

Creating Youth-Adult Partnerships



INNOVATION CENTER
for community & youth development

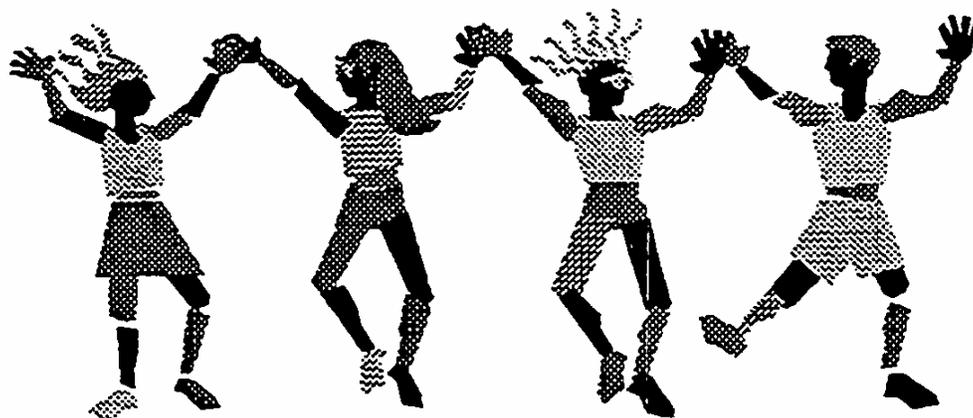


Training Curricula
for Youth, Adults
and Youth-Adult Teams

Creating Youth-Adult Partnerships

TABLE OF CONTENTS

Acknowledgments	i
Introduction	ii
Developing the Curriculum	iii
Resources	v
Why Do You Want to Create Youth-Adult Partnerships?	viii
Youth Workshop	I
Adult Workshop	II
Youth-Adult Workshop	III





INNOVATION CENTER
for community & youth development

Formerly a division of the National 4-H Council, the Innovation Center for Community and Youth Development is an intermediary non-profit organization dedicated to unleashing the potential of youth, adults, communities and organizations to engage together to create a just and equitable society. The Innovation Center encourages the reproduction of this material for usage in trainings and workshops, provided that copyright and source information is cited and credited. Any reproduction, translation or transmission of this material for financial gain, in any forms or by any means, electronic, mechanical, photocopying, microfilming, recording or otherwise, without permission of the publisher, is prohibited.

6930 Carroll Avenue
Suite 502
Takoma Park, MD 20912
(301) 270-1700 Fax (301) 270-5900
www.theinnovationcenter.org

National 4-H Council is the private sector partner of the Cooperative Extension System. National 4-H Councils programs are open to all citizens without regard to race, color, sex, handicap, religion, age or national origin. Mention or display of trademark, proprietary product, or firm in text or figures does not constitute an endorsement by National 4-H Council and does not imply approval to the exclusion of other suitable products or firms.

7100 Connecticut Avenue
Chevy Chase MD 20815
(301) 961-2800 Fax (301) 961-2894
www.fourhcouncil.edu



Acknowledgments

The staff development materials in this notebook are the work of an entire design team consisting of both youth and adults. Each person added a piece that has made this a document ready for either an adult or a young person to pick up and use to enhance the partnership between young people and adults. Of particular note are the trainers who tested the pieces and gave consistent feedback into their revision: Kevin Floyd, Jessie Helm, Melissa Kovanda, Lisa Moore, Gina Noe, Amy Weisenbach, Pam Garza, Roger Rennekamp, and Catrina Huynk. Many of the written pieces are directly from work previously done by Roger Rennekamp. Lisa Moore was extremely generous, including a number of warm-ups that she created for leadership groups in the past. In addition, after the Western Region Volunteer Leaders' Forum, the feedback from the participants encouraged Kirk Astroth and Pam Garza to push the thinking about a self-assessment tool for adults and a piece focused on youth outcomes that may be considered when creating partnerships between adults and youth.

The entire team gets credit for their collaborative work to design, write, implement, evaluate, revise, and rewrite the document.

Kirk Astroth (adult)
Bozeman, Montana

Lisa Moore (youth)
Berea, Kentucky

Kevin Floyd (youth)
Orlando, Florida

Gina Noe (adult)
Richmond, Kentucky

Pam Garza (adult)
Tucson, Arizona

Roger Rennekamp (adult)
Lexington, Kentucky

Jesse Helm (youth)
Boise, Montana

Amy Weisenbach (youth)
Indianapolis, Indiana

Daniel Houck (youth)
Reidsville, North Carolina

Jesse Welch (youth)
Tomahawk, Wisconsin

Catrina Huynh (adult)
Chevy Chase, Maryland

Seth Witaker (youth)
Raleigh, North Carolina

Melissa Kovanda (youth)
Columbus, Montana

Mary Lee Wood (adult)
Caldwell, Idaho

In addition, many staff members at National 4-H Council were involved in the editing or production of this document, particularly the Workforce Preparation Team and Community Youth Development Team. Without Wendy Wheeler's vision, trust, and perseverance, this curriculum would have never been developed. Thank you to Barbara Anoskey who tracked down the sources we cited to make sure we could put their valuable work in this document. Of special note, for all her long hours of formatting, special thanks goes to Anne Shiff.

Introduction

All across the nation, there is increasing recognition of the capacity of young people to be involved in the planning, implementation, and evaluation of projects and programs relevant to their needs and issues. But engaging young people as partners in program development often places adults in unfamiliar and even uncomfortable positions. The way we have interacted with young people over the course of our lifetimes established patterns of behavior that are extremely difficult to modify. As a result, many adults say or do things that make being a true partner with young people extremely difficult.

To provide education that would help volunteers in their role with youth in 4-H, eight youth and six adults, came together in the summer of 1996 to create training workshops for the Regional Volunteer Leadership Forums. This group brainstormed the needs that youth and adults would have in creating equitable partnerships, and proceeded to determine the training design accordingly. Over the next few months, design team members created training activities for a two-hour youth piece, a two-hour adult piece, and a four-hour youth-adult team workshop.

From October to March, over 113 youth and 182 adults participated in 10 different workshops provided by design team members on how to enhance the participants' ability to work in Youth and Adult Partnerships. Each workshop included a young person and an adult as trainers, except for the youth workshop that was totally created and led by youth. Workshops were conducted at three of the four regional leadership forums (Alabama-Southern, Vermont-Northeast, and Arizona-West), and with other organizations and parts of the 4-H/Extension system including: National Association of Extension - 4-H Agents, the National Symposium of the National Network for Youth, and National 4-H Council staff

One consistent request by participants in all workshops was for more materials for them to use. To meet that request, the design team created this training curriculum for youth and adult volunteers, and for staff and youth from other youth development organizations. This curriculum includes the scripts for the three training workshops, an explanation of the process used with both youth and adults to develop the materials, a list of possible outcomes people may want to achieve through youth-adult partnerships, an adult self-assessment tool, and a beginning resource list on the topic.

The design team invites you to take this manual, make it your own, and always work with youth and adults side-by-side.

Developing the Curriculum – The Process of Youth-Adult Partnership

The process of designing the youth-adult partnership curriculum was at the least a challenge and at the very most a learning experience, which brought six adults and eight young people together to form a partnership, which ultimately was the whole idea. We, as I speak on behalf of the youth, are pretty outstanding. Some would say we are the exceptions, to be selected by adults in our area to go to Chevy Chase, Maryland on the last weekend in July to serve on this planning committee.

Approximately a month prior to the meeting, we received information through the mail. This was a packet of materials containing over one hundred pages of information. When I got this in the mail, I laughed and thought, “Nobody will read all of this!” But I did and so did about thirteen others. I left early Saturday morning, at 5:30 am to be exact, and I was nervous. I had been briefly informed of why I was going, and was confused about much of the reading. I had no idea what I could do with thirteen strangers in fifteen hours (seven the first day and eight the second), but I went along.

Day One

We started at lunch and spent hours getting to know each other. After about two hours we started talking about what we wanted to accomplish and what we hoped the curriculum we designed would contain. At the end of the first day I went to my room to change for going out to dinner. I was excited because I had my own room. I was really being treated like an adult, as I should have been.

Day Two

The second day began early, and on the way to breakfast I said, ‘We will never get these curricula designed today. It is impossible.’ Amazingly, we went to the meeting, talked a bit more, reviewed our notes and materials, and then split up into three groups. One group was to create the youth curriculum, one was to create the adult curriculum, and another was to create the track which was being designed for youth-adult teams. We split up and went away from the others. Basically, we isolated ourselves from all but our own group and our goal. I, personally, was on the youth team. Due to all the time we spent together getting to know each other on day one, we meshed quickly and began work immediately. After about two hours we wrapped up and broke for lunch, which we all ate together by choice. After lunch, we came back together and reported our designs to all, made corrections, revisions, and listened to suggestions. Each group did this, and then we signed up to go home and work on developing and scripting certain parts of the curricula. We also signed up for the regions that we would like to present in. Shortly after this we said our good-byes. It’s amazing how many friends you can make during a weekend.

With the knowledge I received that weekend, I have presented at the Southern Region Volunteer Leaders’ Forum in Huntsville, Alabama; the Western Region Volunteer Leaders’ Forum in Tucson, Arizona and the National Symposium of the National Network for Youth in Washington, DC. I presented the idea to Kentucky Leaders’ Council in Lexington, Kentucky, and plan to present at a diversity symposium in Louisville, Kentucky this June. I am very glad, thankful, and excited about the great opportunities I have had and those in my future.

Lisa Moore

Resources

- Academy for Educational Development Center for Youth Development and Policy Research. Definitions. Language and Concepts for Strengthening the Field of Youth Development Work. August 1995.
- Andress, Shelby. Working Together for Youth: A Practical Guide for Individuals and Groups. Lutheran Brotherhood, 1993.
- Bell, John. "Key to Developing Positive Youth-Adult Relationships." Humanics. Spring 1996.
- Benard, Bonnie. "Resilience Research: A Foundation for Youth Development." New Designs for Youth Development. Summer 1996.
- Betts, Sherry and Rochelie L. Dalla. Realizing Youth Potential Together - A Professional Development Training Kit. Tucson: University of Arizona, 1996.
- Building Environments for Positive Youth Development: Train the Trainer Workshop. Chevy Chase: National 4-H Council, 1996.
- Carter, Ruth. Youth and Adults as Partners - A Professional Development Training Kit. Tucson: University of Arizona, 1996.
- Center for Youth Development and Policy Research. Training Youth Workers at the Community Level: A Resource Kit. Washington, D.C.: Academy for Educational Development, 1996.
- Changing Perspectives: Youth as Resources. Washington, D.C.: National Crime Prevention Council, 1990.
- Checkoway, Barry. Adults as Allies. Detroit: W.K. Kellogg Foundation, 1995.
- Checkoway, Barry. Young People Creating Community Change. Detroit: W.K. Kellogg Foundation, 1995.
- Constitutional Rights Foundation for Youth Service America. The Role of Youth in the Governance of Youth Service Programs. Washington, D.C.: Youth Service Leadership Institute.
- Creighton, Allan and Paul Kivel. Helping Teens Stop Violence: A Practical Guide for Counselors, Educators, and Parents. Hunter House, 1990.
- DeVries, Rheta and Betty Zan. Moral Classrooms. Moral Children. New York: Teachers College Press, 1994.
- Gallup, George H. Growing Up Scared in America: What the Experts Say Parents Can Do About It. Princeton: George H. Gallup International Institute, 1995.

- Glasser, William. The Quality School Teacher. New York: Harper Collins, 1993.
- Glenn, H. Stephen and Jane Nelsen. Raising Self-Reliant Children in a Self-Indulgent World. Rocklin, CA: Prima Publishing; 1988.
- Guidelines and Resources for Establishing a Youth Advisory Committee. Grand Haven: Council of Michigan Foundations, 1994.
- Ifeld, Ellen Merideth. Learning Comes to Life: An Active Learning Program for Teens. High/Scope Press, 1996.
- Kohn, Alfie. Beyond Discipline: From Compliance to Community. Alexandria, VA: Association for Supervision and Curriculum Development, 1996.
- Leifer, Loring and Michael McLarney. Younger Voices, Better Choices. Kansas City, MO: The Promise Project.
- Lofquist, William A. The Youth Opportunity Planning Process - A Systematic Approach to Involving Community Groups in Strategic Planning. Associates for Youth Development, 1990.
- Nelsen, Jane. Positive Discipline. New York: Ballantine Books, 1987.
- No Kidding Around! America's Young Activists Are Changing Our World & You Can Too! Kensington, MD: Activism 2000 Project/Information USA, 1992.
- Regional Center for Rural Development. Partners in Community Leadership: Youth and Adults Working Together for Better Communities. Ames, IA: Iowa State University, October 1993.
- Resource Center for Youth and Their Allies. Tips and Guidelines for Allies to Young People. Somerville, MA Youth on Board.
- Sazama, Jenny. Youth Governance: 14 Points to Involving Young People Successfully on Boards of Directors. Somerville, MA Youth on Board.
- Sheff, Leon. Generations Apart: Adult Hostility to Youth. New York: McGraw-Hill Book Company, 1981.
- TAP - Youth Service Resource Guide. Detroit: Michigan Community Service Commission, 1994.
- Technology of Participation. The Institute of Cultural Affairs, 1994.

Thormahlen, Jim. Developmental Tasks and Adventure Based Education. Montana Department of Public Health and Human Services. 1995.

26% and Rising. Kensington, MD: Activism 2000 Project.

VYTAL Manual: Volunteer Youth Training and Leadership. United Way of Allegheny County Volunteer Action Center. 1991.

Younger Voices. Stronger Choices. Promise Project, a Joint Effort of the Junior League of Kansas City, MO, Inc. and Kansas City Consensus, 1997

Youth as Resources. Washington, D.C.: National Crime Prevention Council.

Youth as Trustees. Fort Wayne: Community Partnerships with Youth, Inc., 1994.

Youth at Risk: Preparing Arizona's Children for Success in the 21st Century. Tucson: University of Arizona. 1994.

Youth in Governance. Fort Wayne: Community Partnership With Youth, Inc., 1994.

Youth Issues, Youth Voices: A Guide for Engaging youth and Adults in. Public Dialogue and Problem-Solving. Pomfret, CT: Study Circles Resource Center.

Youth Voice Project, Department of Communication Studies, UNC-Chapel Hill. Youth Voice: The Difference One Can Make.

Why Do You Want to Create Youth-Adult Partnerships?

“Resilience research - as well as research on child/human development, healthy families, effective schools, competent communities, learning organizations, systems change, and program evaluation - all document that successful development of any human system is dependent on the quality of relationships and opportunities for participation that exist.”

Bonnie Benard, 1996

The philosophy of working to create equitable partnerships between youth and adults is consistent with the research on resiliency, adolescent development, and the literature formulating the youth development field. By working in true partnership, the developmental needs of young people are met while youth are in leadership roles improving the conditions in which they live.

Youth-Adult Partnerships is an approach for youth and adults who want youth to:

- ▲ Develop more mature social skills, group processing skills, communications skills, and be able to more competently resolve conflict.
- ▲ Work in collaboration rather than competition, where every individual’s contribution is valued.
- ▲ Interact purposefully with peers and to initiate constructive activities.
- ▲ Express themselves verbally, physically, and creatively in non-graded, non-judgmental, purposeful settings.
- ▲ Learn how to work at tasks using their minds, bodies, materials, and tools.
- ▲ Have opportunities to both define the problems they deem worthy of attention and use their creative and intellectual abilities to address them.
- ▲ Meet and get to know people who serve as inspiring and accessible role models.
- ▲ Gain the ability and motivation to use critical thinking, creative problem-solving, and conduct independent study.
- ▲ Have the ability and motivation to work collaboratively with others for the larger good.
- ▲ Have the perception that they are unique and yet intimately attached to extended groups.

- ▲ Have the perception that they have some control over daily events and are accountable for their own actions.
- ▲ Have the perception that they belong and are valued.
- ▲ Have a sense of purpose and a belief in a bright future.
- ▲ Act independently and to feel a sense of control over their environment
- ▲ Have the ability to see alternatives and attempt these alternative solutions to both cognitive and social problems.
- ▲ Be aware of the structures of oppression and be able to create strategies for overcoming them.
- ▲ Take the initiative to reach out to outside resources and sources of support.
- ▲ Develop respect for older adults without dependence upon them.

Note: There is an adult self-assessment tool that focuses on adult development as part of the adult workshop.

This list was excerpted and is being printed by permission from the Center for Youth Development and Policy Research/Academy for Educational Development's publication, Definitions, Language, and Concepts for Strengthening the Field of Youth Development Work, August 1995; Bonnie Benard, "Resilience Research: A foundation for Youth Development," New Designs for Youth Development, Summer 1 996 (c/o National Network for Youth, 1319 F Street, NW, Suite 401, Washington, DC 20004, 202-783-7949, fax 202-783-7955 or Bonnie Benard - Resiliency Association, Berkeley, CA., (510) 528-4344); Jim Thormahlen, Developmental Tasks and Adventure Based Education. Montana Department of Public Health and Human Services; Ellen Meredith Ilfeld, Learning Comes to Life: An Active Learning Program for Teens, High/Scope Press, 1996.

Workshop: *Youth*

Table of Contents

Goal and Objectives	I-i
Annotated Outline	I-ii
Welcome Introductions/Overview/Warm-Up	I-1
Examining Youth-Adult Relationships	I-4
Benefits and Challenges	I-19
Why Should We Bother?	I-21
Visioning/Evaluation	I-25
Energizers/Warm-Ups	Appendix

Youth Workshop

This training curriculum is designed for youth to enhance their ability to work in partnership with adults. This workshop is taught by youth, for youth, and lasts approximately two hours. The overall purpose is to increase youth's ability to work in partnership with adults to determine the direction and nature of programs that exist for their benefit.

Goal: To help youth understand the need for young people to be involved in making decisions about the programs that affect them and to help them see that adults and young people have significant contributions to make to existing programs now as well as future endeavors.

Objectives: Participants will learn techniques for working positively with adults in a variety of settings.

Participants will be able to articulate benefits and challenges adults bring to a partnership.

Participants will identify the contributions they bring to an organization, to a community, to themselves, and to adults.

Participants will be able to identify ways they will work with adults in partnership.

Annotated Outline

Welcome/Introductions/Overview/Warm-Up - 40 minutes

The participants are welcomed to the workshop, review the purpose, and overview of the agenda. Participants get to know one another by asking their colleagues specific questions in an interactive activity.

Examining Youth-Adult Relationships - 30 minutes

The trainers ask for volunteers to enact a few role-plays between an adult and a young person. Volunteers are asked to do both a negative and then a positive role-play. Participants analyze the scenarios to determine how the skills can be used in working in partnership with adults.

Benefits and Challenges - 30 minutes

Participants brainstorm the benefits and challenges of working with adults. This information will be used later in the youth-adult workshop when participants provide strategies for the challenges.

Why Should We Bother? - 10 minutes

This activity is designed to explore the assets that young people bring to organizations, communities, other youth, and adults. The brainstorming that is done is supported by information from other sources.

Visioning/Evaluation - 10 minutes

Participants vision how they will use the information from the workshop in their work with adults and develop one action step they will implement. The action step is put on a self-addressed postcard that is mailed to them three months after the workshop. The participants are asked for what worked and what didn't about the workshop.

**WELCOME/INTRODUCTIONS/OVERVIEW/
WARM-UP**

Purpose: To have participants become familiar with each other.
To introduce the trainers and what will happen in the workshop.

Materials: “Someone Who” handout, agenda on newsprint

Time: 40 minutes

Procedure:

Begin by welcoming everyone to the workshop. Explain that this workshop was designed by youth to be presented by youth to youth participants. “This is an opportunity to begin to think about the issue of youth and adults as partners.” The trainers should introduce themselves by stating their name, title, feelings on the topic and why he/she wants to lead this workshop.

Show the participants the proposed agenda and review what will occur over the next two hours.

Agenda:

Welcome/Overview/Introductions/Warm-Up

Examining Youth-Adult Relationships

Benefits and Challenges

Why Should We Bother?

Visioning/Evaluation

Ask the participants if there are any questions about the agenda. If there are not, explain that now participants are going to get a chance to know each other a little better. Begin handing out the “Find Someone Who” sheet of questions and let participants know that they will have five

Leader’s Notes

Youth who worked on this design thought it was very important to create an environment that is youth-friendly, including music, colorful walls, and presenters who welcome participants as they walk into the workshop.

Have the agenda on newsprint and refer to the items as you explain what will happen.

Workshop: Youth

minutes to walk around the room and find someone in this group who matches each question. Have them sign their name in the space next to the question. This is your chance to get to know someone here. Have fun!

-or-

Just ask participants a few questions where they stand up.

“Stand up if you:

- come from _____ (geographic region)
- have blue eyes
- are wearing green underwear
- etc.”

Discussion Questions:

1. How difficult or easy was it to get signatures?
2. Is there any question that you couldn't find a person's name for?
3. What is one thing you learned about someone in the room?
4. Why do you think we would begin this workshop in this way?
5. How did this help us to become partners?
6. How would this work with youth and adults?

Leader's Notes

You can choose a different warm-up from the resources in this packet if you decide another one would be better.

Find Someone Who

Has the same color of eyes as you.

Was born in the same state as you.

Lives in a house where no one smokes.

Has the same astrological sign as you.

Likes to sing in the shower.

Has the same favorite dessert as you.

Has lived outside the United States.

Has 7 or more letters in their first name.

Likes to exercise (what kind?).

Watches less than 5 hours of TV per week..

Can cross their eyes.

Has been told in the last week that he/she is loved.

Feels it is okay to cry.

Walks to school.

Has 6 or more people in their family.

Is the youngest in the family.

Surfs the web.

Would like to write a book (about what?).



EXAMINING YOUTH-ADULT RELATIONSHIPS

Purpose: To explore the dynamics of youth and adult relationships and approaches to positive interactions.

Materials: Role-play scenarios

Time: 30 minutes

Procedure:

Explain to participants that you will need volunteers to help conduct role-plays. These role-plays are designed to show youth and adult interactions in both a negative and a positive way.

Ask for volunteers to do the first role-play you have chosen for this group. First ask them to handle the situation in a negative way.

Discussion Questions:

1. (Ask the volunteers) What was it like to do this role play?
2. Describe how you feel about the roles you just acted out.
3. What did you see or hear in this role-play?
4. What are other experiences that you've had that are similar?
5. What does this say about our work with adults?

“Before we think through how we might do this differently, let's give the volunteers a chance to think through this same role-play and show us an approach that is positive.”

Leader's Notes

Give the participants time to think through what they will do and then have them do the role-play.

Let the volunteers think and then do the role-play.

Discussion Questions:

1. (Ask the volunteers) What was it like to do it this time?
2. How was this one different?
3. Which is most like you in real life?
4. What can we learn from this about our working with adults?
5. What are some of the elements in this last example that are necessary for partnership with adults? (Write these on newsprint.)

Thank the volunteers for being bold and taking a risk at the beginning of the workshop. Ask for another pair of volunteers and have them conduct a different scenario.

Discussion Questions:

1. (Ask volunteers) How did that feel?
2. What did you see that was similar or different from the last one?
3. Where in your life does this fit?
4. How do you deal with it?

Have this pair of volunteers now do the positive role-play.

Discussion Questions:

1. (Ask volunteers) Did this one make you feel different? How?
2. What is a key phrase or expression you remember from this role-play?
3. What are some words to describe the overall feeling between these two people?

Leader's Notes

Give prizes for people who volunteer: candy, toys, etc.

Once again, make sure that they have time to think and prepare before they have to present.

Workshop: *Youth*

4. What were major characteristics of the adult? Of the youth?
5. What can we add to our list about how to work in partnership?

“We have been talking about both the benefits and challenges that youth and adults bring to trying to work in partnership. Let us explore what these are a little more specifically.”

Leader’s Notes

Determine how much time you have and how many role-plays can really be accomplished. Is there new learning each time about working with adults and will that learning help to set the stage for talking about youth-adult partnerships?

Role-Play

Teacher/Student

The teacher won't admit that he/she graded a test incorrectly after you prove it to them with your text. Handle the situation in a negative role-play!

The teacher won't admit that he/she graded a test incorrectly after you prove it to them with your text. Handle the situation in a positive role-play!

Role-Play

You missed practice because of a family emergency. Your coach won't let you play in the big game. Handle the situation in a negative role-play!

You missed practice because of a family emergency. Your coach won't let you play in the big game. Handle the situation in a positive role-play!

Role-Play

Parent/Teen Daughter/Son

You are 17 years old and your parents insist that you come home at midnight after the Prom. Handle the situation in a negative role-play!

You are 17 years old and your parents insist that you come home at midnight after the Prom. Handle the situation in a positive role-play!

Role-Play

4-H Agent/4-H Member

You have an idea to start an activity at your school. The 4-H Agent continually says that it would be a waste of time. Handle the situation in a negative role-play!

You have an idea to start an activity at your school. The 4-H Agent continually says that it would be a waste of time. Handle the situation in a positive role-play!

Role-Play

Youth/Employer

Your employer asks you to work every weekend. When you ask to have the weekend off to attend a family reunion, you get fired. Handle the situation in a negative role-play!

Your employer asks you to work every weekend. When you ask to have the weekend off to attend a family reunion, you get fired. Handle the situation in a positive role-play!

Role-Play

Student/Guidance Counselor

You want to apply for a lot of scholarships that your counselor must sign. He/She won't sign them promptly; therefore, you miss several opportunities. Handle the situation in a negative role-play!

You want to apply for a lot of scholarships that your counselor must sign. He/She won't sign them promptly; therefore, you miss several opportunities. Handle the situation in a positive role-play!

Role-Play

Student/Principal

You found a stolen book bag in the bathroom and turned it in to your principal. You were accused of stealing it. Handle the situation in a negative role-play!

You found a stolen book bag in the bathroom and turned it in to your principal. You were accused of stealing it. Handle the situation in a positive role-play!

Role-Play

Student/Librarian

You returned a library book that was in poor condition when you checked it out. The librarian wants you to pay for the replacement of the book. Handle the situation in a negative role-play!

You returned a library book that was in poor condition when you checked it out. The librarian wants you to pay for the replacement of the book. Handle the situation in a positive role-play!

Role-Play

Doctor/Youth

You have to receive shots for school. You are not eighteen and it requires your parents' permission. Your parents can't attend, so they sign a note. You are accused of forging their signature. Handle the situation in a negative role-play!

You have to receive shots for school. You are not eighteen and it requires your parents' permission. Your parents can't attend, so they sign a note. You are accused of forging their signature. Handle the situation in a positive role-play!

Role-Play

Youth/Girlfriend/Boyfriend's Parents

Your boyfriend/girlfriend's parents have been receiving hang-up calls in the middle of the night. They accuse you of making the calls. Handle the situation in a negative role-play!

Your boyfriend/girlfriend's parents have been receiving hang-up calls in the middle of the night. They accuse you of making the calls. Handle the situation in a positive role-play!

Role-Play

Youth/Police Officer

An officer pulls you over, only because you drive a red sports car. You had done nothing wrong. Handle the situation in a negative role-play!

An officer pulls you over, only because you drive a red sports car. You had done nothing wrong. Handle the situation in a positive role-play!

Role-Play

Youth/Local Store Owner

You are accused of stealing a candy bar. You often shop in this small store, but some of your friends have been caught stealing. Handle the situation in a negative role-play!

You are accused of stealing a candy bar. You often shop in this small store, but some of your friends have been caught stealing. Handle the situation in a positive role-play!

BENEFITS AND CHALLENGES

Purpose: To have participants consider the challenges and the benefits of working in partnership with adults.

Time: 30 minutes

Materials: 6-8 ½ sheets of paper per participant, markers, paper or cloth sprayed with adhesive for the ½ sheets of paper

Procedure:

“We talked a little in the role-plays about both the negatives and some of the positive ways we’ve interacted with adults. Let’s focus for a minute on what we think adults might be able to bring to the table that adds to our experience and could help us in some way. Let’s brainstorm for a few minutes all the benefits that we think an adult can bring to a partnership with youth.”

Discussion Questions:

1. When you look at these benefits, what feelings do you have?
2. Are there items/benefits up here that you have to be an adult to have?
3. How can we use this information as we go forward?

Now ask the participants to do a similar process with the challenges or barriers of working with adults. “This is a list we may be able to use when we meet with the adults to determine how best to meet those challenges.”

Leader’s Notes

Give them a few minutes to think and then have them write their ideas on the half sheets.

Have them:

- write big
- 3-5 words per sheet
- one idea per sheet

Go through these instructions with them, step-by-step.

Discussion Questions:

1. How easy was it to come up with benefits?
Challenges?
2. What is there about the benefits that can help overcome the challenges?
3. Where else might you look for ideas on how to overcome the challenges?
4. What are you learning from this activity?
5. How might we use this information?

Leader's Notes

WHY SHOULD WE BOTHER?

Purpose: To have participants realize the importance of working in partnership with adults.

Materials: Handout: “Who Benefits From Youth Participation Programs?”

Time: 10 minutes

Procedure:

We have looked at our relationships with adults in a couple of different ways. We have role-played pieces in which the adult assumed that the young person had done something wrong. We tried to figure out how we could turn that around to the positive. We also tried to come up with some of the benefits that adults bring; and to examine what it is we find challenging. In the next few minutes we are going to look a little deeper into why we should try to preserve and promote partnerships. We, as young people, have extraordinary things to contribute to this world today. By working together and including adults, there is nothing that can't be accomplished. Let's think for just a moment about how our working in partnership can help.”

For each of the following items (organizations, communities, youth, and adults), have them brainstorm for a moment or two, putting their responses on newsprint.

“Organizations....

Communities....

Youth - ourselves.... what type of things would be valuable to you in developing relationships with adults?

Leader's Notes

Make sure there is plenty of pause time between each of the four pieces:

- Organizations
- Communities
- Youth
- Adults

Adults.... What is it that we bring to this relationship that can help the adults?"

“On the handout you are receiving you will see that these benefits are itemized. Obviously this includes some of the same ones that you came up with, those you saw as benefits, and others that you thought of that are not listed.”

Discussion Questions:

1. What are some of the key thoughts, feelings or words that jump out at you about this list?
2. What does this list say about the role of youth in programs?
3. How might you share this information with young people you know? How about adults?
4. What will you take from this workshop that you will use in the future?

Leader's Notes

WHO BENEFITS FROM YOUTH PARTICIPATION PROGRAMS?

ORGANIZATIONS

Organizations that involve young people derive the following benefits:

- ▲ Young people's fresh ideas unshackled by "the way things have always been done," a new and unique perspective on decision-making, including specific information about young people's needs, interests and responses to existing services.
- ▲ A better client perspective on data analysis and planning because young people can acquire data that may be unavailable to adults.
- ▲ More effective outreach for young people. Since youth can get the message out and recruit or refer youth to needed programs, organizations can effectively provide important information to their peers (e.g., information about AIDS prevention).
- ▲ An additional human resource with youth volunteers sharing work responsibilities. Some worn-out services can be brought back to life with youth's enthusiasm and creativity.
- ▲ Better acceptance of decisions by young people because they are involved in the decision-making process.
- ▲ Revitalization by youth's contributions in partnership with the skills and experiences of adult professionals.

COMMUNITIES

Communities that involve young people benefit in these ways:

- ▲ More current active contributing community members.
- ▲ Pool of future leaders with skills, experiences and commitment
- ▲ Insights on how to identify and meet the needs of young citizens.
- ▲ A reduction in negative youth activities.
- ▲ Infusion of new energy from young people that builds positive community spirit
- ▲ New youth role models demonstrate that there are real opportunities for advancement, self-fulfillment, and social justice in their world.

YOUTH

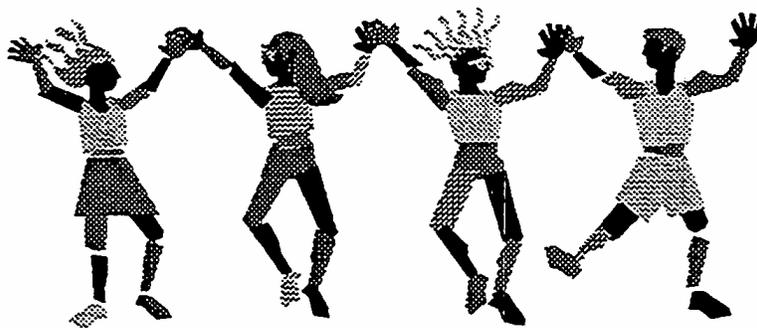
Young people who are involved in organizations and communities benefit in these ways:

- ▲ Positive status and stature in the community.
- ▲ Increased self-esteem and broader career choices.
- ▲ New skills and community leadership experiences.
- ▲ A better understanding of diversity.
- ▲ Sense of self-discipline and ability to manage their lives.
- ▲ Better appreciation for the multiple roles adults play, such as coach, supporter and mentor.

ADULTS

Adults who form partnerships with young people benefit in these ways:

- ▲ Valuable human resources to help them in their work. Adults are relieved of the need to be responsible for everything.
- ▲ Enhanced sensitivity to the needs of youth so that they can plan programs and activities accordingly.
- ▲ Real appreciation for the creative energy that young people contribute to make programs successful.
- ▲ Positive view of young people.
- ▲ A better understanding of diversity.



Taken with permission from the publication *Participants in Partnership: Adults and Youth Working Together*, New York State Youth Council.

VISIONING/EVALUATION

Purpose: To have participants reflect on what they've learned and determine how they will apply that in their work with adults.

Time: 10 minutes

Materials: Postcards

Procedure:

Visioning

“Pause for a moment. Close your eyes if necessary. Think about all we have talked about over the last couple of hours and what you have learned or rethought about. What is one thing from today that you will use in your work? Please take the postcard in front of you and write yourself a note about what you are going to do in the next three months with this information or other information you think is important in your work with adults. We will collect all of these and mail them to you in three months to remind you of your commitment.”

One trainer has found it particularly helpful to do a little question and answer period here and offer to be a resource. Her experiences have been with people who are new to the concept of youth-adult partnerships and want to ask the trainers what it is like. She suggests leaving room for some Q&A time.

Evaluation

“I would like to thank you for participating in this workshop. Before we end the session, it would be helpful to us to get some feedback from you about this session.”

Leader's Notes

On the top of a piece of newsprint write the words “What worked” and ‘What didn’t” and draw a line down the middle of the page to divide these two. Quickly ask participants to share with you their thoughts about what worked and what didn’t.

Leader’s Notes

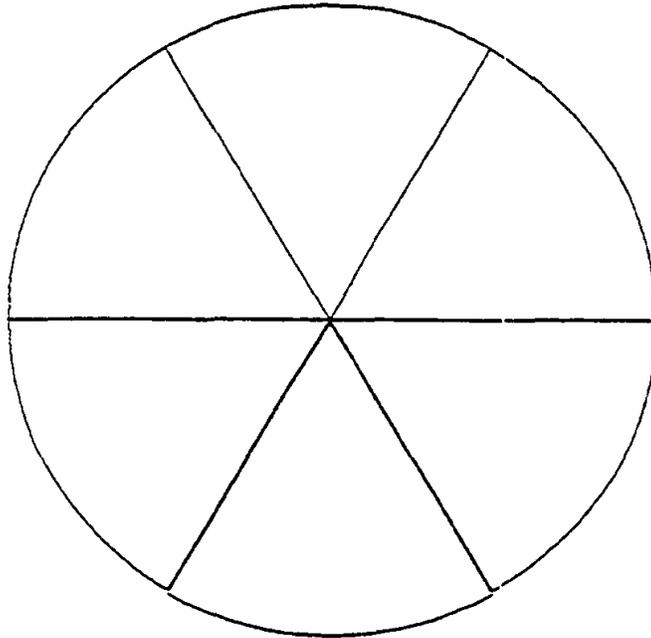
It is important that as you do this you don’t comment but merely write everything they say. This tool can help you improve the training each time to better meet the needs of participants.

APPENDIX:
ENERGIZERS/WARM-UPS

Thanks to Lisa Moore for sharing these energizers/warm-ups.

Workshop: *Youth*

- ◆ TITLE: Pie
- ◆ TYPE: Introductory
- ◆ MATERIALS: Paper, pencils for each group member
- ◆ OUTLINE: Have people pair up with someone they know least. Pass out paper and pencils. Ask them to draw a circle and divide into six slots (like six pieces of pie). Without talking, have them guess what their partner's middle name is and put in first slot. Ask questions such as: favorite movie, favorite musical group, what you want to do in your career and your favorite place to visit. You can change these questions if you want.



- ◆ GOAL: To assist group members in becoming acquainted.
- ◆ HOW TO PROCESS: How did you feel about what your partner guessed? Was it hard for you to guess these things? What method did you use for guessing?

Workshop: *Youth*

- ◆ TITLE: M & M's or Skittles
- ◆ TYPE: Introductory
- ◆ MATERIALS: A one-pound bag of M & M's or Skittles.
- ◆ OUTLINE: Let participants take as many as they want without telling them what they are for. Don't let them eat them. After everyone has their candy, ask them to tell something about themselves for each piece of candy they have. This is a way of sharing and also for people to see how greedy they are.
- ◆ GOAL: To assist group members in becoming acquainted.
- ◆ HOW TO PROCESS: Did you feel pressured to share personal things about your life?

Workshop: *Youth*

- ◆ TITLE: Fantasy Person
- ◆ TYPE: Introductory
- ◆ MATERIALS: None
- ◆ OUTLINE: Everyone has a turn, introduces themselves as the person they wish to become in the next week.

Example: “I’m Danielle Walker, author and activist. Maybe you’ve read my latest novel?”

Example: “I’m _____ and I am the chairperson for a youth-adult partnership council in my community.”
- ◆ GOAL: To make an introduction with some goals and aspirations built in.
To get to know each other’s names.
- ◆ HOW TO PROCESS: Dreams are never impossible. What we can do to make dreams come true – setting courses.

Workshop: *Youth*

- ◆ **TITLE:** What's In Your Wallet? Purse? Pocket?
- ◆ **TYPE:** Introductory
- ◆ **MATERIALS:** None
- ◆ **OUTLINE:** Facilitator requests participants to find one to three things that they value among the things they have with them. These things can be anything at all. Place them on your table and begin thinking about what you will tell us about what any or all of them mean to you and your value system. A volunteer shares their items and then chooses another person in the group to share theirs.
- ◆ **GOAL:** To learn about what we value by looking more closely at what we carry with us.
- ◆ **HOW TO PROCESS:** How did you feel sharing this with us? How long have you carried this particular item?

Workshop: *Youth*

- ◆ **TITLE:** Compliment Sheets
- ◆ **TYPE:** Working
- ◆ **MATERIALS:** Plain white paper, Markers: water-soluble/small tip, Masking tape
- ◆ **OUTLINE:** Tape sheets of paper to each person's back. Each person chooses a marker. Members write a compliment about each person on that person's back. No peeking until all are finished. Then sheets are taken off and each person reads the sheet to herself/himself. Allow time for quietness and then spontaneous discussion.
- ◆ **GOAL:** To enhance closeness, team-building, and positive feelings within the group.
- ◆ **HOW TO PROCESS:** Discuss the process of writing messages:
 - cooperation when several people are writing and being written on at the same time.
 - how it felt to have someone writing on your backDiscuss feelings when sheets were read.

Workshop: *Youth*

- ◆ **TITLE:** Pass the String
- ◆ **TYPE:** Working
- ◆ **MATERIALS:** A large ball of kite string
- ◆ **OUTLINE:** Ask the group to sit in a circle. Place the ball of string in the middle. Explain that the first person to talk must pick up the string, hold onto one end, and pass the ball to whoever speaks next. Every time someone speaks, the string is passed to her or him.
- ◆ **GOAL:** To reveal the established pattern of group/individual communication.
- ◆ **HOW TO PROCESS:** Ask the group to process who was the initiator. Who talked the most? The least? What was the tone of conversation? How did it change after the string was introduced to the process? Did anyone feel pressured to speak, to stop speaking, or not to speak?

Workshop: *Youth*

- ◆ TITLE: Life Line
- ◆ TYPE: Working
- ◆ MATERIALS: 8x14 paper, pencil or pen
- ◆ OUTLINE:

Draw a horizontal line across paper, put birth date at the left end. Put today's date at the right end. Along the line put marks to represent significant life events. Under each mark; write a brief description and approximate age (e.g., 3 years/mumps; 4 years/brother born; 5 years/kindergarten; 6 years/1st grade...).

After life line is complete, write beside each event whether it was within your control or not (N=No Control, C=Control). Once the group completes their life lines, take turns sharing.
- ◆ GOAL: To share life events which influenced development, build empathy and trust among group members, gain understanding that some events were beyond our control (how to cope, etc.), to gain insight into events which are within our control (problem solving), and to realize that others may have had similar events (not alone, feel group support). The difference lies in how individuals cope and problem-solve.
- ◆ HOW TO PROCESS: Encourage and achieve listening among group members and self. Probe to find out how they coped or resolved problems (if appropriate). Point out similarities; if grief is a central theme, discuss what this was like for them.

Workshop: *Youth*

- ◆ TITLE: Push Me-Pull Me's
- ◆ TYPE: Working
- ◆ MATERIALS: None
- ◆ OUTLINE: Have the group get in a circle and hook elbows. One person at a time will keep his/her feet in the same spot and remain still while he/she leans forward. The people to each side should lower themselves slowly, each with the knee closest to the person on the floor, while they lower the middle person until his/her nose touches the floor. Next they raise him/her to a standing position. The whole group will feel the weight and therefore will need to assist at all times.
- ◆ GOAL: The goal is to show group cooperation used to achieve a goal, and to promote trust within the group.
- ◆ HOW TO PROCESS: Ask participants to identify how the group worked together. Little processing is needed.

Workshop: *Youth*

- ◆ TITLE: Shapes
- ◆ TYPE: Introductory
- ◆ MATERIALS: Two pipe cleaners for each member of the group
- ◆ OUTLINE: Pass out two pipe cleaners to each member of the group. Ask the group to shape the pipe cleaners into a symbol which represents them. Have group members share their pipe cleaner shape and explanation with the group.
- ◆ GOAL: To assist group members in becoming acquainted with each other.
- ◆ HOW TO PROCESS: How does it feel to share this with the group? How would you like the pipe cleaners to look?

Workshop: *Youth*

- ◆ **TITLE:** Forced Choice
- ◆ **TYPE:** Introductory
- ◆ **MATERIALS:** None
- ◆ **OUTLINE:** Members form two lines, each representing a position/opinion. Each student must make a choice from the questions such as the following:

Would you rather:
 - a) Have good grades or be popular?
 - b) Take a date to a party or to the zoo?
 - c) Be considered a “big mouth” or “loose”?
 - d) Have an allowance of \$50 a week or work?
Do you:
 - a) Think the drinking age should be raised or lowered?
 - b) When someone says something that makes you angry, hold it in and hope it blows over or get angry and yell back?
- ◆ **GOAL:** To open up communication and explore the different opinions in the room.
- ◆ **HOW TO PROCESS:** Use the least threatening choices first. How did it feel to take an unpopular position? Did the group influence your position?

Workshop: *Youth*

- ◆ TITLE: My Best Friend
- ◆ TYPE: Introductory
- ◆ MATERIALS: None
- ◆ OUTLINE: Members sit in a circle. Each person introduces the person next to them on their right (even though they may never have met them). The introductions are made up and a minimum of three things must be said about the person, i.e., “This is my best friend, Rob. He was the third man on the moon. He is 95 years old, and he had brain surgery two years ago.”
- ◆ GOAL: Reduces group anxiety. Is relatively non-threatening. Allows for silliness and laughter. Gives everyone an opportunity to break their personal ice.
- ◆ HOW TO PROCESS: No processing necessary

Workshop: *Youth*

- ◆ **TITLE:** Drawing Your Feelings
- ◆ **TYPE:** Introductory
- ◆ **MATERIALS:** Pencils and paper (8½x11)
- ◆ **OUTLINE:** Have participants divide paper in thirds. First section: draw a picture of something that scares you. Second section: draw a picture of something that gives you peace. Third section: draw a picture of something that bores you. Allow each to share and discuss his/her pictures. Allow the right to “pass.”
- ◆ **GOAL:** A chance to express feelings. To let participants know that everyone can draw and there is no right or wrong way.
- ◆ **HOW TO PROCESS:** Allow adequate time because some participants will go into a great deal of detail.

Workshop: *Youth*

- ◆ TITLE: Human Knot
- ◆ TYPE: Energizer
- ◆ MATERIALS: None
- ◆ OUTLINE: The members need to stand in a close circle, shoulder to shoulder, and place hands in the center. Everybody then grabs a couple of hands, being sure not to hold both hands with the same person or to hold the hand of the person right next to them. Now try to untangle the knot without letting go of anybody's hand.
- ◆ GOAL: To build teamwork skills, problem solving, and relieve frustration.
- ◆ HOW TO PROCESS: Discuss the feelings of working together. Who initiated the process? Who did the least talking?

Workshop: *Youth*

- ◆ TITLE: Close to the Edge
- ◆ TYPE: Energizer
- ◆ MATERIALS: Masking tape or string
- ◆ OUTLINE: This depends on the trust you have in the group. Take string or tape and construct a square with 5-foot sides. Tell the group that the space inside the square is a cliff 300 feet in the air. They have been stranded there while mountain climbing, and must spend the night because the rescue party can't reach them until morning. The group must find a way to sleep so that no member's body extends over the cliff's edge. If it does, they are doomed. Hold position for three minutes.
- ◆ GOAL: To build trust and teamwork amongst the group.
- ◆ HOW TO PROCESS: Ask group members how they felt working that closely together. Was it uncomfortable?

Workshop: *Youth*

- ◆ TITLE: Pass A Smile
- ◆ TYPE: Energizer
- ◆ MATERIALS: None
- ◆ OUTLINE: Tell group members to get up and move around the room shaking hands with as many people as possible. The participants cannot smile at all until someone smiles at them first. Once they “catch a smile” they can smile at everyone they meet. Return to your seat when you think everyone is smiling.
- ◆ GOAL: To acquaint members, get people refreshed and feeling positive rather than down and negative.
- ◆ HOW TO PROCESS: Tell them how long it took to pass a smile around the room. Talk to them about having a positive attitude and smiling at other people.

Workshop: *Youth*

- ◆ TITLE: Drop the Handkerchief
- ◆ TYPE: Energizer
- ◆ MATERIALS: One clean handkerchief
- ◆ OUTLINE: Ask the group to sit in a circle. Place a handkerchief in the center. Explain that no one is to talk during this exercise. Anyone from the group may pick up the handkerchief after it lands and then release it into the air. While it is “free-floating,” members of the group may laugh. All the laughing must stop when the handkerchief lands.
- ◆ GOAL: Group should become focused; centered on the “now.” Attentive.
- ◆ HOW TO PROCESS: Who initiated the throw? Who participated in throwing the handkerchief the most? The least? Did anyone think people would not laugh if they threw up the handkerchief? Was this a fun/stupid exercise?

Workshop: *Youth*

- ◆ **TITLE:** Scavenger Hunt
- ◆ **TYPE:** Introductory
- ◆ **MATERIALS:** See handout on following page (one per person); pencil or pen for each person
- ◆ **OUTLINE:** This is a person-to-person scavenger hunt. Walk around and try to find someone in this group who matches each question. Have them sign their name in the space next to the question. This is your chance to get to know everyone here. Have fun!
- ◆ **GOAL:** To get everyone in the group to sign your sheet. To learn a few things about each member and familiarize yourself with the names of the others in the group.
- ◆ **HOW TO PROCESS:** Make sure everyone has signed each other's sheets. Note any interesting things you learned about other members of the group.

SCAVENGER HUNT



Find someone:

1. With the same color of eyes as you -
2. Born in the same state as you -
3. Who lives in a house where no one smokes -
4. Who has the same astrological sign as you -
5. Who likes to sing in the shower -
6. Who has lived outside of the U.S. -
7. Who has 7 or more letters in their first name -
8. Who likes to exercise (what kind?) -
9. Who watches less than 5 hours of TV per week -
10. Who has been told in the last week that he/she is loved -
11. Who has the same favorite dessert as you -
12. Who can cross their eyes -
13. Who feels it is okay to cry -
14. Who walks to school -
15. Who has 6 or more people in their family -
16. Who is the youngest in their family -
17. Who loves video games -
18. Who would like to write a book (about what?) -
19. Who can speak two languages (which ones?) -

Workshop: *Adult*

Table of Contents

Goal and Objectives	II-i
Annotated Outline	II-ii
Opening/Welcome/Warm-Up	II-1
Self-Assessment	II-9
Examining a Young Person's Point of View	II-16
Benefits and Challenges	II-22
Youth as Partners	II-24
Visioning/Evaluation	II-35

Adult Workshop

This training curriculum is designed primarily for adults who have responsibility for designing, implementing and evaluating youth programs. This workshop is designed to be presented as a workshop of approximately 2-2½ hours. The overall purpose is to increase adults' ability to work in partnership with young people to develop, implement, and evaluate youth programs, events, and activities. By doing so, we meet the developmental needs of young people while providing them with leadership roles to improve the conditions in which they live.

Goal: To help adults understand the need for young people to be involved in making decisions about the programs that affect them and to understand that young people have significant contributions to make to the current programs as well as future endeavors.

Objectives: Participants will assess the knowledge, skills, attitudes, and behaviors necessary for working in partnership with young people, and develop action steps for their own development.

Participants will understand how young people are treated and why this understanding is significant to the work they do.

Participants will be able to articulate the ways young people bring both benefits and challenges in youth-adult partnerships.

Participants will identify three viewpoints from which adults tend to view the potential contributions young people make to society: youth as objects, recipients, or partners.

Participants will practice ways to treat young people as partners.

Participants will be able to articulate ways they intend to work with young people as partners.

Annotated Outline

Opening/Welcome/Warm-Up -30 minutes

Participants are welcomed to the workshop and then asked to stand next to one of four statements along the wall related to their role in working with young people. Their expectations for the workshop are requested and are related to what will and won't be covered in the two-hour agenda that is planned. An overview of the workshop is given and the purposes of the workshop are discussed.

Participant Self-Assessment

Participants are asked to rate themselves on the self-assessment tool as to where they have been and where they hope to be. Each participant meets with another participant to determine one or two assessment items s/he will work on during the workshop.

Examining a Young Person's Point of View - 20 minutes

This activity is a visioning process that asks adults to remember their teenage years and then react to some of the statements they may have heard at that time. Questions are asked that provoke participants to explore how they felt and thought, and relate these feelings to their work with young people today. The participants are given tips that they can use in working more equitably with youth and are asked to focus on one they will use after this workshop.

Benefits and Challenges - 30 minutes

Participants are asked to brainstorm the benefits and the challenges of working with young people. A correlation is made between the challenges of working with youth and adults. This piece is designed to be used later in the youth-adult workshop where participants offer strategies to the challenges of working with youth as partners.

Youth as Partners - 25 minutes

Bill Lofquist's Spectrum of Attitudes toward young people is introduced and used as a framework in developing solutions to case studies designed to focus on the participant's role with youth solutions are shared and discussed from a Youth as Partners perspective.

Visioning/Evaluation - 25 minutes

Each participant revisits the self-assessment tool and uses this to help determine the action steps. Participants are asked to vision how they will use the information from the workshop in their work with young people and develop one action step they intend to take. This action step is put on a self-addressed postcard that is mailed to them three months after the workshop. The participants are asked for what worked and what didn't about the workshop.

OPENING/WELCOME/WARM-UP

Purpose: To have participants begin to explore the elements of effective youth-adult partnerships. To provide an overview of the workshop. To have participants introduce and get to know each other.

Materials: Questions along the walls, agenda on newsprint

Time: 30 minutes

Procedure:

Begin by welcoming people, have trainers introduce themselves, and explain briefly about the purpose of the workshop: “To increase the capacity of adults to work in full partnership with young people.”

“To begin, we want you to think about the issue of youth and adults as partners.”

Point out the questions along the walls and read each one out loud and ask participants to go stand by the question of their choice to discuss.

Questions:

- How can young people and adults work together as equal partners?
- What are some of the greatest barriers an adult brings in his/her ability to effectively work with young people?
- What is your vision of how young people will most benefit from working with adults?
- What is your vision of how adults will most benefit from working with youth?
- What is your greatest personal asset in working with youth?

Leader’s Notes

→ After a few minutes, ask them to sit down and pose the discussion questions.

Discussion Questions:

1. What was brought to mind for you when you read and discussed the question?
2. What is something you remember about your discussion?
3. Why would we begin a workshop this way?
4. What is significant about these questions in discussing youth-adult partnerships?

Have each participant introduce himself by stating:

Name

What do you do with young people?

What makes you proudest about the work you do with young people?

Once people have completed their introductions, explain that we are all in this learning together. Go over the agenda - amplifying what will be covered in each piece:

Opening/Welcome/Warm-Up

Self-Assessment

Examining a Young Person's Point of View

Benefits and Challenges of Working with Youth

Youth as Partners

Visioning/Evaluation

Leader's Notes

Give participants a few minutes to discuss feelings and reactions to the questions as a small group. This piece is important to them feeling comfortable in the workshop.

You might want to spend some time explaining "why" we do youth-adult partnerships and who is promoting and doing them. How both national and local agencies are finding it a highly effective way to accomplish more.

Assess how much time you have. You may not be able to do full introductions that take at least two minutes per person.

Go over agenda while referring to newsprint.

Workshop Objectives:

Participants will assess the knowledge, skills, attitudes, and behaviors necessary for working in partnership with young people, and develop action steps for their own development.

Participants will understand how young people are treated and why this understanding is significant to the work they do.

Participants will be able to articulate the ways young people bring both benefits and challenges in youth-adult partnerships.

Participants will identify three viewpoints from which adults tend to view the potential contributions young people make to society: youth as objects, recipients, or partners.

Participants will practice ways to treat young people as partners.

Participants will be able to articulate ways they intend to work with young people as partners.

Check in with the participants to see if there are any questions. Explain that we will begin by exploring what it takes to work in partnership.

Leader's Notes

Put a shorter version of the workshop's objectives on newsprint.

How can young
people and adults
work together as
equal partners?

What are the greatest
barriers an adult
brings in their ability
to effectively work
with young people?

What is your vision of
how young people
will most benefit from
working with adults?

What is your vision of
how adults will most
benefit from working
with youth?

What is your greatest
personal asset in
working with youth?

SELF-ASSESSMENT

Purpose: To have participants complete a self-assessment of their knowledge, skills, attitudes and behaviors to effectively work in partnership with young people. To use this assessment to determine action and improve participants' ability to work in partnership.

Materials: Self-Assessment tool, pen or pencil

Time: 15 minutes

Procedure:

As we've conducted these workshops with different audiences across the nation, it has become clear that many people already know a lot about working in partnership with young people. They understand the challenges and the benefits and attend this workshop to fine tune their ability - because they are truly committed to this approach. In the next few minutes you will be assessing your own competencies and determining areas where you want to make changes. We are all at different places and that is okay. This is a confidential tool. You will not be asked to share the results with anyone. You will be asked to choose a couple of areas you want to work on and share this with a partner. This is not to judge but to reflect and be candid about where you personally would like to improve. The handout we will give you has two columns. The first column is for where you feel you are now. The second column is for where you would like to be. Take a look at the tool. Any questions on how to complete it? Please take a few minutes to complete this in silence.

Once you notice that people are done, ask that they look through the list and determine one or two they would like to focus on today. When they have chosen, have them turn to the person sitting next to them and discuss the tool and one or two areas they've chosen to work on and to share with a partner.

Leader's Notes

Discussion Questions:

1. Anything surprise you about the tool?
2. What kind of feelings did you have when you were filling out this self-assessment?
3. Did you see any patterns once you finished?
4. What was the purpose of filling out the self-assessment?
5. What was one personal learning for you?
6. Does anyone want to share what they hope to work on and why?
7. How might you use this tool in the future?

“We will re-visit this self-assessment again at the end of the workshop. You will check-in with your partner and you will develop some action steps for when you leave the workshop. Any additional comments? Then let’s take a few minutes and go back to what it was like when we were a teenager.”

Leader’s Notes

Youth-Adult Partnership Self-Assessment Tool

Adult Self-Assessment

Rate yourself on a scale from 1-5, “one” being a beginner in this area. In the first column put where you see yourself now. In the second column put where you would like to be. Choose at least two of these from the entire list that you hope to focus on during this workshop. You will revisit this at the end to determine which ones you would like to focus on after this workshop.

Knowledge

*Where I
am now:*

*Where I would
like to be:*

- | | | |
|-------|-------|---|
| _____ | _____ | Know techniques for working in equitable partnerships with youth. |
| _____ | _____ | Understand child development (physical, social, cognitive) and how this affects the types of partnerships. |
| _____ | _____ | Realize that it is more effective for youth to construct their own personal beliefs from their own experience rather than blindly following the directions of others. |
| _____ | _____ | Understand how adultism influences our attitude towards young people. |
| _____ | _____ | Familiar with resources about youth participation and youth and adult partnerships (e.g. speakers, films, curricula, books, pamphlets). |
| _____ | _____ | Aware of the current issues significant to young people. |
| _____ | _____ | Know how youth-adult partnerships assist in achieving positive youth outcomes. |

Skills

*Where I
am now:*

*Where I would
like to be:*

- | | | |
|-------|-------|---|
| _____ | _____ | Can establish a positive learning environment for young people. |
| _____ | _____ | Able to continually assess and reflect upon performance in achieving full partnerships. |
| _____ | _____ | Affirm and validate youth’s feelings and ideas. |

Workshop: Adult

*Where I
am now:*

*Where I would
like to be:*

- | | | |
|-------|-------|--|
| _____ | _____ | Proceed from the position of “what youth need” rather than from a stance of “how can I get youth to do what I want.” |
| _____ | _____ | Articulate and maintain appropriate boundaries (such as roles, responsibilities, relationships, and confidentiality) with youth. |
| _____ | _____ | Actively and continuously consult and involve youth. |
| _____ | _____ | Build trust and openness in a group. |
| _____ | _____ | Treat all group members with respect. |
| _____ | _____ | Can establish rapport with young people. |
| _____ | _____ | Appreciate and incorporate the strength of commonalities and differences among youth (gender, racial, cultural, ethnic, spiritual, class, economic and orientation). |
| _____ | _____ | Ask young people questions about what they think about everything. |
| _____ | _____ | Curb inclinations to take over. |
| _____ | _____ | Validate the thinking of young people. |
| _____ | _____ | Communicate in a non-judgmental manner. |
| _____ | _____ | Listen carefully to young people. |
| _____ | _____ | Ability to identify positive possibilities in difficult situations. |
| _____ | _____ | Actively engage youth. |
| _____ | _____ | Careful about interrupting a young person. |
| _____ | _____ | Ability to assess young people’s needs, interests and competencies. |
| _____ | _____ | Provide training, practice and support for young people. |
| _____ | _____ | Provide on-going opportunities to have young people reflect on learning. |

Attitude

***Where I
am now:***

***Where I would
like to be:***

- | | | |
|-------|-------|---|
| _____ | _____ | Believe in the potential and empowerment of all youth. |
| _____ | _____ | Believe that I can make mistakes openly and without self-deprecation. |
| _____ | _____ | Trust youth to be powerful. |
| _____ | _____ | Believe in the positive nature of children and that young people are fundamentally good, capable of generosity and empathy. |
| _____ | _____ | Reject efforts to scapegoat young people for today's problems and see them as assets rather than liabilities. |
| _____ | _____ | Believe that youth must actively create ethical meaning from their own experience rather than being told what is ethical by adults. |
| _____ | _____ | Believe in the value of respectful dialogue with youth. |
| _____ | _____ | Believe in the value of process of engagement over outcome. |
| _____ | _____ | Expect youth to make their own decisions. |
| _____ | _____ | Believe that every community is filled with useful opportunities for young people to contribute to the community. |
| _____ | _____ | Don't expect more from a young person than I would from an adult. |
| _____ | _____ | Don't excuse indiscretions just because I am dealing with a young person. |
| _____ | _____ | Believe my role is partner, not parent or authority/expert. |
| _____ | _____ | Believe young people will learn through their mistakes. |
| _____ | _____ | Assert that young people and adults can accomplish more together than accomplished alone. |

Behavior

*Where I
am now:*

*Where I would
like to be:*

- | | | |
|-------|-------|---|
| _____ | _____ | Intervene supportively where young people's rights and due respect are being denied by adults. |
| _____ | _____ | Actively work to help youth develop their own autonomy. |
| _____ | _____ | Willing to give up and share power with youth. |
| _____ | _____ | Help youth become active "meaning-makers," testing out theories and trying to make sense of themselves and the world around them. |
| _____ | _____ | Work to create an environment where youth feel safe enough to challenge each other -- and even me! |
| _____ | _____ | Treat youth with the respect and dignity of an equal. |
| _____ | _____ | Help youth participate in the creation of rules and guidelines which affect all of us. |
| _____ | _____ | Work to help youth create a sense of community, to construct a place where they feel trusted, respected and empowered. |
| _____ | _____ | Enjoy engaging in rational discussion with youth about issues that concern them. |
| _____ | _____ | Listen <u>to</u> youth more than I talk at them. |
| _____ | _____ | Give youth real options and decision-making opportunities rather than commands or dictums. |
| _____ | _____ | Engage youth in helping generate possibilities rather than simply choosing among predetermined options. |
| _____ | _____ | Intervene supportively when a teen puts down or devalues another or her/himself. |
| _____ | _____ | Celebrate young people's successes. |
| _____ | _____ | Ensure that youth are involved in meaningful, not meaningless, roles. |

Workshop: *Adult*

- _____ _____ Cultivate opportunities for young people to teach and to lead.
- _____ _____ Don't make one youth represent all youth.
- _____ _____ Give young people real information about the way the world works, my experiences, relationships and sex, and the contribution of young people to humankind.
- _____ _____ Establish team and organizational priorities and strategies that value youth and adult partnerships.
- _____ _____ Advocate for continual improvement of youth-adult partnerships in teams, organization and communities.
- _____ _____ Seek to learn from youth.



This list was excerpted and is being printed by permission from the Center for Youth Development and Policy Research/Academy for Educational Development's publication, Definitions, Language, and Concepts for Strengthening the Field of Youth Development Work, August 1995; Bonnie Benard, "Resilience Research: A Foundation for Youth Development," New Designs for Youth Development, Summer 1996 (c/o National Network for Youth, 1319 F Sweet, NW, Suite 401, Washington, DC 20004, 202-783-7949, fax 202-783-7955 or Bonnie Benard - Resiliency Association, Berkeley, CA., (510) 528-4344); Jim Thormahlen, Developmental Tasks and Adventure Based Education, Montana Department of Public Health and Human Services; Ellen Meredith Ilfeld, Learning Comes to Life: An Active Learning Program for Teens, High/Scope Press, 1996.

EXAMINING A YOUNG PERSON'S POINT OF VIEW

Purpose: To have participants remember what it was like when they were young. To have participants use their feelings of being young to understand what it is like to be young today and to understand their role as an adult with a young person. To explore how adultism can hurt young people. To introduce additional techniques for participants to use when working with young people.

Materials: Handout titled "Implications for Our Work with Young People"

Time: 20 minutes

Procedure:

(Taken from Helping Teens Stop Violence by Allen Creighton and Paul Kivel-Hunter House 1991)

Begin by asking people to relax. Invite people to close their eyes if it is easier for them to go back to their teenage years. Very slowly have them think back to their younger days by having them imagine a few things.

"Remember the high school you went to.... remember what it looked like. How did you get to school? Did you ride your bike, walk, drive, take a bus? Who were your best friends at school? Can you remember your locker? Did you have one? What was it like when you were at your locker? How about during lunch? What did you do? Can you imagine your teachers? How did you get along with them? How was it as you sat in your classroom? Can you imagine going home from school? What did you do after school hours? Who were you with? What did you feel like when you were with your classmates? Can you imagine your evenings?"

Leader's Notes

It is important to speak very slowly as you do this so people really have time to go back to what it felt like to be a teenager.

How about Friday nights? What did you do? Were you with friends? Did you have a boyfriend or girlfriend? Where might you go on the weekends? Did you participate in after-school activities?"

"Please try to hold on to these memories of being a teenager. Think about this period in your life as I say the following statements to you. Imagine that you are a young person and I am one of the adults in your life. You can keep your eyes closed if it helps you stay in that young place."

Read about ten items from the things we say to young people. Say them directly to individuals.

- Not now. I don't have time.
- You're too young to understand.
- We'll talk about it later.
- Go to your room.
- I work my fingers to the bone for you.
- When I was your age, I had it a lot harder.
- Do what I say. It will be good for you.
- Because I said so.
- Don't talk back to me. You have to do this whether you like it or not.
- You're just a kid.
- Pay attention when I am talking to you.
- You show me some respect.
- How many times do I have to tell you?

Leader's Notes

Say these statements directly to individuals. Say them forcefully when appropriate, speaking as if you are exerting your power over another individual.

“Now take a moment or two and slowly come back to the training room. Please try and hold onto how it felt to be this age again and let’s discuss what this is all about.”

Discussion Questions:

1. What were some of the strongest images that came to mind for you as a teenager?
2. How did it feel to have those things said to you?
3. Did you have some memories of your own when you were young that you’d be willing to share that were triggered by these statements?
4. Which of these statements do you think a young person might hear today? Who might use these statements with young people? Why?
5. How do you think that makes them feel?
6. What does this have to do with the work we do with young people?
7. What is our most important role with young people?
8. How might we use what we’ve talked about and thought about today?
9. What is our responsibility to change some of these social behaviors/norms as people who work with youth?

“This activity is taken from a book called Helping Youth Stop Violence. It is a curriculum designed to be led by young people with other young people in schools. This piece is on adultism and helps us identify that like other ‘isms’ the way we treat young people and were treated is accepted in this society. This activity raises a lot of feelings for a lot of people and I am sorry if you are in pain right now because of your memories. I hope these memories act as a catalyst for changing how we treat young people today and in our youth programs.”

Leader’s Notes

Be silent for just a moment so people will be able to emotionally come back to the present.

You don’t need to use all of the questions. Choose which ones you think will be best for the group and use those—probably only 4 or 5. One suggestion is using 1,2,6, and 8.

“In the handout by John Bell, he gives some specifics about how to break these patterns. Take the next couple of moments to glance through this handout and write down one thing that you might use in your work with young people. I hope that you will read this more thoroughly as you continue your work and use some of these techniques as you move forward with your own partnerships with young people.”

Leader’s Notes

Pass out John Bell handout found on next two pages.

Implications for Our Work with Young People



A few general guidelines might be helpful as we proceed:

- Listen to young people. Really listen. In particular, listen to their thinking and to their experiences and feelings of what it has been like being young.
- Ask questions. Ask what they think about everything.
- Lay back. Curb your inclination to take over. Support the initiatives of young people.
- Validate their thinking. Welcome their ideas. This is where major invalidation has hurt them.
- Be willing for them to make mistakes. Putting their ideas into practice will bring mixed results. They will learn. We need to learn to support the process of their taking leadership.
- Reverse the power relationships when appropriate. When, for example, can we refrain from using our authority, from making the final decision, from being the “real power” behind the youth leadership?
- At the same time, do not thrust young people into decision-making and leadership positions without training and practice and understanding their responsibilities. Otherwise, we set them up for frustration, confusion, possible failure and humiliation.
- Always respect all young people, no matter the age, and expect them to respect each other, at all ages. This is the starting point for reversing the internalized oppression.
- Have high expectations to their potentials, and a real assessment of their current abilities. Never sell them short and always be prepared to lend a hand with a difficulty.
- Do not dump our distress about them on them. They get this from adults all the time. It only adds more hurt. We need to take care of our upsets about them some other way with other adults.
- Give young people real information about the way the world works, about our experiences, about relationships and sex, about the contribution of young people to humankind, etc. Never lie to them.

Workshop: *Adult*

- Be patient with ourselves when we unknowingly slip into our old adultist habits. It will take time to undo them. Always appreciate how well we are doing. No blaming ourselves or others.



Good Policy

Of course, we want to avoid the ditch on the one side of adultist authority running the show, and the ditch on the other side of the permissive attitude that says “anything the young people want is OK.”

The oppression of young people has left them, to varying degrees, with irrational feelings, tendencies to act out their hurts, and wrong or distorted information. Without clear guidelines, these distresses can wreck any human effort.

A sound policy for behavior in our work together includes expecting all people, despite age, to treat each other with nothing less than complete respect.

- To think and not just react.
- To do the thing that will improve the situation.
- To be trustworthy, honest, and reliable in relations with each other.
- To put the interest of the group ahead of one’s own.
- To care about each other.
- To struggle against everything which keeps us in conflict among ourselves.

Reproduced from *Adultism* by John Bell

BENEFITS AND CHALLENGES

Purpose: To have participants consider the challenges and the benefits of working in partnership with young people.

Time: 30 minutes

Materials: Half sheets of standard size paper (8.5" x 11") for people to write on - about 3 sheets for each participant, markers, paper or some material on wall to put all ½ sheets, spray adhesive or masking tape rolled to put on the back of the ½ sheets.

Procedure:

Note: This approach with the use of ½ sheets and a ‘sticky’ wall is taken from the ICA workshop methods.

“We talked a little in the introduction about the benefits of working with young people, and you shared what made you the proudest about your work with youth. Let’s focus for a minute on what we think young people bring to the table that adds to the experience. You will be working in small groups to come up with a list and we will compile all your responses to see what some of those benefits might be.”

Instruct people to take a moment or two to write down every benefit that they can think of that a young person brings to the table in an equal partnership. Give people time to think through a number of ideas, and then have them join a group of about four additional people to discuss their entire list. Have each group choose five to seven benefits that they will put on the half sheets.

- ⇒ Write big
- ⇒ One idea per sheet
- ⇒ 5-7 words per sheet

Leader’s Notes

Help get people into small groups quickly if they are having trouble.

As you go through each element (write big, one idea per sheet, 5-7 words per sheet), have these on ½ sheets of paper and post each one as you read the item.

Once they have their five to seven benefits, have each group choose two that they think are the most important. Read through all of the responses and then ask people to put up two that no one else has put up. Ask for any others that should go up. Go through all out loud and ask the participants....

- What was it like to come up with benefits that young people bring to the table?
- Are there items up here that are particularly unique to being young?
- How can we use this information as we go forward?
- Now ask the participants to do a similar process with the challenges of working with young people.

Discussion Questions:

1. How easy was it to come up with benefits? Challenges?
2. What is there about the benefits that can help overcome the challenges?
3. Where else might you look for ideas on how to overcome the challenges?
4. What is one learning from this activity?
5. How might we use this information?

One way we will be using the challenges in the Youth-Adult Workshop is developing strategies to overcome the challenges when we meet in our youth-adult teams.

Leader's Notes

You will record this information after the training and give to participants.

One trainer has posted on one side of the blackboard the brainstorming of benefits and challenges from other workshops and then flips it over to show a comparison between other groups and the brainstorming done by this group.

You will be saving all the responses for the workshop when youth and adults are together.

YOUTH AS PARTNERS

Purpose: To provide participants with a framework to have them approach young people as partners. To have participants practice with case studies the approach of youth as partners.

Time: 25 minutes

Materials: Handout: “Case Studies”; signs on the wall: Youth as Objects/Youth as Recipients/Youth as Partners

Procedure:

“There are reasons why we interact with young people in particular ways we do. Often, if we are going to work in true partnership with young people, we need to work differently than many adults who worked with us in our lives. We need to look at where our approach came from, and think about how that needs to change or stay the same. Lofquist (1989) has developed and popularized what he calls a ‘Spectrum of Attitudes’ that covers three different attitudes adults can hold toward young people. Often the attitudes that adults hold toward young people determine the degree to which they involve them as significant partners in decision-making, and believe them capable of autonomy or making decisions about the issues that affect them.”

“Let’s look at each one:”

“The first one is Youth as Objects.”

“If we work this way with youth, ‘adults know what is best for young people and control situations in which they allow them to be involved.’ In this approach the attitude is that young people have little to contribute. Adults may work to keep young people in a relatively powerless position. Adults with such opinions have no intention of allowing youth participation. Adults may truly believe that they need to protect young people from ‘suffering’ from mistakes.

Leader’s Notes

Point to the sign “Youth as Objects.”

However, we know that involvement in meaningful roles is essential to positive growth and the development of successful young adults.”

“In the second - Youth as Recipients - adults allow young people to take part in decision-making because they think the experience will be ‘good for them.’ This has a real focus on young people learning from ‘adult society,’ and that young people need to be guided through their participation in adult society. This attitude is characterized by adults allowing young people to take part in decision-making because they think the experience will be ‘good for them’ and an excellent opportunity to practice for when they become ‘real people.’ Consequently, responsibilities and tasks often delegated to young people are either trivial (it won’t matter if they mess up) or those which adults find distasteful (roadside cleanup campaigns). Adults with such viewpoints on youth involvement often control the terms and conditions of involvement For example, adults invite two youth representatives to participate on a board or committee composed mainly of adults. Such participation still leaves youth in a relatively powerless position. They realize that their role remains trivial and that adults are retaining the position of authority and much of the responsibility.”

“The third piece at the other end of the spectrum represents attitudes where the contributions of young people are welcomed and valued. ‘Adults respect young people as having something significant to offer now and youth are encouraged to become involved.’ Adults feel that young people are critical to the success of a program or, in this case, an organization focused on youth needs and issues. When adults hold such opinions, youth are seen as equal partners in decision-making. Adults who view young people as partners are comfortable working with groups which have equal numbers of youth and adults. Youth are asked a series of questions such as: How do they want to be involved? What kind of training do they need? What would they like to learn? What do they think their role is? What would they like their role to be? As a result of these relationships, programs and organizations are more effective while young people meet real developmental needs.”

Leader’s Notes

Point to the sign “Youth as Recipients.”

Point to the sign “Youth as Partners.”

“In moving to full partners, we are moving to an attitude of *youth as partners*. This is to say that both youth and adults bring strengths to the table and work in an equitable relationship.”

- “Any comments on what you’ve heard here?”
- Can you give examples of how these work in your area?
- What do you think is the biggest challenge to having an attitude that a young person is a partner in his/her own development?”

“To work a little with this approach, we are going to break you into groups and give you a case study to respond to in a ‘youth as partners’ approach. To help you with this, I’m going to read a sample for you.”

Read the following case study. Ask participants what they would do in a “youth as partners” approach. Read what this case study says as a “youth as partners” approach and ask people what they think. Ask if they’d like to hear “objects” and “recipients” to see the differences.

Case Situation 1: An Activity on Practicing Adult-Youth Interactions

Case 1: Sally is involved in a community project. She has skills in writing letters. She volunteered to write a letter to the Mayor asking for permission to do the group project. It’s time for the letter to be written. What do you say or do?

Youth as Objects: Have Sally sit down and tell her exactly what she should write. “I’ll tell you what to write because I’ve done this before and I know the Mayor, so just do what I say. I know more about what we want from the Mayor than you do. And I know what the Mayor will respond to.” (Adults know best; youth feel put down.)

Youth as Recipients: “I could write this letter, but it will be a good learning experience for you to write a letter to the Mayor. If I help you do it this time, you’ll know how to do it next time.” (Youth will benefit in the future.)

Leader’s Notes

You probably will need to read the case study twice at a slow pace.

Youth as Partners: “What do you think should go into this letter? What do you want the Mayor to do? If you don’t know the administrative procedure that the Mayor needs to follow, I could help you find that out. How else can I be helpful to you?”
(Youth can make a contribution now.)

Explain that this is a model of how you’d like them to think through the case study...knowing that what they are striving to do is figure out how best to approach this with the young person as a partner.

Remind them that their task is to come up with a youth as partners approach Break them into small groups and give them about 10 minutes.

Once in a large group, have one group begin with their answer and then have the others add on or reflect on what they heard.

What about this is treating a young person as a partner? Are there other ways you might proceed?

Leader’s Notes

You may want to cut the case studies in strips and give one to each group.

Help people form groups and get quickly to work. Walk around to see if 10 minutes is the right amount of time. End it sooner or a give a minute or two longer accordingly.

(Note: If you are running short on time, have all groups work on the same case study or do the case study as one large group.)

Discussion Questions:

1. What were you thinking when you were doing this activity?
2. What was the most important thing for you about doing this?
3. What does this say to you about your role with young people in 4-H or other organizations that work with youth?
4. How might you use what you have heard and thought about today?

Leader's Notes

All of the case studies were taken from Partners in Community Leadership: Youth and Adults Working Together for Better Communities, Regional Center for Rural Development, Iowa State University, October 1993.

Youth as Objects

Adults know what is best for young people and control situations in which they allow them to be involved.

Youth as Recipients

Adults allow young people to take part in decision-making because they think the experience will be “good for them.”

Youth as Partners

Adults respect young people as having something significant to offer now, and youth are encouraged to become involved.

CASE STUDIES FOR GROUP ASSIGNMENT

Directions: Choose a study that you think is most pertinent to your group. Brainstorm how you would approach this from a “Youth as Partners” perspective.

Case #1

You are an adult advisor to a group of teens planning a party. The group has scheduled a planning meeting. You are the only adult and they are looking to you to get the meeting started. What do you say or do?

Case #2

Your group is meeting to work on the project that has been selected. Instead of getting down to business, the teens are flirting and laughing. You don’t perceive that business is getting done. A youth is chair of the committee and is not doing anything about the situation. What do you do?

Case #3

You are a 4-H club leader and the club vice-president, Jan, has approached you about the idea of signing the club up to clean a section of highway as a community service project. This is the first you have heard of the idea, and to your knowledge, there has been no discussion with the rest of the club about this idea. What do you say or do?



All of the case studies were taken from Partners in Community Leadership: Youth and Adults Working Together for Better Communities, Regional Center for Rural Development, Iowa State University, October 1993.

Leader Resource**Case #1**

You are an adult advisor to a group of teens planning a party. The group has scheduled a planning meeting. You are the only adult and they are looking to you to get the meeting started. What do you say or do?

Youth as Objects approach:

The adult chairs the meeting. The adult has all the ideas and suggestions. The adult says or implies to the youth that they don't have experience doing this so they are not capable of doing it.

Youth as Recipients approach:

The adult puts the agenda on the board, and then goes through each agenda item asking for ideas from the youth. Adult puts some parameters on kinds of things that can be done (e.g. can't have rap music).

Youth as Partners approach:

"How would you like to plan this party? What do you like to do? How should we pay for this party? In planning events, I have found it helpful to use a guide in planning. Would you like to use it or see it? How would you like to divide up the responsibilities? How can I help?"

Case #2

Your group is meeting to work on the project that has been selected. Instead of getting down to business, the teens are flirting and laughing. You don't perceive that business is getting done. A youth is chair of the committee and is not doing anything about the situation. What do you do?

Youth as Objects approach:

The adult yells out above the noise of the group, tells everyone to quiet down and get to work or it will never get done. The youth chair is ignored and specific directions for doing the task are given to the youth.

Youth as Recipients approach:

The adult talks to the chair and tells her/him what to do to get the group to get the work done. The adult makes a list of what the group should be doing, tells the teens how to do it, and assigns committees to show how the work can be accomplished.

Youth as Partners approach:

The adult and the teen chair have a short session to decide how to get the group back on track. They then involve the group in a planning process, setting goals, dates, responsibilities, etc. so everyone is in agreement about the next steps. The responsibility for accomplishment is shared by all of the group members. The adult works with the group but does not continually “check up” on how well everyone is carrying out their role.

<i>Case #3</i>

You are a 4-H club leader and the club vice-president, Jan, has approached you about the idea of signing the club up to clean a section of highway as a community service project. This is the first you have heard of the idea, and to your knowledge, there has been no discussion with the rest of the club about this idea. What do you say or do?

Youth as Objects approach:

You decide to bring up this idea with the whole club at the next meeting. You have some particular concerns and specific suggestions about how this kind of project ought to run. After all, your club is very busy and you have the big picture which will help the club members set realistic priorities. Kids really don't have the experience to carry out such a long-term commitment.

Youth as Recipients approach:

You bring up the idea at the next meeting. You have spent time thinking about this and have all the options and alternatives lined out ahead of time so the club members don't waste time brainstorming. You have also set some specific requirements for participation: at least 80% of club members must participate in the clean-up activity each year, etc.

Youth as Partners approach:

You encourage Jan to bring this up at the next meeting. In addition, you might suggest things that Jan could do to gather some necessary information to share with the entire club when the idea will be discussed.. How often will we have to clean the highway? What kind of training is required by the state highway department? Who will take the leadership for this each year? How can I help you?

VISIONING/EVALUATION

Purpose: To have participants reflect on what they've learned and determine how they will apply that in their work with young people.

Time: 25 minutes

Materials: Postcards

Procedure:

Visioning

“Pause for a moment. Close your eyes if necessary. Think about the last couple of hours and what you have learned or rethought about. Pull out your self-assessment tool and check-in with your partner about what you worked on today. What is one thing from today that you will use in your work? Please take the postcard in front of you and write yourself a note about what you are going to do in the next three months with this information or other information you think is important in your work with youth. We will collect all of these and mail them to you in three months to remind you of your thoughts.”

Discussion Questions:

1. What were you thinking when you revisited the self-assessment?
2. What did you and your partner discuss?
3. Can anyone share what they want to do when they go back to their community?

Leader's Notes

Collect postcards. Copy for your records and evaluation; end back to participants in three months.

“I would like to thank you for participating in this workshop. Before we end the session, it would be helpful to us to get some feedback from you about this session.”

Evaluation

On the top of a piece of newsprint write the words “What worked” and “What didn’t” and draw a line down the middle of the page to divide these two. Quickly ask participants to share with you their thoughts about what worked and what didn’t. This tool can help you improve the training each time to better meet the needs of participants.

Leader’s Notes

It is important that as you do this you don’t comment, but merely write everything they say.

Workshop: *Youth-Adult*

Table of Contents

Goal and Objectives	III-i
Annotated Outline	III-ii
Welcome/Warm-Up/Introductions/Overview	III-1
Taking a Stand	III-18
How Decisions Are Made	III-25
Perceptions of Power	III-28
Solving the Challenges Together	III-30
Tips for Success	III-39
Can the Balance of Power Change?	III-44
Team Meetings for Action Steps	III-45
Closure/Evaluation	III-50

Youth-Adult Workshop

This training curriculum is designed primarily for teams of youth and adults who will be working together. It is intended to be presented as a workshop of approximately 4½ -6 hours. The overall purpose is to increase participants' ability to work as partners in determining the direction and nature of work that they will do with other youth and adults in their community. By doing so, we work on youth and adult development while improving conditions in which they live.

Goal: To help youth and adults understand the need to work in partnership in making decisions about programs that affect them and to develop strategies to work together in their community.

Objectives: Participants will understand an effective approach to creating youth-adult partnerships.

Participants will develop and practice skills of working together in partnership.

Participants will develop strategies for overcoming the challenges of adults and youth working together as partners.

Participants will create tips for youth and adults to use in working more effectively together.

Participants will create action steps for working as a youth-adult team in their community.

Annotated Outline

Welcome/Warm-up/Introduction/Overview -60 minutes

Participants are welcomed to the workshop and asked to choose and go stand by a statement that most speaks to them out of 8-10 sayings on the walls about youth. After all the participants have chosen a statement and talked among themselves about why they chose this particular one, the leader goes through questions getting their reactions, learning what background they have with the topic of a youth-adult partnership. Introductions are made, expectations are explored, and the overview of the workshop, including proposed outcomes and objectives, is presented. This piece establishes a safe environment and correlates what people are expecting with what will happen during the training as well as set the stage for some of the values and attitudes about youth inherent in a youth-adult partnership.

Taking a Stand - 20-30 minutes

This activity examines the values and perceptions that adults and youth have on different issues. Youth and adults are given questions like “Chocolate ice cream is best” and asked to take a stand whether they strongly agree, agree, are not sure, disagree, or strongly disagree. There is a series of eight questions; each becomes increasingly more controversial. In the processing of the activity the different opinions between youth and adults are examined and a discussion of how participants can use this learning in their work is explored.

How Decisions Are Made -30 minutes

Participants are divided into groups of all youth, all adults, and mixed youth and adults to work on a problem together. The activity presents each group with the same situation to solve and then explores how each smaller group came to a decision and what the learnings are for working in partnership.

Perceptions of Power - 15 minutes

To focus on the issue of power in a youth-adult partnership, participants are asked to put themselves in one line from the person who feels they have the most influence to the person who feels they have the least influence on the group. They do this activity without talking. Follow-up questions have participants examine their feelings, the reason they chose their particular position, learning about the power of youth and adults, and the significance on how they work together.

Solving the Challenges Together - 60 minutes

This activity builds on brainstorming done by participants during the youth or adult workshop on the challenges of working in partnership with adults (youth brainstormed) or youth (adults brainstormed). Participants begin by noticing the differences and similarities of the lists created and thinking through how this information may be helpful in their work. An overview of “The Spectrum of Attitudes” is given (Youth as Objects, Recipients, or Partners). The larger group is broken into smaller groups with both youth and adults in each small group. Each group is given one of the challenges to discuss and to determine strategies for solving in a “youth as partners” approach. Once each group is complete, they present their strategies and a discussion is led about how this will be done back in their communities.

Tips for Success - 40 minutes

Youth and adults are divided so that all adults are working together and all youth are working together. Each group comes up with five tips for working with either adults (youth groups) or youth (adult groups) in partnership. These tips are then shared with the entire group and additional tips are given from the leader resource.

Can the Balance of Power Change? - 15 minutes

Participants arrange themselves in a single line, again according to how much influence they personally feel they have on the group. This line-up is examined in comparison to the other that was done to see if there are changes (or if people stand in the same place). These learnings are considered as possibilities for building true partnerships with youth and adults.

Team Meetings for Action Steps - 45 minutes

This activity uses an action planning tool to encourage participants to work in their community preparing others in youth-adult partnerships. Each team of youth and adults works together to complete the action planning tool. In addition, each individual self-addresses a postcard with one action they will take personally as a result of this workshop. These postcards are sent to each person in two months.

Closure/Evaluation - 15 minutes

Each person is given a small piece of paper with one of the sayings as a message for their work. The participants are asked for what worked and what didn't work in the workshop.

**WELCOME/WARM-UP
UP/INTRODUCTIONS/OVERVIEW**

Purpose: To create a safe atmosphere for learning. To inform participants regarding the agenda and get their input into their expectations.

Materials: Koosh ball, newsprint, markers, sayings prepared in advance and put around the room, agenda handouts.

Time: 60 minutes

Procedure:

Welcome everyone to the workshop on youth-adult partnerships. Have facilitators introduce themselves. Explain that this workshop was created by both youth and adults and will be conducted by a team of youth and adults. “We expect that everyone in the room has expertise and activities are designed to tap into that expertise. The approach is that we all work together to better understand what it takes to create equitable partnerships.” As a beginning, ask that they get up and read all the 8-10 statements posted on the wall. They are to choose one of the sayings that really “speaks” to them. Give participants time to read each statement and then select one. Each participant is to stand in front of the one they select. Ask participants to share with each other why they chose this statement. Use the Koosh ball to “choose” people to speak about why they chose to stand where they did and a little bit about their experience in adult-youth teams (as well as their name and where they are from). Make sure that one person is chosen from each statement and, if time permits, all people have a chance to speak.

When done, ask them to return to their seats.

Leader’s Notes

Each of the sayings are in this packet. You might find you want to make them larger.

Make sure you give people a little time to talk to one another in their small groups. This is what makes people connect to others and helps them feel they belong.

Discussion Questions:

1. What did you see or hear that you thought was particularly significant in this activity?
2. What were differences or similarities that you noticed between youth and adults?
3. What do you think is important about these particular statements?
4. What do you want to remember from these statements when working in youth-adult partnerships?
5. What does this tell you about what to expect in this workshop?

Ask people what they want to learn in our time together. Put their comments on newsprint and then compare them to the overview of the agenda for the workshop.

Go through the agenda explaining what will be covered.

Leader's Notes

Be clear about what we won't have time to do, but also make sure that if you can cover something within the context of the agenda that you mention it.

Have the agenda on newsprint so people can follow along. Keep the agenda posted throughout the training. This also helps you as a leader to keep track of the flow. Hand out copies of the agenda if you feel people need it.

Explain that the agenda was created to accomplish the following purposes:

Participants will have the opportunity to:

Understand an effective approach to creating youth-adult partnerships.

Develop and practice skills of working together in partnership.

Develop strategies for overcoming the challenges.

Create tips for youth and adults to use in working together more effectively.

Develop action steps for working as a youth-adult team.

Let people know that this is THEIR workshop and the trainers will do everything to meet their needs. Let them know where the bathrooms are and that they are free to get up and get water and go to the bathroom when necessary.

Leader's Notes

Put the purposes on newsprint and post to be seen throughout the training. This also helps you as a leader to keep track of the flow.

Leader Resource

Statements:

Except for prisoners and a few institutionalized groups, young people are more controlled than any other group in society. (John Bell, "A Key to Developing Positive Youth-Adult Partnerships" *Humanics* - Spring 1996, p. 7)

Young people can create change. (p. 7 - *Adults as Allies* created by the W. K. Kellogg Foundation)

Partnership arrangements are distinguished from mentorships. Partnerships are about sharing information and ideas, not about an older, wiser person bestowing wisdom on a younger one. Mentoring implies a leader and a follower. (p. 14 - *Younger Voices, Better Choices*)

Coming together is a beginning. Keeping together is progress. Working together is success. Unknown (p. 55 - *Younger Voices, Better Choices*)

There is no institution, community or organization that can not find a meaningful role for young people. (youthACTION! An initiative of the Alameda County Public Health Department)

The adult organizer must genuinely respect the ideas and abilities of the teenagers, and must make this constantly clear.

In a youth-adult partnership, adults should let young people fail. (p. 75 - *Younger Voices, Better Choices*)

Adults are just as uncertain as youth; they have just learned to disguise it more. (p. 64 - *Younger Voices, Better Choices*)

I am committed to creating partnerships because I believe that young people are resources for today, rather than in some distant future. (p. 32 - *Younger Voices, Better Choices*)

Young people take adults very seriously. (p. 49 - *Younger Voices, Better Choices*) Social institutions are often sicker than the people they are trying to help. (Bill Lofquist)

AGENDA

Welcome/Warm-up/Introductions/Overview

Taking a Stand

How Decisions Are Made

Perceptions of Power

Solving the Challenges Together

Tips for Success

Can the Balance of Power Change?

Team Meetings for Action Steps

Closure/Evaluation



Participants will have the opportunity to:

Understand an effective approach to creating youth-adult partnerships.

Develop and practice skills of working together in partnership.

Develop strategies for overcoming the challenges.

Create tips for youth and adults to use in working together more effectively.

Develop action steps for working as a youth-adult team.

Other issues?

**Except for prisoners and
a few institutionalized
groups, young people are
more controlled than
any other group in
society.**

(John Bell, "A Key to Developing Positive Youth-Adult Partnerships" Humanities . Spring 1996, 7)

**Young people can
create change.**

(p. 7 - Adults as Allies created by the W. K. Kellogg Foundation)

Partnership arrangements are distinguished from mentorships. Partnerships are about sharing information and ideas, not about an older, wiser person bestowing wisdom on a younger one. Mentoring implies a leader and a follower.

(p. 14 - Younger Voices, Better Choices)

**Coming together is a
beginning. Keeping
together is progress.
Working together is
success.**

(unknown . Younger Voices, Better Choices, p. 55)

**There is no institution,
community or
organization that can not
find a meaningful role
for young people.**

(youthACTION! An initiative of (He Alameda County Public Health Department)

**The adult organizer
must genuinely respect
the ideas and abilities of
the teenagers, and must
make this constantly
clear.**

**In a youth-adult
partnership, adults
should let young
people fail.**

(p. 75 - Younger Voices, Better Choices)

**Adults are just as
uncertain as youth;
they have just
learned to disguise it
more.**

(p. 64 - Younger Voices, Better Choices)

**I am committed to creating
partnerships because I
believe that young people
are resources for today,
rather than in some distant
future.**

(p. 32 - Younger Voices, Better Choices)

**Young people take
adults very
seriously.**

(p. 49 - Younger Voices, Better Choices)

**Social institutions
are often sicker than
the people they are
trying to help.**

(Bill Lofquist)

TAKING A STAND

Purpose: To have participants examine the values and perceptions that adults and youth have on more controversial issues.

Materials: Signs for the wall from “Strongly Agree” to “Strongly Disagree”

Time: 20-30 minutes

Procedure:

Let the participants know that they are going to take some time to examine how they feel about different issues. Point out that along the wall there are signs that read from Strongly Agree to Strongly Disagree and that they will be asked to come forward and stand somewhere along the continuum based on what they believe. Stress that no one has a right or wrong answer but that each answer is how they personally feel. “We are not here to judge answers but just to take a look to see how adults and young people may answer them.”

Choose which questions you would like answered out of the following. Begin with a few simple questions so people can get used to the activity:

- Chocolate ice cream is the best.
- Basketball is more fun to watch than football.
- Community service should be required for graduation from high school.
- The voting age should be lowered to 12.
- If I don't like someone in the group, I should stop my participation.
- Schools should provide information to students about safe sex practices.

Leader's Notes

In large groups these signs have also been put on the floor and a different group of participants were chosen to answer each question.

Remember, you want to reinforce that people are just stating their views, and make sure that no one gets attacked for their opinion.

- Adults need to be alcohol, drug and smoke-free to work with teens.
- Teens have different ideas than adults about what is fun.

After you have asked the continuum questions, facilitate the following discussion:

Discussion Questions:

1. What were some of the things you saw or heard when we did this activity?
2. What does this tell us about adults and youth?
3. What was one key learning for you from this activity?
4. How can we use what we learned when we are trying to work together in partnership?
5. How might you use this activity or what you learned in the future?

Leader's Notes

Be sure that as a leader you always pause long enough for people to think through their answer. Sometimes, counting to five very slowly gives enough pause time for people to think.

**Strongly
Disagree**

Disagree

Not Sure

Agree

Strongly
Agree

HOW DECISIONS ARE MADE

Purpose: To examine how different groups come to decisions and analyze the significance of this when working in youth-adult partnerships.

Materials: Handout - Case Study for Decision

Time: 30 minutes

Procedure:

Explain to the group that any group of people can have different ideas how things should be done. We are going to break up into different groups to try and come to one decision. The question is really a fairly simple one, answered all over the country every year. "You go to a school that has a uniform. What should the school uniform be?" The groups are going to be comprised of all adults, all youth and a mixed group and you are all to come to a conclusion before we can move on."

Break the participants into groups of 4-5 people per group. Let all groups work until they all have come to a conclusion. Have each group share what they came up with as a uniform, and how their group worked to come to that conclusion.

Discussion Questions:

1. How easy or hard was it to come to a decision?
2. What do you think made different groups come to different conclusions?
3. What different approaches do groups use to come to decisions?
4. What were the different roles of youth or adults?
5. What does this tell us about trying to work together in partnership?

Leader's Notes

Make sure that you have counted the number of participants, determined how many people will be in each group and how you are going to quickly divide them.

You can choose to have the group do a different scenario, just be sure to introduce the one you've selected.

One possible piece to this activity is how much longer it may take for youth and adults trying to work together in partnership.

6. Do you think in decision-making, youth and adults should always have an equal voice? Why?
7. What is one thing that happened in this activity that you can use in the future?

Leader's Notes

**Leader Resource
Decision Scenarios**

You are a member of a planning committee that has been set up to determine the school uniform for the next year. Your task is to establish a uniform and determine how you will present it to the school board.

You are a member of a group that is developing questions for a mock election designed to familiarize teens with the voting process. There is space for three opinion questions on the ballot. What should those questions be?

Your community has a high incidence of teen fatalities resulting from drinking and driving. Vendors of alcoholic beverages seem to pay little attention to the minimum age requirements for purchasing alcohol. Use of alcoholic beverages among teens seems to be an accepted and almost expected practice at parties. You are a member of a task force appointed by the mayor to make recommendations regarding what should be done. What would your group recommend?

You live in a small but progressive rural county where community leaders are concerned about the constant outflow of talent and resources as graduates of the local high school leave for what they perceive to be better opportunities elsewhere and never return. Your group is being asked to develop a set of recommendations for what should be done. What do you recommend?

One out of every three students who attend the local high school does not graduate in four years. Many of these students drop out and never return to school. Your group has been appointed to design a program aimed at getting students to stay in school. What will your program include?

You are a member of the advisory board for the city recreation department. It is time to develop the list of recreational activities that will be offered during the summer. The department has requested that your group provide a list of the top three priorities for funding. What will your group list as priorities?

PERCEPTIONS OF POWER

Purpose: To examine what participants feel is their position of power in the group. To explore whether young people feel equally as powerful as adults.

Materials: Space for all to stand in one line.

Time: 15 minutes

Procedure:

Explain to participants that they are to put themselves in just one line that stretches from the person who feels they have the most influence in the group to the one who feels they have the least influence. Explain that this must be done non-verbally, they are not to talk and compare notes - they are doing this only on their own perception of their influence, not anyone else's. Once they are in a single line, have the group number off "1 to whatever number of participants there are" with number one beginning with the person that feels they have the most influence.

Discussion Questions:

1. How did it feel to do this activity? How did it feel to be at one end of the line or the other?
How about the middle?
2. What did you notice when everyone stood up?
3. How do you think your groups would stand up that you work with? Where do you think the adults would be standing? The youth?
4. What do you think made different people stand in different places?
5. What can we learn about youth-adult partnerships from this activity?
6. What would you most like to remember about this activity?

Leader's Notes

Be clear about which end you want the strongest influence on the group and the least influence on the group to go.

7. How will you tie this activity to what you are doing?

Understanding the balance of power in true partnerships is critical to the work we are trying to do with youth and adults. This power balance can often be one of the challenges. We are going to look at a variety of challenges now - the ones you've generated in your youth or adults groups.

Leader's Notes

If your group hasn't had the opportunity to work separately and create challenges, then you can offer them challenges that have been created by other teams in the trainings conducted across the nation.

SOLVING THE CHALLENGES TOGETHER

Purpose: To have youth and adults work together on coming up with strategies for overcoming the challenges of working in an equitable partnership.

Materials: Challenges and benefits that the groups have generated or ones that other groups have created.

Time: 60 minutes

Procedure:

Explain that each group, youth and adults, came up with these challenges and benefits separately. Give participants an opportunity to read through them all and think about them. Explain that for now you want to focus on the challenges.

Discussion Questions:

1. What do you notice about the challenges?
2. What are the similarities or differences between the two groups?
3. What might you do with this information?

“What we would like to do is to give you a little time to work with groups of youth and adults to come up with possible solutions to some of these challenges. Each group will contain youth and adults and each group will be given one challenge taken from this list.”

“There are reasons that we interact with young people the way we do. Often, if we are going to work in true partnership with young people, we need to work differently than many adults worked with us in our lives.”

Leader’s Notes

Take the challenges that were created by the youth and adults workshops or from the leader resources. Have the challenges and benefits posted on the walls that the youth and adult groups had come up with previously from their workshops.

This list refers to the challenges posted on the wall. Prepare one challenge to a page. Give one challenge to each group to work on.

“We need to look at where our approach came from, and think about how that may need to change or stay the same. Lofquist (1989) has developed and popularized what he calls a ‘Spectrum of Attitudes’ that covers three different attitudes adults can hold toward young people. Often the attitudes that adults hold toward young people determine the degree to which they involve them as significant partners in decision-making.”

“Let’s look at each one:”

“The first one is Youth as Objects.”

“If we work this way with youth, ‘adults know what is best for young people and control situations in which they allow them to be involved.’ In this approach the attitude is that young people have little to contribute. Adults may work to keep young people in a relatively powerless position. Adults with such opinions have no intention of allowing youth participation. Adults may truly believe that they need to protect young people from ‘suffering’ from mistakes. However, we know that involvement in meaningful roles is essential to positive growth and the development of successful young adults.”

“In the second - Youth as Recipients - adults allow young people to take part in decision-making because they think the experience will be ‘good for them.’ This has a real focus on young people learning from ‘adult society,’ and that young people need to be guided through their participation in adult society. This attitude is characterized by adults allowing young people to take part in decision-making because they think the experience will be ‘good for them’ and an excellent opportunity to practice for when they become ‘real people.’ Consequently, responsibilities and tasks often delegated to young people are either trivial (it won’t matter if they mess up) or those which adults find distasteful (roadside cleanup campaigns). Adults with such viewpoints on youth involvement often control the terms and conditions of involvement. For example, adults invite two youth representatives to participate on a board or committee composed mainly of adults. Such participation still leaves youth in a relatively powerless position. They realize that their role remains trivial and that adults are

Leader’s Notes

retaining the position of authority and much of the responsibility.”

“The third piece at the other end of the spectrum represents attitudes where the contributions of young people are welcomed and valued: ‘Adults respect young people as having something significant to offer now and youth are encouraged to become involved.’ Adults feel that young people are critical to the success of a program or, in this case, an organization focused on youth needs and issues. When adults hold such opinions, youth are seen as equal partners in decision-making. Adults who view young people as partners are comfortable working with groups which have equal numbers of youth and adults. Youth are asked a series of questions such as: How do they want to be involved? What kind of training do they need? What would they like to learn? What do they think their role is? What would they like their role to be? As a result of these relationships, programs and organizations are more effective while young people meet real developmental needs.”

“In moving to full partners, we are moving to an attitude of *youth as partners*. This is to say that both youth and adults bring strengths to the table and work in an equitable relationship.”

Leader’s Notes

- “Any comments on what you’ve heard here?”
- Can you give examples of how this works in your area?
- What do you think is the biggest challenge to having an attitude that a young person is a partner in his/her own development?”

Break participants into small groups that have equal numbers of youth and adults. Give each group one challenge that had been generated previously.

Each group is to use the following technique for coming up with a strategy for the challenge:

- ✓ Define the problem
- ✓ Brainstorm strategies
- ✓ Discuss pros and cons of each strategy
- ✓ Come up with a strategy

Have the groups come back together. Have each group introduce the challenge they were given and what they propose as a solution.

Leader’s Notes

Make sure you go over these steps before you break them into groups. Put the steps on newsprint so everyone can see.

Let the groups work for 20 to 30 minutes. Walk around just to make sure that they are clear about the instructions and are keeping on task. Let them know when they have 10 minutes left and when they have 5 minutes left. Remind them that they are to come back with one strategy and a person who will present that strategy.

Have the challenges printed on the walls and put the solution next to each one so everyone can see.

Discussion Questions:

1. What was it like to do this process with youth and adults?
2. Did you notice if either group seemed to have more influence or spoke up more?
3. How many strategies did you come up with for each challenge?
4. What was one thing you learned during this session?
5. What about this whole process will you use when trying to work in partnership?

Leader's Notes

Someone needs to be responsible for typing up all the strategies and making sure participants receive a copy.

Leader Resource

Note: If you haven't had an opportunity to have separate youth and adult groups, you can use these that were generated in a workshop.

What is the greatest challenge a young person brings in their ability to effectively work in partnership with adults?

Adult List about Youth:

- Information overload
- Black and white thinking
- Conflicting adult expectation
- "Economics"
- Shifting societal values
- Lack of experience
- Peer pressure
- Patience for planning
- Enthusiasm squelching
- Confusion about identity
- Lack of focus and commitment
- Dealing with adult bias
- Priorities
- Fighting traditions
- Being heard and accepted
- Time
- Relevance
- Follow through
- Dropping the ball
- Strong desire for independence
- Youth as partners

What is the greatest challenge an adult person brings in their ability to effectively work in partnership with youth?

Youth List about Adults:

- Selfish
- Won't admit that they are wrong
- Power
- My way
- Do it by themselves, "steamroll," no youth needed
- Want opinion and shun ideas
- Think age makes more able to have power
- Expectations
- Can't handle youth growing up
- Rules are rules
- Stress on winning too much
- In it for themselves "my way"
- Won't apologize
- Too involved with adults not kids
- Don't remember how they were

Youth as Objects

Adults know what is best for young people and control situations in which they allow them to be involved.

Youth as Recipients

Adults allow young people to take part in decision-making because they think the experience will be “good for them.”

Youth as Partners

Adults respect young people as having something significant to offer now, and youth are encouraged to become involved.

TIPS FOR SUCCESS

Purpose: To provide participants with additional tips for working in partnership.

Materials: Handouts: “Tips and Tricks for Working with Adults as Partners” and “Tips and Tricks for Working with Youth as Partners”; Paper cut in half sheets, magic markers

Time: 40 minutes

Procedure:

Explain that by using the expertise in this room we are going to have youth come up with tips for working with adults and have adults come up with tips for working with youth. Divide the youth into small groups and the adults into small groups. Each group is to come up with ten tips. Give groups about 15 minutes to come up with their tips. Begin with one youth group asking for just two tips; put those up and then ask for different ones from each group. Once you are done asking all youth groups for two tips then begin again with the first group to see if they have any additional tips to offer. Now do the same process with adults. Do that until everyone has put all their tips on the board.

Discussion Questions:

1. How hard was it to come up with tips?
2. What tip up here speaks to you the most?
3. Which tip might you go back and try right away?

“We have found a list with a few tips developed by the Promise Project that we would like to share. As you’ll see, some of them are very similar, but we wanted to make sure you walked away with this list and we will type up the one you created and mail it to you if you’ve given us your name and address.” Hand out the resource list.

Leader’s Notes

You can once again have all adults stand against one wall and all youth stand against the other so you can divide easily.

Leader's Notes

Someone will be responsible after the workshop for typing up the list and ensuring all participants receive a copy.

Tips and Tricks for Working with Adults as Partners

Criticism doesn't necessarily equate to condescension. Sometimes when adults offer criticism of a youth, they are just treating the youth the same way they would a colleague. Try to remember that adults are used to critiquing each other's ideas. Just because they don't agree with you, doesn't mean that they are dismissing you.

Adults may not be aware of how capable you are. Maybe they don't know any youth your age, so they just don't know what to expect. You can enlighten them by showing them that you are capable of handling mature situations. You can tell them a hundred times that you are mature, but showing them is the best way to make your case.

Adults will feel responsible for the success or failure of the project. This is what makes it hard for them to share authority over it. They need your reassurance that you are willing to share in both the successes and the failures too.

Adults are just as uncertain as youths; they have just learned to disguise it more. "I have positive interactions with youth on a regular basis," insisted one survey respondent. "Or maybe I delude myself."



Taken from "Younger Voices, Stronger Choices," Kansas City, Promise Project, a Joint Effort of the Junior League of Kansas City, MO, Inc. and Kansas City Concensus, 1997

Tips and Tricks for Working with Youth as Partners

Don't expect more from youth than you would from another adult. In much the same way that minorities feel they have to be better than their white counterparts to get the same rewards, young people do too. When a young person shows up 15 minutes late for a meeting, an adult will think, "Ah hah, a slacker. Irresponsible kid." When a fellow adult shows up 15 minutes late, the same person will think "That's understandable. They've got deadlines and pressures and schedules." So do young people.

Make sure that you don't hold the young person to a stricter standard than the adults. No, they may not hold down full-time jobs, but they have other commitments and pressures and schedules that cry for their attention. And they will agonize more over their performance than an adult. In dealing with any new relationship, there is a caution or tentativeness. You both watch closely for signs that this might not work out. Don't exaggerate this tendency and expect the youth's performance to exceed that of adults.

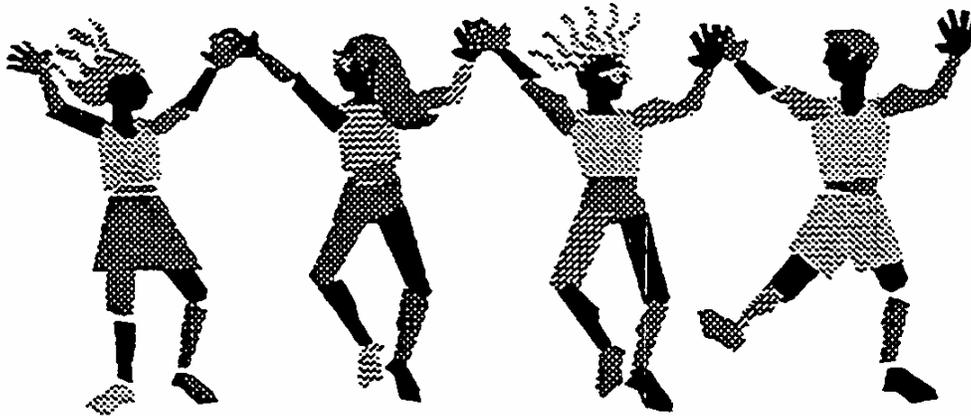
Conversely, don't excuse all indiscretions just because you are dealing with a youth. Some of the survey respondents commented that they couldn't find fault with youth. When asked to recount the dumbest thing a youth has ever said to you, one respondent claims, "I realize I am much more gracious with young people than adults. I can't think of something I would classify as dumb from a youth, but I can think of several from adults." Sometimes adults tend not to expect enough from young people.

Treat youths as individuals; don't make one youth represent all youths. Young people will put enough pressure on themselves. They understand that adults may carry negative images of young people and may generalize from the behavior of a few. Don't add to it by making them feel that they must speak for or represent all youths. You wouldn't do that for another adult. Assure the young people that you are interested in their individual opinions and don't expect them to embody an entire population.

Be careful about interrupting. Kids get discouraged easily. Let them finish their ideas. For the partnership to work, young people must feel that they are valued and respected by adults. In many of their outside relationships, this respect is lacking and they are inherently wary of adults. When interrupted by an adult, they will tend to stop talking (sometimes permanently). To prevent this and create an environment that fosters equal participation, adults need to be hyper-sensitive about interrupting a young person, and young people need to be encouraged to persevere with their point despite adult interruptions. Both parties need to respect others in their right to voice opinions without criticism or censure.

Remember that your role in a partnership is not to parent. While being a parent may be the most important role that any adult can play, the purpose of youth-adult partnerships is to give young people a different way to relate to adults.

Don't move too fast. Remember that this is all new for the young people. Don't move too fast without explaining the reasons for actions taken. Rushing through meetings can be a sign that adults are still trying to control the actions of the group.



Taken from “Younger Voices, Stronger Choices,” Kansas City, Promise Project, a Joint Effort of the Junior League of Kansas City, MO. Inc. and Kansas City Concensus, 1997

CAN THE BALANCE OF POWER CHANGE?

Purpose: To re-examine whether people feel that their level of influence has changed. To have participants reflect on what makes young people feel they have influence.

Materials: Space for everyone to stand in a single line.

Time: 15 minutes

Procedure:

Explain that you are once again going to have them line up according to how they personally feel they have influence in the group. Have people stand in one sequential line.

Discussion Questions:

1. What changes have occurred since we did it earlier?
2. What do you think has happened to make change happen or not make change happen?
3. What is one thing you think could be done in your groups at home to make young people be near the front of the line or evenly dispersed?
4. In your groups do you think you want influence evenly dispersed, or at one end or the other, and why?
5. How will you use what you learned here?

Leader's Notes

Notice how people stand and differences or similarities between this time and the first time the activity was done.

TEAM MEETINGS FOR ACTION STEPS

Purpose: To have teams apply what they've learned and create a plan for action.

Materials: Action sheets, postcards

Time: 30 minutes

Procedure:

“The most important part of any workshop is not just whether you have fun or learn something while you are in the workshop but what you do with that learning. This next step is your chance to work as a team about what you will do together in your community. Many of you hope to share this training with others or hold a major event or recruit new youth or work with other adults. We would like you to work in your teams and come up with some action you will take as a result of this workshop. You may begin by just taking a moment to imagine what will happen in your community. What are people doing? Why is this significant? As a group talk through the questions on the Action Planning sheet and continue to create a timeline about who will actually be responsible for each step.”

Once they have had time to complete their action pages, then hand out the postcards and ask them to put on the postcards one thing they will personally do in the next two months as a result of this workshop. Have them address it to themselves and hand them in.

Discussion Questions:

1. What are some of the actions you hope to take?
2. Who else do you plan to involve in this work?
3. What is one learning from this workshop that you included in your action plan?

Leader's Notes

You will stamp the postcards and mail to participants in two months. Copy the postcards for your records and as a part of your evaluation.

Leader's Notes

ACTION PLANNING



“Journey of 1,000 steps begins with a single step.” Lao Tzu

Needs: How could your community benefit from youth-adult partnerships? (Would having more youth on boards be helpful? What if youth were active in determining programs?) How could youth create a more livable community - one that youth identify as their own?

Purpose: What do you hope young people will get out of this?

What - Overview: Briefly, how are you going to accomplish your purpose? (leadership conference, training in the state)

Who? Is it just this group or others as well? Who are you going to need to approach to make sure this will happen? Other adults? Questioning other youth?

ACTION PLANNING



Timeline: How long will this take? What are the different key times that need to be considered? If it is an event or events, when do you hope they will happen? Begin at the end to figure out when things need to get done.

Materials/Budget: Think about large issues as well as some of the small, such as a place to hold the event as well as the materials needed at the actual event. If it takes resources, where will they come from?

Evaluation: How are you going to measure whether you've met your purpose?

ACTION PLANNING



How - Specific Action Steps:

Action Step

Who

By When

CLOSURE/EVALUATION

Purpose: To have participants evaluate the training.
To bring closure to the workshop.

Materials: Newsprint, markers, baskets, sayings on small pieces of paper.

Time: 15 minutes

Procedure:

Begin by thanking everyone for their time and energy and support. Explain that this workshop is constantly being evaluated and you need their help in making it better each time. On newsprint have a column for ‘What worked’ and one for ‘What needs to change.’ Have the group brainstorm first what worked and then their recommendations for changes.

As a closure, have sayings printed on small pieces of paper (like a fortune cookie). Hand a basket around with the sayings and have each person choose one without looking. Explain that whatever saying they received is a guide for them in their work together. Many people use these to remember the things they’ve learned and what has been shared together.

Thank them again and say good-bye.

Leader’s Notes

As the facilitator, don’t comment on anything that is said so they have a chance to be honest and open. Just encourage them to share with you so the training will improve.

Leader Resource

Except for prisoners and a few institutionalized groups, young people are more controlled than any other group in society. (John Bell, "A Key to Developing Positive Youth-Adult Partnerships" *Humanics* - Spring 1996, p. 7)

Young people can create change. (p. 7 - *Adults as Allies* created by the W. K. Kellogg Foundation)

Partnership arrangements are distinguished from mentorships. Partnerships are about sharing information and ideas, not about an older, wiser person bestowing wisdom on a younger one. Mentoring implies a leader and a follower. (p. 14 - *Younger Voices, Better Choices*)

Coming together is a beginning. Keeping together is progress. Working together is success. Unknown (p. 55 - *Younger Voices, Better Choices*)

There is no institution, community or organization that can not find a meaningful role for young people. (youthACTION! An initiative of the Alameda County Public Health Department)

The adult organizer must genuinely respect the ideas and abilities of the teenagers, and must make this constantly clear.

In a youth-adult partnership, adults should let young people fail. (p. 75 - *Younger Voices, Better Choices*)

Adults are just as uncertain as youth; they have just learned to disguise it more. (p. 64 - *Younger Voices, Better Choices*)

Leader Resource

I am committed to creating partnerships because I believe that young people are resources for today, rather than in some distant future. (p. 32 - Younger Voices, Better Choices)

Young people take adults very seriously. (p. 49 - Younger Voices, Better Choices)

Social institutions are often sicker than the people they are trying to help. (Bill Lofquist)

I kept looking for somebody to solve the problem and then realized: "I am somebody."
(Anonymous - Young People Creating Community Change - W. K. Kellogg Foundation)

We gratefully acknowledge the financial and human resources support for this curriculum which has been provided by:

**DeWitt Wallace - Reader's Digest Fund
New York City, New York**

**JCPenney Company, Inc.
Dallas, Texas**

**Edward R. Tinker Charitable Trust
A National 4-H Council Named Fund to honor
Mr. Tinker, late member of the
Board of Trustees of Wilson & Company**

Opinions expressed are those of the authors, and do not necessarily reflect those of the funders.

