

youth as culture: class reunion

- purpose**
- To help participants identify age as a culture
 - To define age-related factors that influence youth–adult partnerships

time 75 minutes

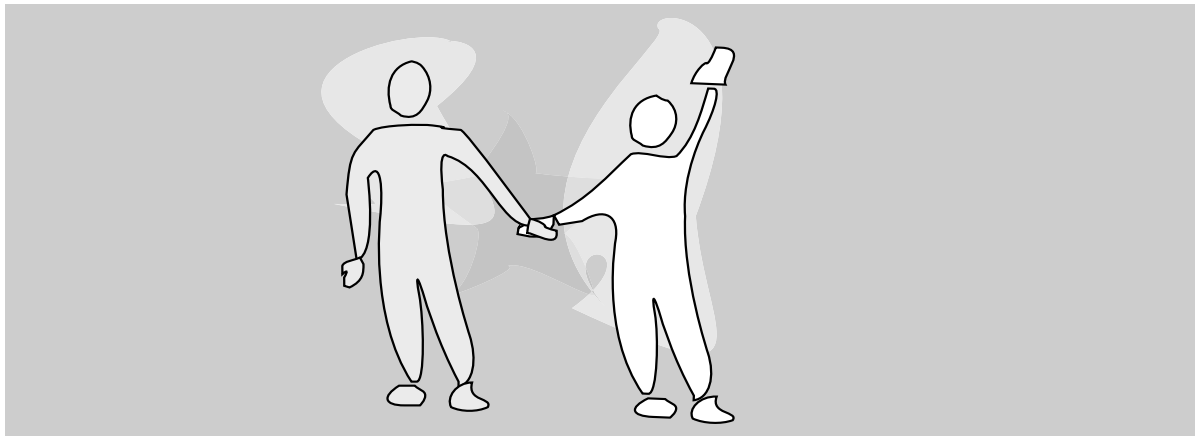
group size 12 to 30 participants

- materials**
- Signs with the class reunion time frames (see Step 1)
 - Construction paper
 - Flip chart
 - Glue
 - Magazines
 - Markers
 - Pencils
 - Scissors
 - Tape
 - Handout: Your Class Reunion

introduction

Explain to the group that each generation has its own culture and values that are based on the time during which its members were born, lived as children, and transitioned to adulthood. The following activity will help us identify the age-based culture that we carry with us.

section two: foundations for youth-adult partnerships



step one

Have group divide into small groups according to when they graduated (or will graduate) from high school or vocational training or received (or will receive) their GED. Post the following class reunion time frames on signs arranged around the room to assist with the clustering:

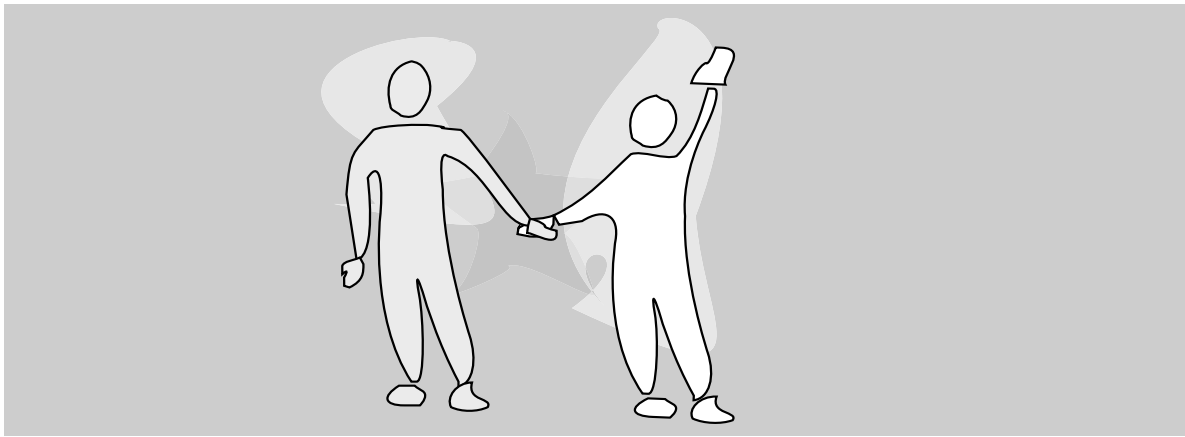
- Before 1942
- 1942–1954
- 1955–1965
- 1966–1974
- 1975–1983
- 1984–1992
- 1993–2002
- 2003–2012

step two

Have each group fill out a Your Class Reunion worksheet together. Instruct them to then develop a “scrapbook page” on a flip chart sheet that will help them present their class to the group. They can draw, use pictures from magazines or construction paper, or use other creative expression. Give each group approximately 40 minutes to complete the task. Each group should prepare a 2- to 3-minute presentation.

step three

Have each group give its brief presentation and show its scrapbook page.



reflection and discussion

Process the activity in the large group with the following questions posted on the flip chart:

- What similarities or dissimilarities did you notice?
- What were you proud about? Embarrassed about? Scared about?
- What were you hopeful about?
- How does your age culture affect who you are? How you are with others?
- What does this help us know about the current youth culture?
- How do we look for strengths in the various age cultures? Understand struggles?
- How does age culture shape youth–adult partnerships?
- How will you apply this knowledge in your youth–adult partnerships?

trainer note: You can document the answers to the last three reflection questions and share them with participants at future meetings, if applicable.

your class reunion

Reflect back on your high school, vocational training, or GED experiences and answer the following questions:

What were your thoughts about. . . .

The future?

Marriage?

Same-sex relationships?

Family?

Career?

Friends?

What were your thoughts about things to do, such as . . .

Dating?

Sex?

Drugs?

Other?

What were the . . .

Fashions?

Heroes?

Media, movies, and music?

World events?

Other influences?

What did adults think about youth in general? What did youth think about adults?

What did youth–adult partnerships look like?