognize and use these skills with their peers."

Facilitate a brief discussion of ideas for involving youth in learning leadership skills. Refer the group to page 175, Group Leadership Skills.

"As your team works on developing action plans today, practice these skills that promote the most effective working conditions for your team group."

Group Leadership Skills

1. Start where the group is.

2. Remember that all behavior has meaning.

3. Keep in mind members' previous experiences with others.

4. Remember that everyone has anxiety in new situations.

5. Be ready to set the stage.

6. Work closely with the natural leaders.

Group Leadership Skills

7. Consistently be a guide.

8. Be prepared for your meeting with the group.

9. Don’t be surprised by a period of testing.

10. Be flexible.

11. Be aware of your own contributions.

12. Be evaluative and give positive reinforcement.

SESSION XI
Youth and Adults as Full Partners

Activity: Partnership Continuum and Partnership Workshop Method Exercises (90 min.)

Objectives: To understand the need for young people to be involved in making decisions about programs that affect them.
To recognize that young people have significant contributions to make to society now as well as in the future.
To learn the definition of youth participation.
To understand how youth involvement supports several developmental needs of young people.
To understand why full participation of young people is essential to program design.
To articulate desired changes in the way their organization involves young people in decision making.

Focus: Increasing youth involvement in determining the direction and nature of programs that exist for their benefit.

Materials List

Laminated 8 x 5 cards with the numbers 1 thru 10
3 laminated 8 x 11 – one each of the words
BIG, ONE IDEA, HARD IDEAS
100 sheets of 4 different colors 8 x 5 paper
Markers
Tape
Flip chart and easel
"Sticky Wall" (refer to page LP115)
Projector and screen

Slides –
(masters following lesson)
Continuum of Attitudes Toward Young People
Adult Perceptions 1
Adult Perceptions 2
Youth Participation
Youth/Adult Partnerships

Participant pages:
177 A Continuum of Attitudes Toward Young People
179 Elements of Effective Youth Involvement

Programs

181 Partnering to Meet Developmental Needs

182 Youth Participation

183 Youth/Adult Partnership

184 Facilitating Youth Participation – worksheet

186 Teenagers Need to Take Responsibility for and Develop Accountability to Other People

187 What Teenagers Need from Parents, Teachers, and Other Adults

189 Teenagers Need to Take Responsibility for Themselves

191 Teenagers Need to Share Beliefs and Opinions and Form Their Own Values

What to do-

Place the numbered continuum cards 1–10 on a long wall in the meeting room with the numbers approximately two feet apart. Place the "Continuum of Attitudes" overhead on the projector before starting the activity.

Introduce the session by saying something like this:

What to say-

"The purpose of this workshop is to help you assess the degree to which young people in your organization have an active voice in making decisions about programs that affect them. In some organizations young people are actively involved with adults in making important decisions. In other organizations, adults make most of the decisions for the young people. Unfortunately, society in general tends to underestimate the potential of young people to make positive contributions to improve the community. In some cases

What to do-

What to say-

young people can even be viewed as threats to society or as the source of many of the problems that exist."

"Take a look at the following statements about young people (on the overhead transparencies)."

Project overhead "Perceptions 1."

Read the following statements on the transparency...

...young people should be seen and not heard

...young people should speak when spoken to

...because of their experience, adults know what's best for young people

...young people have no place in adult society

Facilitate a discussion over these statements.

"Can you think of some events in history that have caused some adults to view young people in a fashion represented by these statements?"

Industrial Revolution – enactment of child labor laws, protection from harm; Civil rights and anti-war protests of the '60s, disturbances led by youth

Adult sentimentalization – "economically worthless, emotionally priceless"

Enculturation theories – "youth are learning appropriate culture"

Focus on academic achievement in an artificial system

What to do-

Project overhead “Perceptions 2.”

Contrast the four previous statements with the statements on the second overhead transparency...

...the opinions of young people should be welcomed and valued.

...young people should be viewed as resources to their community.

...young people should be involved in making decisions about programs that affect them.

Project overhead “Youth Participation” and read the statement.

Project overhead “Youth/Adult Partnerships” and read the statement.

This next part of the activity requires the use of the “sticky wall.” Prepare the room so that there is space for participants to sit in groups of four to five people.

This activity is designed to be used with groups of adults and youth together. If you are training a group that is not a mix of ages, you will need to divide the group in half and designate one group as adults

What to say-

“How are the attitudes represented here different from those on the previous transparency?”

“By challenging some of the conventional assumptions about the appropriate role of young people in society and changing how we interact with young people, we can make significant impacts on their growth and development while simultaneously reducing community problems. Let’s take a look at what we mean by the term “youth participation.”

What to do-

and one as teens. Ask participants in the age group that does not represent their real age to role-play the part.

Ask the "adults" to move to one side of the room and to form groups of four to five people. Ask the "teens" to move to the other side of the room and to form group of four to five people.

Introduce the activity:

What to say-

"In order to work effectively as partners, adults and youth need to be aware of the perceptions they have of the strengths and weaknesses of one another. This exercise will provide an opportunity to talk about these factors and the issues that may arise in creating true partnerships."

"I would like the adults groups to spend some time with your small group talking about the factors that make it difficult to work with teens. Teens, I would like your small groups to talk about factors that make it difficult to work with adults. When you have brainstormed a number of ideas, I want you to select the four that you believe are the most significant."

As you explain this process, reinforce the instructions by placing large laminated cards that say "BIG", "ONE IDEA," and "HARD IDEAS" on the sticky wall. Distribute colored sheets in one color to the teens and in a different color to the adults. Place a half sheet with a large "minus" sign on it at one end of the sticky wall.

"I am going to distribute four half sheets of colored paper to each group. I want you to write one idea on each half sheet of paper. Write big so that we can read these from a distance. Be very clear about your ideas — make them hard ideas that are so concrete that there is no problem interpreting what you mean."

Give the group time to complete this task. You will need to move about the room to verify that groups understand the instructions and perhaps to assist the role-play groups. When the groups are ready, ask the teen groups to select one idea from their four that they believe to be the most significant and to place it on the sticky wall. Read these aloud.

"Do you see any similarities in these ideas? Do any of these go together? How could we group these?"

What to do-	What to say-
Categorize the ideas by moving them on the sticky wall (under the minus sign) as directed by the group. NOTE: It is important to monitor this process by not allowing the adult groups to respond defensively to the ideas put forth. Remind the group that these idea are perceptions and not necessarily fact, but that it is necessary to understand perceptions, whether true or false, if we are to relate effectively to others.	
	"Now bring me the next most significant idea." "Do any of these next ideas belong with those from our first batch? How should we organize these?"
Categorize these ideas by moving them on the sticky wall as directed by the group. Continue this workshop method for the remaining two ideas.	
	(for idea 3) "Bring me another idea that is not already on the wall." (for idea 4) "Bring me anything else that is not yet on the wall."
When all of the teen group ideas have been categorized on the wall, repeat the process for the adult groups.	
	"I want the adult groups to select one idea from their four that they believe to be the most significant and to place it on the sticky wall."
Read these aloud and facilitate categorizing them.	
	"Do you see any similarities in these ideas? Do any of these go together? How could we group these."
Categorize the ideas by moving them on the sticky wall (under the minus sign but in a separate area from the teen ideas) as directed by the group. NOTE: It will again be important to monitor this process by not allowing the teen groups	

What to do-	What to say-
to respond defensively to the ideas put forth. Remind the group again that these ideas are perceptions and not necessarily fact, but that it is necessary to understand perceptions, whether true or false, if we are to relate effectively to others.	
	"Now bring me the next most significant idea."
Read each idea aloud and categorize as directed.	
	"Do any of these next ideas belong with those from our first batch? How should we organize these?"
Categorize these ideas by moving them on the sticky wall as directed by the group. Continue this workshop method for the remaining two ideas.	
	(for idea 3) "Bring me another idea that is not already on the wall." (for idea 4) "Bring me anything else that is not yet on the wall."
Read each idea aloud and categorize as directed.	
When all of the adult group ideas have been categorized on the wall, move to the positive aspects of working together.	
	"Now I would like you to brainstorm the factors that make it easy to work with the other age group. Adults, what is it about teens that makes working together better than working alone? Teens, what is it about adults that makes working together better?"
	"I will give you four new colored half sheets and I would like you to write one idea on each of these sheets."
Distribute half sheets of paper using the same color designation for adults and teens that you did before. Place a large "Plus" sign on the sticky wall. Give the grouptime to complete this task. You will need to move about the room to verify that groups understand the instructions and	

What to do-	What to say-
perhaps to assist the role-play groups. When the groups are ready ask the teen groups to select one idea from their four that they believe to be the most significant and to place it on the sticky wall. Read these aloud.	
	"Do you see any similarities in these ideas? Do any of these go together? How could we group these."
Categorize the ideas by moving them on the sticky wall (under the "plus" sign) as directed by the group.	
	"Now bring me the next most significant idea. Do any of these next ideas belong with those from our first batch? How should we organize these?"
Categorize these ideas by moving them on the sticky wall as directed by the group. Continue this workshop method for the remaining two ideas.	
	(for idea 3) "Bring me another idea that is not already on the wall." (for idea 4) "Bring me anything else that is not yet on the wall."
When all of the teen group ideas have been categorized on the wall, repeat the process for the adult groups.	
	"I want the adult groups to select one idea from their four that they believe to be the most significant and to place it on the sticky wall."
Read these aloud and categorize as directed.	
	"Do you see any similarities in these ideas? Do any of these go together? How could we group these."
Categorize the ideas by moving them on the sticky wall (under the "plus" sign) as directed by the group.	
	"Now bring me the next most significant idea."
Read each idea aloud.	

What to do-	What to say-
	"Do any of these next ideas belong with those from our first batch? How should we organize these?"
Categorize these ideas by moving them on the sticky wall as directed by the group. Continue this workshop method for the remaining two ideas.	
	(for idea 3) "Bring me another idea that is not already on the wall." (for idea 4) "Bring me anything else that is not yet on the wall."
Read each idea aloud and categorize as directed.	
When all of the adult group ideas have been categorized, facilitate a discussion of what the factors on the wall might tell us.	
	"What do you see here? What kind of generalizations could you make about these ideas."
Help the group recognize that the weaknesses in one group are offset by the strengths in the other group. The concept to focus on is that both groups need each other to be effective and that each group brings special strengths to any task or process.	
Additionally, the positive ideas may come as a surprise to either group. This positive reinforcement always strengthens a partnership.	
Refer group to pages 182 and 187-188, Elements of Effective Youth Involvement Programs, and Facilitating Youth Participation.	
Introduce this section by saying something like this:	"Now it is time to see if we can take some of the concepts we have been talking about and put the words to action. This worksheet will assist you in developing strategies for strengthening your youth programs. First, I would like for each group to select one of the elements of effective youth involvement

What to do-

What to say-

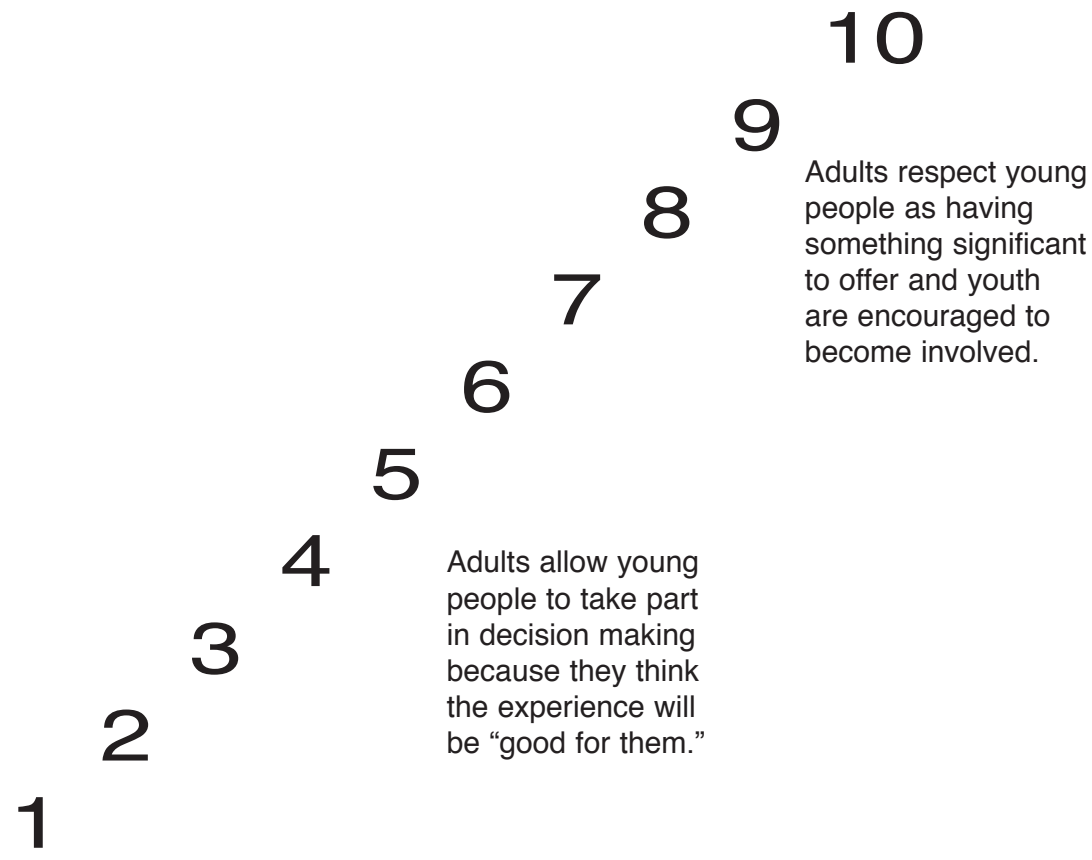
programs from page 179 that you want to focus on to strengthen. Then, answer the questions on the worksheet as they relate to strengthening that particular element of the successful program."

Allow 5–7 minutes for this exercise.

Close the session.

"Today we have examined how young people can take a greater role in decision making by applying what we know about youth development, community development, and program development.

A Continuum of Attitudes Toward Young People



Adult Perceptions 1

...young people should be seen and not heard

...young people should speak only when spoken to

...because of their experience, adults know what's best for young people

...young people have no place in adult society

Adult Perceptions 2

...the opinions of young people should be welcomed and valued

...young people should be viewed as resources to their community

...young people should be involved in making decisions about programs that affect them

Youth Participation

Youth participation
is the involving of a youth
in responsible, challenging
action that meets genuine
needs. It includes opportunities
for planning and/or
decision making in an activity
whose impact or consequence
is extended to others.

Youth/Adult Partnership

The essence of youth participation is a partnership between adults and young people which supports joint efforts toward solving community problems and acknowledges the contributions of both parties.

LESSON PLANS
SESSION XII:

Characteristics of Programs That Work

- Components of a successful program
- Ecological model of youth development
- Features of successful youth organizations
- Developmental opportunities and supports
- How to promote positive group interaction

Activities

- Characteristics of programs that work

SESSION XII
Characteristics of Programs That Work

Activity: ORID Method (60 min.)

Objectives: To understand the components necessary for delivering successful out-of-school youth development programs.
To identify methods for implementing these components in current program planning and delivery.

Focus: Preparing staff to implement effective youth development programs.

Materials List

8 x 5 cards for each of the 15 components
(masters following lesson)
Poster of Ecological Model
"Sticky Wall" – refer back to page LP115
Projector and screen

Slides –
(masters following lesson)
Characteristics of Programs that Work
Ecological Model

Participant pages:
198 Components of a Successful Program

199 Ecological Model of Youth Development

Supplemental/Reference participant pages:
200 Features of Positive Developmental Settings

203 Developmental Opportunities and Supports

204 How to Promote Positive Group Interaction

What to do-	What to say-
Introduce session:	"Now that you have learned about positive youth development, the ecological model, risk and protective factors, and youth and adult partnerships, we're finally going to talk about programs. More specifically, we're going to talk about components that are necessary to ensure a successful program and about how we can implement those components in our own work."
Place component cards randomly on the "sticky wall."	
	"The components listed here are based on research and evaluations of programs that have proven to be successful. Such programs include teen pregnancy prevention programs, drug and alcohol prevention, drop-out prevention, etc."
	"We've made up cards which illustrate all of these components. We need to spend a little bit of time looking at the components and figuring out the commonalities between them. Let's take a few minutes to see which ones seem to go together. Any suggestions?"
Arrange and rearrange cards as directed by the group.	
	"One of the things that program evaluations have revealed is that many of the programs that are being used today can be considered "feel good" programs rather than effective programs. In other words, many programs invest a great deal of time and money on organizations in which the participants and the leaders have a wonderful time but experience no tangible outcomes. Researchers have known for years that some drug and alcohol prevention programs are good at increasing participants knowledge about drugs and alcohol but have little effect on behaviors. Despite this knowledge, millions of dollars continue to be poured into such programs."
Display overhead of Components of a Successful Program.	

What to do-

What to say-

"These components are listed in your handout. They have been shown to be present in effective programs."

Guide discussion using the ORID (Objective Reflective, Interpretive, Decisional) Method developed by the Institute of Cultural Affairs (1994) to process the information.

ORID:
Do they make sense?
Which one grabs your attention?
Which one gets you excited?
Which one seems impossible to do?
Which one are you already doing?
Which one seems easy to incorporate?
Which one would be a first priority for you?
How will knowledge of these components change your program?

Display overhead of Ecological Model.

"Now we're going to think about these components as they relate to the ecological model we talked about earlier in the training. Looking at where they fit should give us a better 'big picture' view of how ourprograms fit into young people's lives. Where in the model do each of these program components fit?" [Lead group in mapping them onto the ecological model.]

"Now we need to come up with a clever way to remember this information. Because we all respond to different ways of remembering, I'm going to divide you into 5 groups with 5 very important tasks."

Divide group into 5 sub-groups.

"Group #1: Your task is to come up with 'a way to remember' (i.e., an acronym or mnemonic device) these components."

What to do-

What to say-

"Group #2: Your task is to create a poem or recipe to remember these components."

"Group #3: Your task is to design a flow chart to use to remember these components."

"Group #4: Your task is to develop a song or a skit (could be a parody) to illustrate the components."

"Group #5: Your task is to draw a picture or a mind map to illustrate the components of successful programs."

"When you're finished, I will ask you to present your format to the total group."

Emphasize the context of risk and protective factors.

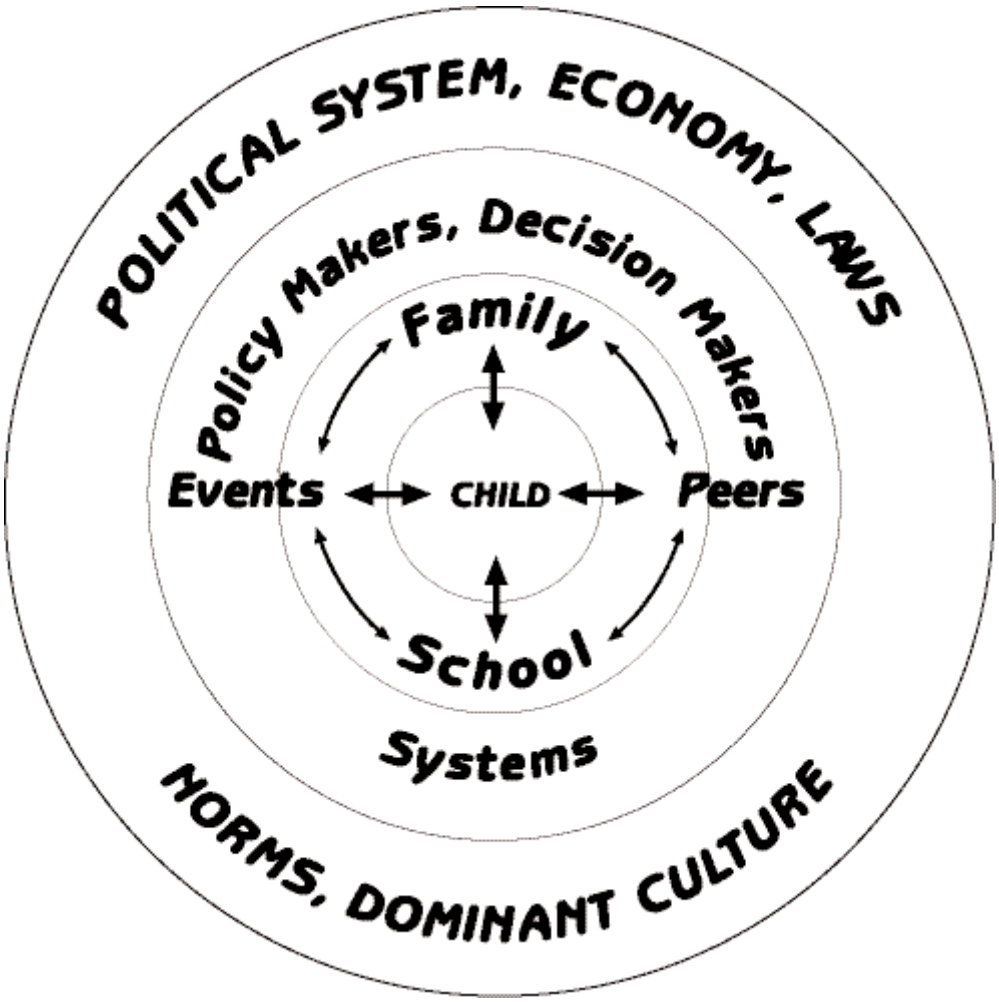
Allow 15 minutes for groups to design their presentation. Call the total group back together and facilitate the presentations.

"Let's share the results!"

Refer participants to the reference pages in their handbook.

"You have some excellent reading material in your handbooks that discuss the role these components play in youth organizations.
I encourage you to read Developmental Opportunities and Supports, page 232, and How to Promote Positive Group Interaction, page 204.

Ecological Model of Youth Development



Components of a Successful Program

Staff

- trained staff and volunteers
- include developmentally appropriate practices
- include culturally appropriate practices
- use community resources

Audience

- serve many individuals
- target a young population
- reach high-risk youth

Program

- is comprehensive
- focuses on prevention/positive youth development
- promotes competence, character, and connection
- uses participants' input
- involves and empower participants

Outcomes

- include clearly defined change objectives
- collect and use evaluation information
- have the ability to become self-sustaining
- are sustained over time

TARGET YOUTH

REACH HIGH RISK AUDIENCE

DEFINE OBJECTIVES

PROMOTE:
COMPETENCE
CONNECTION
CHARACTER

SUSTAINED

SERVE
MANY

TRAIN STAFF

USE COMMUNITY RESOURCES

CULTURALLY APPROPRIATE

EMPOWER

PARTICIPANT INPUT

DEVELOPMENTALLY APPROPRIATE

SELF-SUSTAINING

COMPREHENSIVE

COLLECT AND USE EVALUATION INFORMATION

LESSON PLANS SESSION XIII:

Putting the Pieces Together to Work for Your Team

- Action Plan – worksheet
- Evaluation

Activities

- Putting the pieces together
  5 P RAP
- Evaluation

SESSION XIII
Putting the Pieces Together

Activity: Action Planning (90 min.)

Objectives: To review the information presented during this course of study.
To apply the knowledge gained to current youth programming through the development of an action plan.

Focus: Bringing closure and application to this course of work.

Materials List

Markers
Masking tape
LARGE paper circles and arrows representing the 5 stages of the Experiential model
Projector and screen

Make handouts of:
Reflection Page Day Five
(following the lesson)
Have the handouts printed on carbonless, three-part NCR paper so they will have a copy and you will have a copy of their reflection page for your files.

Participant pages:
209 5 Basic Premises About What Youth Need to Develop
213 The 5 "P's" Rap
214-215 Action Plan - worksheet
216-217 Evaluation

Supplemental/reference participant page:
211 Features of Successful Youth Organizations

What to do-

Prepare five large (three-foot diameter) circles, one in each of five colors, labeled at the top as follows:
orange circle – "Experience";
blue circle – "Share";
yellow (gold) circle – "Process";
green circle – "Generalize";
and light red orsome other action color – "Apply." These circles represent the experiential learning cycle introduced on Day 2. Prepare a wall space large enough to accommodate the hanging of these circles in the learning cycle "circle" format and make arrows (four) to place between the circles to connect them.

Display the Experiential Learning Cycle Poster in a place that can be seen by all participants. Review concepts for designing program opportunities.

Display the overhead of the Five Basic Premises and elaborate on each word premise.

What to say-

"I want to do a quick review of the concepts we need to include in designing opportunities to support young people effectively. Karen Pitman and Shep Zeldin have grouped these concepts into five premises using an alliteration with the letter 'P' to help us remember them. They are:"

"Possibilities and Preparation: The goal is development, not simply problem reduction. The pace and direction of development is directly linked to the range and quality of appropriately challenging and supportive opportunities for exploration, learning, and individually paced growth."

"Participation: Development only occurs when young people are engaged and actively involved in the activity."

"People: Engagement is mediated through relationships with people.

What to do-	What to say-
	Relationships have to be established before progress can be made."
	"Place and Pluralism: Development occurs within and is profoundly influenced by environmental contexts. Environments include physical, cultural, philosophical, and social dimensions."
	"Partnerships: Development occurs within multiple contexts and therefore requires partnerships among the players—youth, family, service providers, community."
	"To incorporate a teaching method that audio (and perhaps kinesthetic) learners would enjoy, we have written a "mini rap" for these five concepts."
Display the rap overhead and lead the group in reading it.	
	"Progressive possibilities and preparation."
	"Accomplished through engagement and participation."
	"With people from the space and place of congregation."
	"Supported by some partners in the population."
Refer the group to page 213. Ask them to stand and read the "rap" again.	
Introduce the review of the week.	
	"We have used the experiential learning model to review each of our lessons this past week. Today, we are going to use that same model to look at the full picture of experiences shared this week, and at the knowledge and skills gained or addressed during the week. Let's start with a review of the experiences you have participate in. For instance, we used the

What to do-	What to say-
	paddleball activity when we began to look at the experiential model. What are some other things we did together?"
Record participant responses on the "Experience" circle. When you have filled the circle or feel the group has finished contributing ideas, tape the circle to the top of the wall area you have created for this visual. NOTE: If the group seems to get stuck identifying experiences, you can suggest they look around the room at the various visuals you have posted.	
	"Let's look now at what you observed or felt during these experiences."
Record participant responses on the "Share" circle. When you have filled the circle or feel the group has finished contributing ideas, display this circle on the wall area to the right and below the "Experience" circle (at the two o'clock space).	
	"What processes can you identify that were used to learn from these experiences. For instance, what process was involved in learning the experiential model?"
Record participant responses on the "Process" circle. When you have filled the circle or feel the group has finished contributing ideas, display this circle on the wall area to the right and below the "Share" circle (at the five o'clock space).	
	"What generalizations could you make about the concepts we have dealt with this week."
Record participant responses on the "Generalize" circle. When you have filled the circle or feel the group has finished contributing ideas, display this circle on the wall area to the left and above the "Process" circle (at the seven o'clock space).	

What to do-

Hand out reflection pages for day five.

When the group has completed these, introduce the application section.

Have participants turn to pages 214-215, "Action Plan – worksheet."

What to say-

"Today we want you to fill out your reflection page before the end of the day so that you can use your responses when you are working on your plans of action. As before, you will be handing in one copy."

"Now we are ready to deal with the application part of the week-long learning process. This is the 'so what' part of the week's work together. 'So what' does this whole experience have to do with your youth program? 'So what' difference will your having been a part of this training make to your youth and to the staff with whom you work. 'So what' difference in your own life will this experience have made? In other words, how will you apply what you have experienced, learned, and practiced this week to your work with youth when you return home?"

"This is the point at which we are asking you to work with your team to set some goals for your youth program based upon the concepts and practices we have emphasized this week and to identify some steps to reach those goals. We have prepared some forms that can serve as guides for this process. First we want you to work with a goal or goals for your team."

"Using the worksheet 'Action Plan,' work with your team to set one to three goals that would advance your youth program. Record those goals in section one of the "Team Work" handout. After you have agreed upon these goals, list any barriers that you can identify that could keep you from accomplishing the goals. Record those in section two of the handout. When you have completed listing barriers, identify ways to overcome these barriers so that

What to do-

Roam about the room as groups work so that you are available to answer questions, provide support, and monitor progress. If the group needs more time or completes the task in less time, make those adjustments.

Introduce the report back.

What to do-

Facilitate the report-out session, taping the worksheets to the application circle as teams complete their report to the group. Quickly review the experiential cycle focusing on the application that has just been demonstrated. At the close of the session, make and distribute copies of all the worksheets as promised.

Refer participants to page 216-217, Evaluation.

What to say-

your goals can become a reality. Record these plans in section three. You will have an hour and a half to complete this task, and then we will report to the group the plans each team has made."

What to say-

"We are ready now to fill in the last circle of the experiential cycle. I am going to ask a representative from each team to report to the group your action plans would like your worksheets when you have made your report. We will make copies for you so that you will have them to take home with you."

"On page 216-217 you will find an evaluation of this training. Please complete this form and turn it in to me.

5 Basic Premises About What Youth Need to Develop

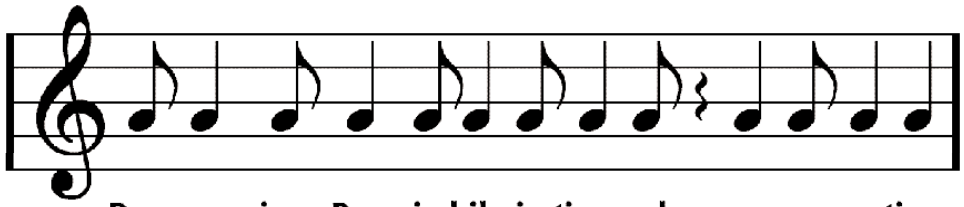
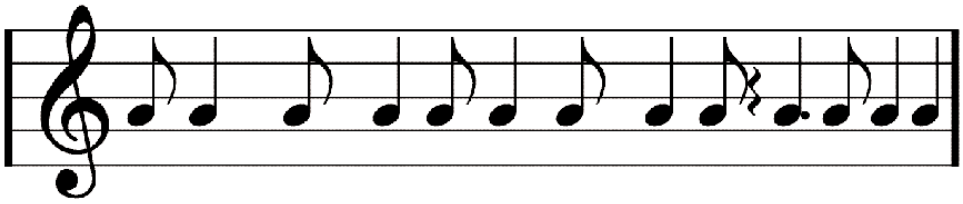
1. **P**ossibilities and Preparation

2. **P**articipation

3. **P**eople

4. **P**lace and Pluralism

5. **P**artnerships

The 5 “P’s”” Rap

Pro gress ive Poss i bil i ties and prep a ra tion

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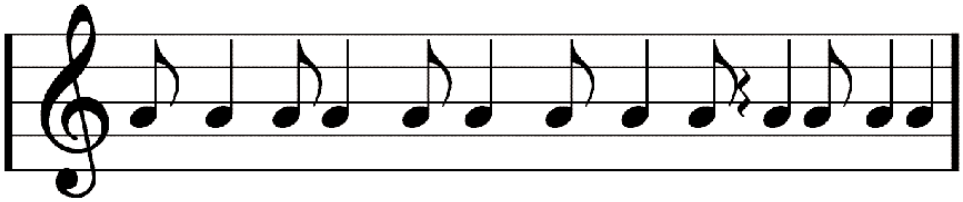
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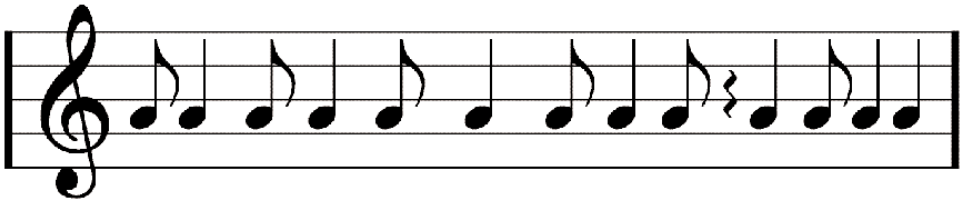
Sup por ted by some part ners in the pop u la tion

Developed by Marcia R. McFarland, Kansas State University