



POSITIVE YOUTH DEVELOPMENT RESOURCE MANUAL

Positive Youth Development Resource Manual

ACT FOR YOUTH UPSTATE CENTER OF EXCELLENCE

Positive Youth Development Resource Manual

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Table of Contents

Introduction

SECTION 1

What is Positive Youth Development?

- 1.1. Positive Youth Development: What do young people need to thrive?
- 1.2 Positive Youth Development: Origins and Principles

SECTION 2

Positive Youth Outcomes

- 2.1 Adolescent Development
- 2.2 Adolescence – Positive Outcomes
- 2.3 Positive Youth outcomes
- 2.4 Buildings on Strengths
- 2.5 A Typical Day – 24 Hours in the Life of a 9th Grader

SECTION 3

Youth Involvement

- 3.1 Meaningful roles for young people
- 3.2 Youth Involvement: A Challenging Notion!
- 3.3 Benefits of Youth Involvement
- 3.4 Organizational Roadblocks to Youth Involvement
- 3.5 Recruiting, Preparing and Retaining Young People
- 3.6 Preparing Adults for Youth Involvement
- 3.7 Youth Adult Partnerships

SECTION 4

Youth Development in Care Settings

- 3.1 Struggles and Strengths
- 3.2 Fostering Resilience
- 3.3 Resiliency Strategies

SECTION 5

Effective Youth Development Programming

- 5.1 Best Practice Strategies in Youth Development Programming
 - 5.2 Feeling Safe – Creating Safe Environments
 - 5.3 Checking Stereotypes and Cultural Assumptions
 - 5.4 Intentional and Engaging Youth Activities
 - 5.5 Engaging Young People Effectively
 - 5.6 Experiential Education and Service Learning
 - 5.7 Engaging Older and Marginalized Young People
 - 5.8 Integrating Youth Development into Organizational Practice
-

SECTION 6

Community Involvement and Collaboration

- 6.1 It Takes a Community...
- 6.2 Knowing Your Community
- 6.3 Asset Based Community Building
- 6.4 Involving Businesses
- 6.5 Understanding Collaboration

SECTION 7

Resources

- Websites and References
- Manuals

ADDENDUM

Energizers and Team Building Activities (pending)

Introduction

History and Purpose

The purpose of this manual is to provide user-friendly resources and tools to community members and professionals who want to promote positive youth development in their communities. The materials can be used to educate community groups and service providers about positive youth development with the ultimate goal of facilitating organizational and community change. The manual includes training activities, handouts, brief power point presentations and references to other resources.

The impetus to develop this manual came out of lessons learned from ACT for Youth, a statewide initiative, funded by the NYS Department of Health, to promote positive youth development through community partnerships (for more information see www.actforyouth.net). Many practitioners have learned about positive youth development through attending trainings, reading publications and accessing the ever growing number of youth development resources on the web. Increasing knowledge of youth development is a critical, first step. But in order to educate and engage other local groups and organizations, they need concrete educational strategies and materials - materials that take the somewhat abstract and general concepts of positive youth development and put them into user-friendly and practical interventions and ideas. This is precisely what this manual attempts to do. The content of the manual is based on five years of working closely with diverse community partnerships and the ongoing review of research and training resources in the youth development field.

Structure

The manual is divided into 6 sections each of which has a theme and includes several activities with instructions, overheads (slides), handouts and facilitation tips. Additionally, there is a section for resources and references and an addendum of energizers. All overheads are attached as power point slides. Any slide can be converted to an overhead if desired. Additional resources are listed with direct web links.

How to use the manual

You can choose and combine activities according to your audiences and educational goals. This is not a standard curriculum that mandates certain sequence of activities. The manual is viewed as a resource kit intentionally created to be flexible and adjustable depending on your goals and interests. The recommendations given are meant as suggestions based on actual training experiences.

We have tried not to duplicate existing training materials, and have listed other available resources (via reference or web link).

Future plans

A compendium of positive youth development readings is under development. Using the benefits of web technology, annual updates with new activities, references and handouts are planned.

What is Positive Youth Development?

1.1 What Do Young People Need to Thrive?

Objective: Participants will learn the core concepts of positive youth development

Material: Newsprint, markers, prepared poster

Slides: From Traditional Youth Services to Positive Youth Development;
Community Groups and Organizations

Handouts: 1.1.A What is Positive Youth Development?
1.1.B From Traditional Youth Services to Positive Youth Development
1.1 C Community Groups and Organizations

Time: 50 minutes

Audience: General

Lesson Plan

I would like to introduce you to a new way of thinking about young people and what we as adults in our community can do to help young people succeed. Some of you might have heard the term positive youth development or community youth development before.

When you think about young people, adolescents, or teenagers, what comes to mind? What headlines pop into your head?

Invite participants to share some of the concerns they are thinking about. Remind them of the headlines they commonly see.

Most of time we are inundated with negative news, events and statistics. We worry about young people, their behaviors and pathways. On the other hand we have expectations, hopes and goals for young people. We want to see them succeed, to become successful productive adults. How do you define success? What characteristics, skills, attributes would you like to see?

Brainstorm briefly positive outcomes. Highlight that there is usually agreement about the desired outcomes.

The question is how to we get to those desired outcomes despite the challenges and risks young people face. One thing we as adults sometimes forget is that we faced challenges, risks, difficult

situations as adolescents as well. They probably looked a little different, maybe, but they were challenges nonetheless.

Step 1 > Small group activity (20 min)

Form small groups (people at one table, or 5-7 people)

Let's take a few minutes to think back when you were a teenager, 13 - 17 years old. What did your life look like? What influences shaped your life then? Or, think about some of the challenges you faced. What helped you through a difficult time? ***Share a personal experience.***

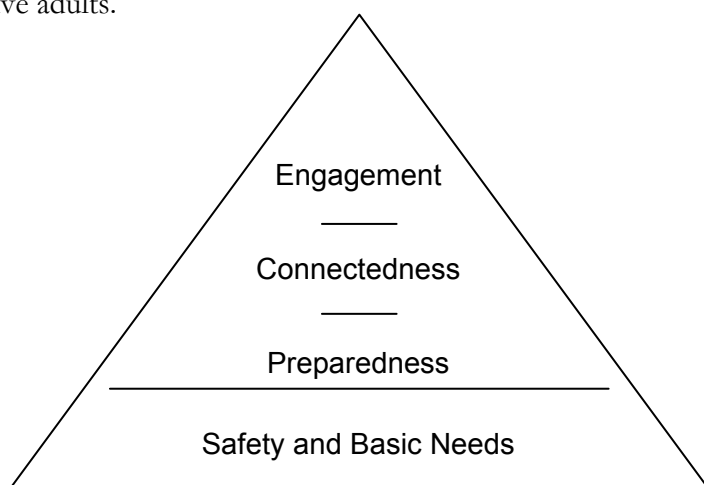
Think about it for a minute, then share your experiences with folks in your group.

Process. Ask volunteers to share, write comments on newsprint. Highlight supports - adult role models or relationships, participation/competence, safe places.

Step 2 > Brief lecturette and discussion (25 min)

What do young people need to thrive? Research reinforces our personal experiences. Research in child and adolescent development has told us what young people need to thrive, to become healthy productive adults.

Poster



What do young people need to thrive?

Talking Points:

Bottom line – Young people need their needs met (shelter, food, etc) and feel safe before they can grow and learn. Youth in survival mode do not thrive.

Preparedness – Young people need to develop competencies and skills to ready themselves for work and adult life. Competencies range from academic, social, emotional to vocational, cultural.

Connectedness – Young people need to belong, to be connected to family and community to thrive. A growing body of brain research indicates that we are hardwired to connect. It is a core requisite to learn, develop and interact with the world.

Engagement – Young people need opportunities to engage in meaningful activities, have a voice, take responsibility for their actions, and actively participate in civic discourse.

This sets the agenda for positive youth development. This reflects a major shift in thinking. Instead of asking what we can do to prevent and fix behavior problems, we are asking what opportunities, learning experiences, supports do we need to give young people so that they feel connected, prepared and engaged.

Slide and Handout 1.1.B – From Traditional Youth Services to Positive Youth Development

Traditional Youth Services	Positive Youth Development
• Focus on problems • Reactive • Targeted youth • Youth as recipients • Programs • Professional providers	• Focus on positive outcomes • Pro-active • All youth • Youth as active participants • Community response (systemic change) • Community members

Talking Points:

This presents a real shift in thinking of how we provide services for young people.

Instead of concentration on problems and problem prevention, we move to nurturing positive outcomes; we focus on what young people need to thrive.

From reacting to problems and needs, we become pro-active.

We move from targeting young people – either high risk or gifted – to planning and creating opportunities for all young people.

Instead of looking at young people as recipient of services and programs, we look at young people as resources, as partners who can make valuable contributions in planning and implementing activities.

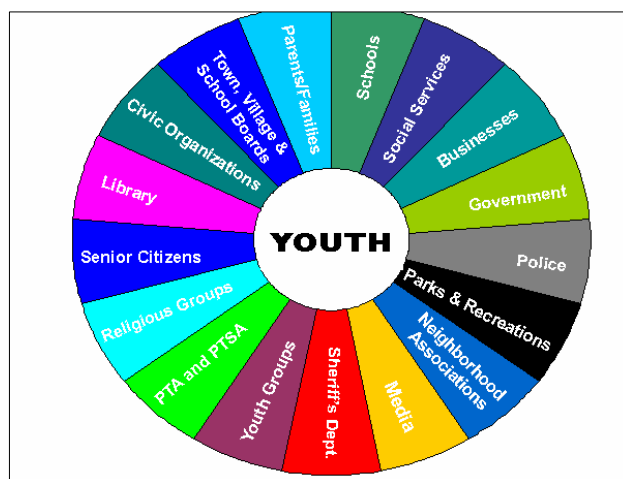
This also means we are moving from programs to a more community wide net of learning opportunities, interactions and activities. This can mean enhancing and expanding existing programs as well as creating intergenerational activities outside of traditional youth programming.

Ultimately, this means that youth development is not just a task of professionals but all community members.

This does not mean that prevention programs and efforts should be abolished. A positive youth development approach means to look at the bigger picture; it looks to strengthen existing services and programs and to expand opportunities and supports a community offers to young people so

that they all can develop to their full potential. It challenges communities to take a new look at its resources and how they can be used to support young people.

Slide and Handout 1.1C - Community Groups and Organizations



Talking Points:

Typically a community has a wide range of institutions and organizations. Have participants name a few from the slide or in addition to the slide. But many of those organizations are not involved in youth development but they might have valuable resources to offer.

Wrap up: Ask for comments and questions. Facilitate a brief discussion of what participants take away from this session.

Distribute handouts: 1.1.A. What is Positive Youth Development?, 1.1.B. From Traditional Youth Services to Positive Youth Development, 1.1.C. Community Groups and Organizations

Facilitator Tips

1. Prepare poster beforehand; size of poster depends on the size of the group; it has to be legible from further away.
2. The introductory brainstorm can be replaced with activity 6.1 It Takes a Community to...
3. Alternative handouts about positive youth development: Search Institute's 40 Developmental Assets www.search-institute.org , or, Reclaiming Youth at Risk: Circle of Courage www.reclaiming.com
4. This activity can be good lead in to talk about positive outcomes (Section 2) or youth involvement (Section 3).

What is Positive Youth Development?

1.2 Positive Youth Development - Origins and Principles

Objectives: Participants will learn about the research base and core principles of positive youth development

Participants will reflect on their own youth development practice

Material: Newsprint, markers, tape

Slides: Positive Youth Development Power Point

Handouts: 1.2.A. Positive Youth Development PP

1.1.A. What is Positive Youth Development?

1.2.B. Youth Development and Prevention

Time: 35 minutes

Audience: Service Providers, After School Care, Funders, Schools

Lesson Plan

Positive youth development and/or youth development are very popular terms in the youth services field. I would guess that you have probably your own definition of youth development. It has been my experience that there is quite a bit of confusion around a precise definition but more agreement on the key concepts. To reach some common understanding, I would like to give you a brief overview of research that went into the framework of positive youth development and then talk a little about the core principles

Step 1 > Power point presentation (15 min)

Present positive youth development power point according to the notes. Provide slides as handout. (1.2.A) Keep last slide up. Invite questions and comments.

Distribute handout 1.1.A. What is Positive Youth Development?

Step 2 > Small group discussion (20 minutes)

This might be a good time to reflect on what you are doing in your organization. Where do you see yourself on this continuum? Let's see who is in the room. Please raise your hand if you provide treatment services. Intervention programs? Prevention programs? Anybody who is not providing prevention?

Ask participants who do not provide prevention services to clarify what they do – what does preparation and participation look like. Most likely the majority of participants will describe their programs as prevention.

But even if you are working in prevention right now you can integrate some of the core youth development principles in your work. You have a description of youth development principles on the handout I passed out. I am thinking in particular about principles such as a positive

outcomes orientation (building competencies, values, connections) by using a strength based approach, youth voice and involvement and community involvement. Let's focus on those three for a moment and talk about how we can integrate those in our work. Form a small group (at the table or move 5-7 people together). In your group take 10 minutes to talk about that; share what you are doing already or what you could be doing in your program and organization.

Process. Ask volunteers to share some of their findings. Summarize and emphasize that youth development principles and strategies can be used in working with all young people, not just in programs that are labeled youth development programs.

Distribute handout 1.2.B. Youth Development and Prevention.

Facilitator Tips

1. Practice the power point presentation by using the notes. Several practice runs are recommended.
 2. For a comprehensive overview of positive youth development and its key principles, read Karen Pittman et al. 2005: Preventing Problems, Promoting Development, Encouraging Engagement (www.forumfyi.org/files/PPE.pdf). For additional readings on the bodies of research, see references on Communities That Care, Search Institute and resiliency research.
 3. If the presentation is done by overhead, it will require more time.
 4. Tailor the discussion after the power point to the audience. If it is a school group, ask the participants to identify where they see themselves on the continuum. For examples, as teachers they are most likely competency building (preparation); if they are social workers they might provide primary and secondary prevention. They can still discuss how to engage young people more actively, and how to link more effectively with other community groups.
 5. This activity is a good lead in to talk about positive outcomes (Section 2), youth involvement (Section 3) and community involvement (Section 6).
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What is Positive Youth Development?

Youth development experts have not yet agreed on a clear definition of positive youth development, but there has been consensus about key components that need to be included in this approach. With this in mind, positive youth development can be described as a philosophy or approach promoting a set of guidelines on how a community can support its young people so that they can grow up competent and healthy and develop to their full potential.

- ***Emphasis on positive outcomes:*** The approach highlights positive, healthy outcomes (in contrast to reducing negative outcomes such as teen pregnancy, substance abuse, violence). Although most parents have clear ideas what positive characteristics and behaviors they would like to see in their children, there is still a lack of clarity of what exactly positive outcomes are. Since researchers only recently have focused on positive outcomes, definitions and categories of positive outcomes are still evolving. Examples of desired youth development outcomes are competence (academic, social, vocational skills), self-confidence, connectedness (healthy relationship to community, friends, family), character (integrity, moral commitment), caring and compassion.
- ***Youth Voice:*** It is essential to include youth as active participants in any youth development initiative. They have to be equal partners in the process. Youth involvement presents a great challenge to adults and charges them to rethink how they have engaged in planning and program development and implementation.
- ***Strategies aim to involve all youth:*** Youth development strategies are generally aimed at all youth. The assumption is that creating supportive and enriching environments for all youth will lead to the desired positive outcomes as well as reduced negative outcomes. However, experts in the field recognize the need to blend universal approaches with approaches that are targeting youth facing extra challenges.
- ***Long-term involvement:*** Youth development assumes long-term commitment. Activities and supportive relationships have to endure for a long period of time to be effective. They have to accompany young people throughout their growing up years. While short-term positive results may be seen and should be built on, both community-organizing models mentioned below state that positive community-based, youth outcomes may not be measurable for 15-20 years. Youth development strategies have to embrace and ready themselves for long-term engagement.
- ***Community involvement:*** Youth development stresses the importance to engage the larger social environment that influences how young people grow up and develop. This includes family and friends, but also the community they live in. Community is more than social service and youth organizations, schools, law enforcement agencies; it involves business, faith and civic groups, and private citizens who are not attached to any organization.

Currently there are two popular, researched community organizing models, Search Institute and Communities that Care, that provide strategies and tools to involve large sectors of the community in the task of making the community a better place for young people to grow up in.

- ***Emphasis on collaboration:*** Youth development requires people from various agencies and community groups to work together. Collaboration can express itself in different forms e.g., agencies coming together to write a grant proposal to community groups forming a coalition to achieve one common goal by sharing resources and expertise.
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From Traditional Youth Services to Positive Youth Development

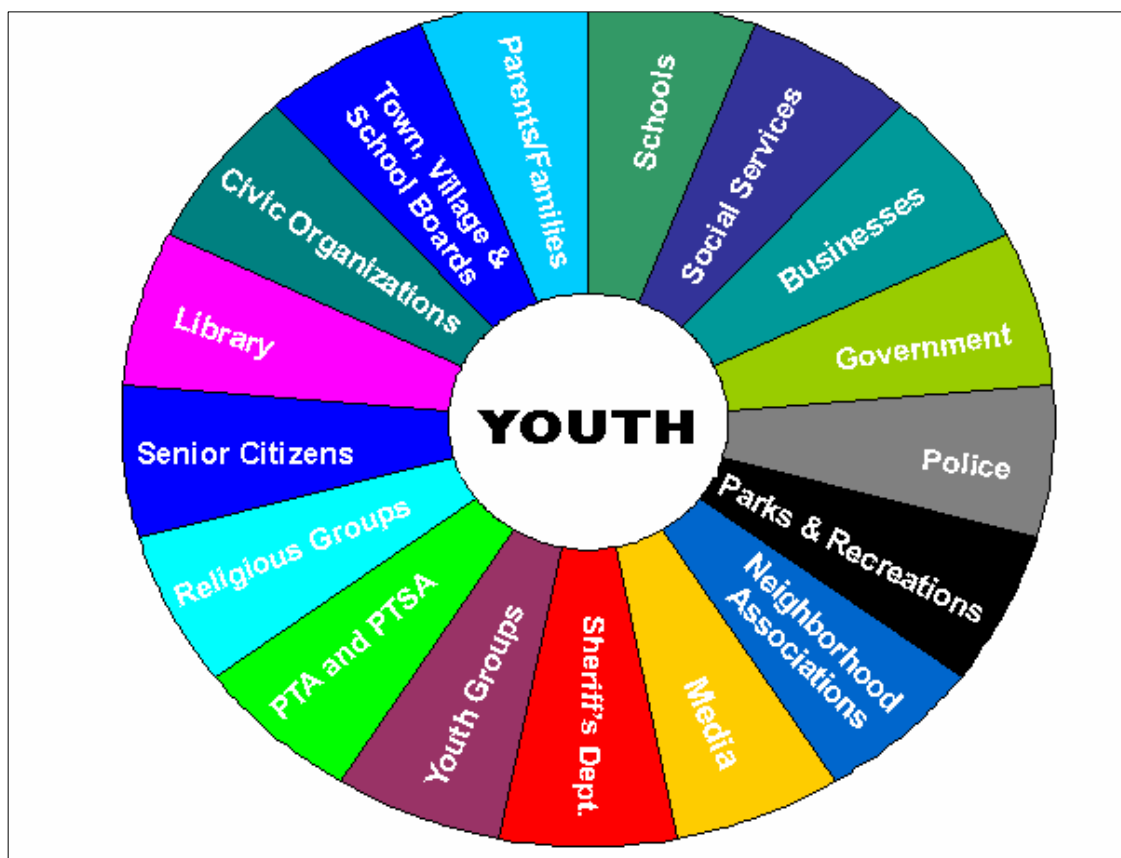
Traditional Youth Services

- Focus on problems
- Reactive
- Targeted youth
- Youth as recipients
- Programs
- Professional providers

Positive Youth Development

- Focus on positive outcomes
 - Pro-active
 - All youth
 - Youth as active participants
 - Community response
(systemic change)
 - Community members
-

Community Groups and Organizations



Positive Youth Development Power Point Slides

Positive Youth Development

Origins, Research and Concepts

Prevention Research:

What predicts and prevents
poor health outcomes?

Risk Factors: Community	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
Availability of Drugs	X				X
Availability of Firearms		X			X
Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime	X	X			X
Media Portrayals of Violence	X				X
Transitions and Mobility	X	X			
Low Neighborhood Attachment and Community Disorganization	X	X			X
Extreme Economic Deprivation	X	X	X	X	X

Resiliency Research:

What explains success
despite the odds?

Results of Resiliency Research

INDIVIDUAL TRAITS

- Social Competence
- Problem Solving Skills
- Autonomy
- Sense of Purpose, Belief in a Bright Future

ENVIRONMENTAL TRAITS

- Caring Relationships
- High Expectations
- Opportunities for Participation

Youth Development Research:

What predicts
and promotes thriving?

Search Institute's The Origin of "Assets"

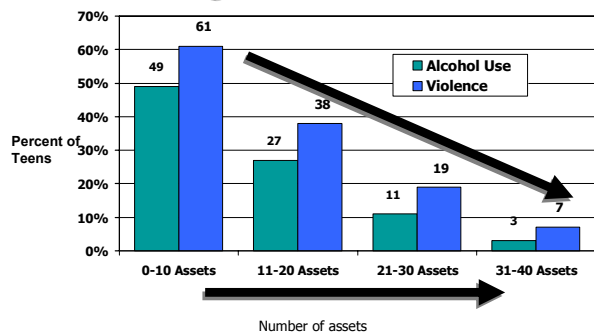
External Assets

- Support
- Empowerment
- Boundaries and Expectations
- Constructive Use of Time

Internal Assets

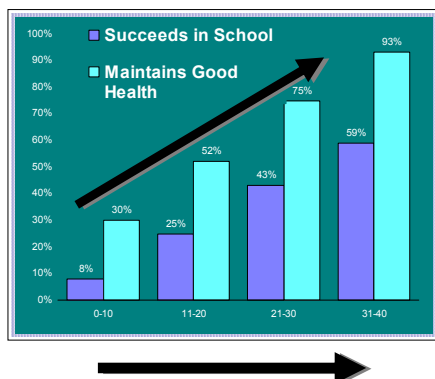
- Commitment to Learning
- Positive Values
- Social Competencies
- Positive Identity

Relationship of Assets to Negative Outcomes

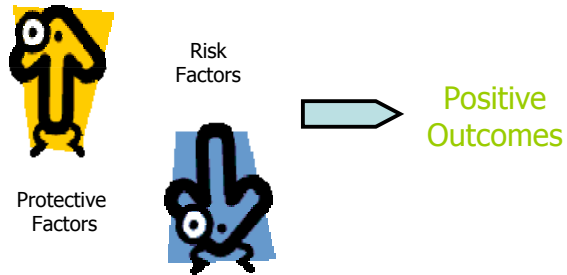


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Thriving Indicators by Asset Level



Risk and Protective Factors at Work



National Research Council (2002)

Features of Positive Developmental Settings

- Physical and Psychological Safety
- Appropriate Structures
- Supportive Relationships
- Opportunities to Belong
- Positive Social Norms
- Support for Efficacy and Matterering
- Opportunities for Skill Building
- Integration of Family, School and Community Efforts

"Problem free is not fully prepared.
Fully prepared is not fully engaged."

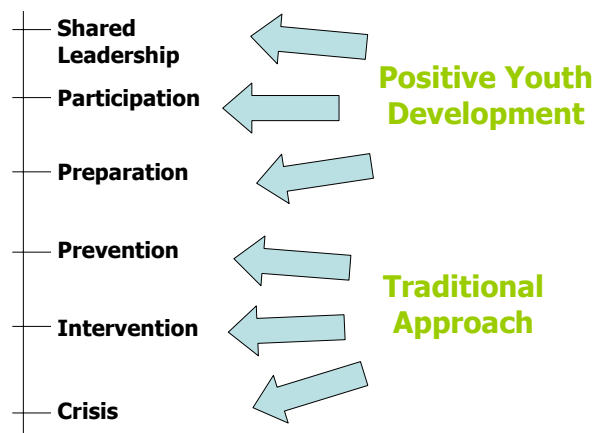
Karen Pittman

What is Positive Youth Development?

A philosophy or approach that guides communities in the way they organize programs and supports so that young people can develop to their full potential!

Key Principles of Youth Development

- Positive Outcomes
- Youth Voice
- Strategies Aim To Involve All Youth
- Long Term Involvement
- Community Involvement
- Focus On Collaboration



Adapted from Karen Pittman

Youth Development and Prevention

Stephen F. Hamilton,
Professor, Human Development, Cornell University

How are youth development and prevention related? Are they distinct, even competitive approaches? Are they identical? Such questions can easily sink into triviality, but for people trying to improve the lives of young people with inadequate resources they can also be significant and troublesome.

Youth development emerged in part as a reaction against approaches to working with youth that identify specific youth as being in need or at risk and try to meet the need or reduce the risk. One of the central insights underlying youth development is that different youth problems have spawned separate systems of theory, research, funding, and programs, yet often different problems result from the same conditions and respond to the same treatments. Moreover, some of the same youth have multiple problems (Dryfoos, 1990). A pregnant teenager who drops out of school should not be divided between a program for dropouts and another for pregnant teens. This insight has led some youth development advocates and practitioners to portray prevention programs as an inferior alternative.

The distinguished Committee on Community-level Programs for Youth of the National Research Council and Institute of Medicine (Eccles & Gootman, 2002, pp. 35-36) rejected the distinction between positive youth development and prevention or problem-centered approaches. They argued that the distinction is difficult to sustain in actual programs, where practices tend to look alike whether the program was designed to implement one approach or the other. Their observation is probably correct that the tension between these approaches is rooted more in competition for categorical funding opportunities addressing specific problems or populations rather than goals and practices (Partee, 2004).

Moreover, the goals of “primary prevention” seem quite consistent with those of youth development. Primary prevention aims to reduce the incidence or number of new cases of an undesirable condition. For example, primary prevention of lung cancer stresses the reduction of smoking. In youth work, prevention usually refers to primary prevention. According to an influential report of the Institute of Medicine (Mrazek & Haggerty, 1994) primary prevention may be aimed at the general population (“universal preventive interventions”), at especially susceptible populations (“selective preventive interventions”), or at individuals with specific identifiable risk characteristics who do not yet have the condition (“indicated preventive interventions”). Generalized anti-tobacco campaigns are an example of the first. Anti-smoking campaigns aimed at teenagers are an example of the second; teenagers are singled out because most smokers start in their teens. A program for teens whose parents smoke would be an example of the third type of primary prevention because they are known to be at higher risk of starting to smoke. Universal primary prevention is most consistent with youth development. One component of youth development is universality, addressing all youth, not just those judged to be at risk (Hamilton, Hamilton, & Pittman, 2004).

But a second component of youth development goes beyond prevention to promote thriving, not just avoiding problems. In Pittman’s terms, “Problem free is not fully prepared” (Pittman, Irby, Tolman, Yohalem & Ferber, 2001). This universal and positive orientation is captured in the goal statement, “All youth thrive” (Hamilton, Hamilton, & Pittman, 2004). If prevention is about avoiding problems, an important difference remains, at least in emphasis, between even universal primary prevention and youth development.

However, recent re-definitions of prevention appear to be bringing the fields closer together. An American Psychological Association Task Force on Prevention: Promoting Strength, Resilience, and Health in Youth People defined “primary prevention for young people as involving the dual goals of reducing the incidence of

psychological and physical health problems and of enhancing social competence and health.” Related theoretical perspectives and approaches to practice cited by the task force include prevention science, positive psychology, applied developmental science, competence enhancement, health promotion, resilience, wellness, and positive youth development (Weissberg, Kumpfer, & Seligman, 2003, p. 425). In other words, many on the cutting edge of prevention science view youth development as an associated field and rely on theories and approaches that are compatible with and contribute to youth development. To the extent that prevention scientists and practitioners adopt this new definition of prevention as including enhancement, they are speaking the same language and promoting the same goals as youth development practitioners.

But one more principle of youth development still distinguishes it from prevention, at least as conventionally defined and practiced: the principle that you should have as much choice and as much control as possible over the activities they engage in (Hamilton et al. 2004). Various terms participation, voice, and empowerment, this principle is based both on fundamental democratic values and on a view of human beings as active shapers of their own development. Youth should have a say both as a right and as an essential part of the positive developmental experience. This principle does not necessarily conflict with either the theory or the practice of prevention, but it is not prominent in that field as it is in youth development. That said, it remains more of an aspiration than an achievement in many youth development organizations and programs. If youth development practitioners are to claim youth voice as a distinctive features of youth development, then they must become even more skilled at making it a reality.

Despite this movement toward alliance, if not identity between youth development and prevention, federal and state agencies continue to be organized primarily around problems: delinquency, drug abuse, school drop-outs, unemployment, pregnancy, etc. Funding flows from these agencies to local agencies and programs devoted to preventing and treating these problems. Even when staff of these agencies sincerely believe in youth development, they may be constrained by their funding and organizational structure to focus on problem prevention and treatment.

What can practitioners who subscribe to the principles of youth development do to incorporate prevention and work with prevention practitioners rather than compete? A starting point is to recognize that while promoting thriving entails more than prevention, thriving may require prevention. Youth who are constantly confronted with the allure of drugs and gangs are not thriving. Moreover, youth who are most at risk of engaging in problem behavior are unlikely to respond to precisely the same opportunities that benefit more protected youth. Universality does not mean uniformity. Quite the opposite. Promoting the development of all youth entails meeting the different developmental needs of individual youth. Youth who are more exposed and/or more susceptible to threats to their development need more intensive prevention. Youth in less toxic environments are not immune to the same threats, but they are less needy. An after-school recreation program may be adequate to keep some youth from experimenting with drugs but for other youth who are more susceptible to drug abuse it may have to be combined with more aggressive targeted prevention programs.

Following are some suggestions for trying to bridge the gap and effectively incorporate prevention into youth development.

1. Seek common ground. This can be found at the levels of both principles and practices. Everyone wants the best for youth. Focus on what is good for youth, then on how to achieve that. Agreement is likely to be high despite differences in orientations and traditions. Drug treatment counselors not only want to see young people get and stay clean but also finish school and get good jobs. The community service project undertaken by a drug prevention program may look identical to the one sponsored by an after-school program to promote youth development. Even the juvenile justice system, which is surely as problem-centered as possible, can be infused with youth development principles (Barton, 2004.)

2. Acknowledge the need for prevention and treatment in youth development. Some versions of youth development make it sound as though making good opportunities available to all youth will obviate the need for anything else. Karen Pittman's continuum of "services, supports, and opportunities" (Pittman et al., 2001) provides a more realistic and useful conception of what is needed, along with her observation that the nature and relative amounts of each vary according to individual youths' needs.

3. Learn from each other. There is some validity in the critique of many prevention programs that they are too narrowly focused on one problem only. They might be constructively broadened with an infusion of youth development. At the same time, many in the prevention field criticize youth development as too vague, advocating "feel-good" programs of unknown value. The kind of rigor found in the best prevention programs, which are theory-based, carefully evaluated, and implemented with high fidelity, would enhance the effectiveness of some youth development approaches.

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Positive Youth Outcomes

2.1 Adolescent Development

Objective: Participants will learn about stages and challenges of adolescent development

Material: Slides: Adolescent Development Power Point

Handouts: 2.1.A. Adolescent Development PP

2.1.B. Stages of Adolescent Development

2.1.C. Adolescent Brain Development

2.1.D. Facts Regarding Adolescent Demographics and Behaviors

Time: 30-40 minutes

Audience: General

Lesson Plan

Adolescence – commonly described as the years between childhood and adulthood – what does it look like? What are the challenges?

We all went through this stage of development. I personally look back with very mixed emotions; it's not a time I really enjoyed and would volunteer to go back to. Anybody else feels like that? It is an intense period of growth with many challenges to face. We all probably remember that. Although the main tasks of adolescence are the same, many things have changed since we grew up. How many of you think that it is easier now to be an adolescent than when you grew up? Please raise your hands. How many of you think it is the same? And how many of you think it is harder now to be an adolescent? ***Most likely the vast majority of participants will raise their hands that it is harder.*** I agree with you. I think it is a lot tougher now. Let's take a look what adolescent development looks like, and we will talk about some of the current challenges as well.

Step 1> PowerPoint Presentation: Adolescent Development

I would like to walk you through the main areas of adolescent development highlighting recent research and trends and spend a little time talking about the implications.

I will use PowerPoint slides but feel free to ask questions at any time.

Present PowerPoint using the attached notes. Distribute handout 2.1.A. Adolescent Development PP.

Ask participants for comments and observations. Let participants reflect on the information: Does it impact how they work with young people right now? Do they need anymore in depth information on any particular issue (which could be address through another workshop)?

Distribute handouts: Adolescent Stages of Development, Adolescent Development, and Facts Regarding Adolescent Demographics and Behaviors.

Facilitator Tips

1. Practice power point presentation using the notes. Review the following material: a) American Psychological Association. 2002. Developing Adolescents (www.apa.org/pi/pii/develop.pdf); b) National Campaign to Prevent Teen Pregnancy. 2005. Freeze Frame: A Snapshot of America's Teens (www.teenpregnancy.org/works/pdf/FreezeFrame.pdf)
 2. This presentation provides a brief overview of adolescent development and recent data on behavior trends. It is supposed to set the stage for a discussion of other youth development principles. If the audience is interested in more comprehensive presentation of adolescent development, this would not be the appropriate presentation.
 3. This activity can be used as an introduction to activities on positive outcomes, youth involvement (Section 3), youth development in care settings (Section 4) and effective youth development programming (Section 5).
-

Positive Youth Outcomes

2.2 Adolescence – Positive Outcomes

Objectives: Participants will learn about the concept of positive youth outcomes.

Participants will understand that youth development happens in different environmental settings.

Material: Newsprint, pens, markers, tape
Slides: 5 C's
Environmental Settings
Handout: 2.2.A. Success Bingo
2.2.B. 5 C's

Time: 45 minutes

Audience: General

Lesson Plan

We look at adolescence as the transition period from childhood to adulthood. During adolescence young people learn the skills and values they need to succeed as adults. We want all young people to become healthy and productive adults. What exactly do we mean by that? What are we looking for? Let's go about it pro-actively. Let's not list the things we do not want to see such as...***Ask group to name a few.*** Just imagine you are hiring a 20 year old to work you. What are you looking for? No sex, no drugs, no depression? Or are you looking for skills, motivation, attitude, personality, etc.

Step 1> Activity: Success Bingo (20 min)

Distribute handout: 2.2.A. Success Bingo, and pens.

Let's find out what you would like to see at the end of the adolescent journey. You all know how to play bingo. Imagine your child (or a young person you know) celebrating his or her 21st birthday. Which characteristics would we collectively like to see in him or her? Go around the room, introduce yourself to another person and ask them for one characteristic they would like to see. Write down their first name and the characteristic. Your task is to ask 9 different people for 9 different attributes. You have 10 minutes. The first person to complete the bingo will get a prize (***optional***).

Thank you for playing along. Let's hear which attributes or positive outcomes you want to see in your children or other young people you know.

Ask volunteers to name characteristics. Have a volunteer write them down on newsprint. Process; highlight that there is a lot of consensus in desired outcomes. Identify and organize themes (skills, values, character, connections).

Step 2> Brief lecturette (10-15 min)

Karen Pittman, often called the Mother of Youth Development, has a good head for rewording complex things into understandable frameworks. She listed desired outcomes in 5 C's – competencies, confidence, character, connection and contribution.

Slides: 5C's

Competence

The ability and motivation for

- Civic and social engagement
- Cultural engagement
- Physical health
- Emotional health
- Intellectual achievement
- Employability

Confidence

- Having a sense of mastery and future
- Having a sense of self-efficacy

Character

- Having a sense of responsibility and autonomy
- Having a sense of spirituality and self-awareness
- Having an awareness of one's own personality or individuality

Connection

- Membership and belonging
- Having a sense of safety and structure

Contribution

- Being involved as active participant and decision maker in services, organizations and community

Briefly review all 5 C's. Give examples of how these outcomes can be nurtured through program activities and practices. Distribute handout: 2.2.B 5C's.

Talking Points

Slide 1: Competence

Civic and social: Develop social and cooperative skills – activities can highlight team projects, community service projects, cooperative games, teambuilding; agency promotes and recognizes pro-social norms

Cultural: Develop cultural competence and awareness – activities can inform about different cultural backgrounds, include research on historic struggles, multicultural experiences (food, art/dances, celebrations); agency uses pictures/posters highlighting different cultural groups in community

Physical health: Promote healthy choices and healthy life styles – activities include physical activities, healthy nutrition, peer education on health issues

Emotional health: Develop and practice ability to recognize and express emotions appropriately – activities include a reflection process to recognize and express emotional reactions, include exercises on handling anger and frustration; provide support for stressful circumstances; caring adult relationships

Intellectual: Promote basic academic skills as well as critical thinking and problem solving skills – programs provide opportunities to do research, tutoring and homework support, community projects that include research and problem solving components; program promotes independent or small group projects; recognition

Employability: Develop basic work skills and provide information on career paths – activities foster communication and socialization skills, field trips, speakers (community members and parents) discussing career paths

Slide 2: Confidence

Having a sense of mastery and self-efficacy – opportunities to demonstrate skills, recognition and feedback

Slide 3: Character

Having a sense of responsibility, one's own personality, pro-social values – program provides positive role models, adult relationships, recognition of responsible behavior

Slide 4: Connection

Having a sense of membership and belonging and safety – agency provides a psychological and physical safe space; clear behavior expectations and consequences; branding (logo or product identifying membership), caring relationships, connection with family and other community groups

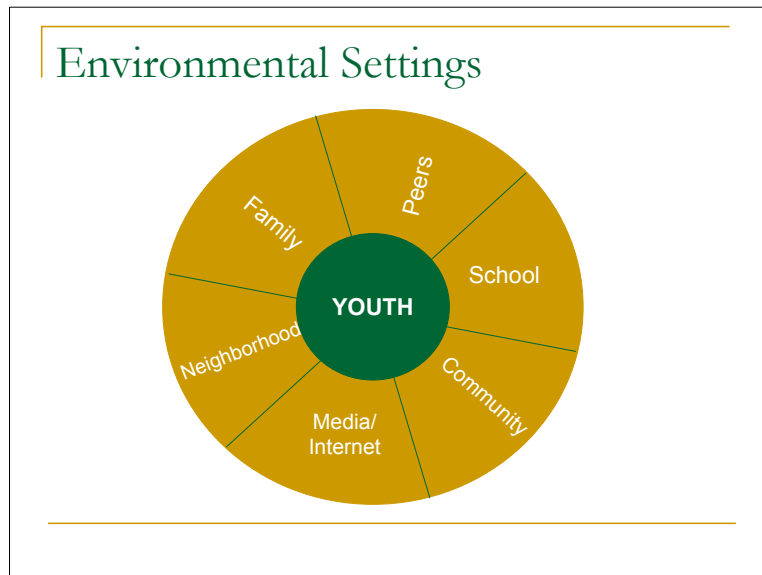
Slide 5: Contribution

Being an active participant, having an impact – agency provides opportunities for leadership, youth voice; community service; civic engagement. Entertain questions and facilitate a brief discussion.

Step 3> Brief lecturette (10 min)

How are young people reaching these outcomes? We as parents, service providers, and community members need to provide opportunities for young people to have a range of experiences, to learn and engage in meaningful activities throughout their journey to adulthood. Many of you are doing this already in different settings. Using a framework like the 5C's will help us to be more intentional about it.

Slide - Environmental Settings



Talking Points

- *Learning can and needs to happen in all environments. It's not just the responsibility of schools or parents.*
- *It happens 24 hours a day, seven days a week.*
- *It's a long term commitment. Young people need opportunities throughout childhood and adolescence.*
- *Learning opportunities and experiences need to be developmentally appropriate. A 12 year old has different abilities and needs than a 16 year old.*

Focusing on positive youth outcomes represents a major shift in thinking. For a long time we have been concentrating on preventing or fixing negative behaviors and outcomes. Along with that approach we have reduced young people to problems and deficiencies. Striving for positive outcomes allows us to open our eyes and look at young people holistically and strengths based. Who are they? What skills, interests, and talents do they bring to the table? Identifying and building on their strengths will engage and motivate them to learn and experience more. I know from my own experience that it is easier to do new things if you can bring in my skills and talents. But if I am challenged to do something totally out of my range, (example: I am asked to write a computer program) I would get nervous and uptight. I am sure you would react similarly, right?

The key concepts we discussed were:

- ❖ Focus on positive outcomes
- ❖ Using a strengths based approach
- ❖ Development happens in an environments and over time

Facilitate brief discussion. What did participants take away from the presentation? How does the information presented influence what they do for and with young people in the community?

Facilitator Tips

1. For a comprehensive review of the 5C's, see Karen Pittman et al. 2005. Preventing Problems, Promoting Development, Encouraging Engagement (www.forumfyi.org/files/PPE.pdf).
 2. Alternative concepts/handouts: There are different models of positive youth development such as the Search Institute's 40 Development Assets or the Circle of Courage. They use different language but reflect the same concepts (see references).
 3. An alternative wrap up would be to divide the participants into small groups and have them discuss ways they can work on the 5C's in their community. See also next activity.
 4. This activity could be combined with activity 2.4 Building on Strengths.
-

Positive Youth Outcomes

2.3 Positive Youth Outcomes

Objective:	Participants will identify desired youth outcomes Participants will identify ways to nurture desired outcomes through activities and organizational practices
Material:	Newsprint, prepared labels (paper copy of each 5C slide), markers, tape; Slides: 5C's Handout 2.2.B: 5C's
Time:	60 minutes
Audience:	General

Lesson Plan

Step 1> Large group brainstorm (5 minutes)

We all want young people to thrive and to succeed. What do we want young people to look like as successful and productive adults? What skills, values and qualities do we want to see?

Ask participants to brainstorm concrete ideas.

I think we pretty much agree on the outcomes we would like to see.

Step 2> Brief Presentation (5 min)

A comprehensive and systematic description of the skills and qualities you have identified, often called positive youth outcomes, has been given by Karen Pittman. She calls them the 5 C's: competencies, confidence, character, connection and contribution.

Slides

Competence

The ability and motivation for

- Civic and social engagement
- Cultural engagement
- Physical health
- Emotional health
- Intellectual achievement
- Employability

Confidence

- Having a sense of mastery and future
- Having a sense of self-efficacy

Character

- Having a sense of responsibility and autonomy
- Having a sense of spirituality and self-awareness
- Having an awareness of one's own personality or individuality

Connection

- Membership and belonging
- Having a sense of safety and structure

Contribution

- Being involved as active participant and decision maker in services, organizations and community

Describe each C in more detail using the slides and handout. (See also Talking Points in 2.2.)

Step 3> Small Group Activity (50 minutes)

Create 5 stations around the room by hanging up 2 newsprints in each location.. Identify each area with one C (use paper copy of slide). Divide participants into five groups. Provide them with markers. Assign them to one area. The groups will rotate through all stations, spending 3-5 minutes at each station.

You are working with young people in various different settings and programs. How can you nurture these outcomes? You can do this through activities; that is the first thing that comes to mind. You can also think about organizational practices – How do you work with young people? What rules and expectations do you have? What does the environment look like?

In your group talk about how you could nurture this outcome. Draw from what you are doing already but also think about ways you can do more.

As groups rotate through the stations, ask participants to add new ideas but not to repeat ideas.

Process. Have each group present on the findings of their last station. Ask if there are any clarification questions. Most of the comments will be focused on activities. Elicit some input on work settings and organizational practices. Add new ideas to newsprint. Offer to type it up and send to participants.

Facilitator Tips

1. To make this activity shorter, organize participants in 5 groups and give each group one assignment (one C's). Then have each group process out.
2. Alternative go around: Assign each group one C, have them write their comments on newsprint; then ask each group to hand on their sheet to the next group to add to it. You can repeat this a couple of times. To end the activity, have each group come forward and present their findings.
3. For a comprehensive review of the 5C's, see Karen Pittman et al. 2005. Preventing Problems, Promoting Development, Encouraging Engagement (www.forumfyi.org/files/PPE.pdf). This activity can be combined with active 2.4 Buildings on Strengths, and activities on Youth Involvement (Section 3).

Positive Youth Outcomes

2.4 Building on Strengths

Objective: Participants will explore a strengths based approach to working with youth

Material: Newsprint, markers, paper, pens

Slides: What are strengths?
What is a Strengths Based Approach?

Handout: 2.4. A. A Strengths Based Approach?
2.4. B. Ways to identify strengths

Time: 30 minutes

Audience: Service providers, schools

Lesson Plan

In using a positive youth development approach we approach young people pro-actively and holistically. We are focused on positive outcomes; we want to nurture young people to develop all the skills, connections and values they need to become healthy productive adults. We do this by identifying and building on their strengths. Most of you are probably familiar with a strengths based approach. To make sure that we all have the same understanding, let us review the core principles.

Step 1> Large group brainstorm and brief lecturette (10 min)

What do we mean when we talk about people's strengths. Give me some examples of what we mean by strengths. ***Write down participants' comments on newsprint. Summarize and expand by using the slide.***

Slide: What are Strengths?

What are Strengths?

- Talents
 - Skills
 - Knowledge
 - Interests
 - Dreams/Hopes/Goals
 - Creativity
 - Culture
 - Passion
 - Connections
-

Slide: What is a Strengths Based Approach?

What is Strengths Based Approach?

Emerging from the field of social work, it is a set of ideas, assumptions, and techniques:

- People are active participants in the helping process (empowerment)
- All people have strengths, often untapped or unrecognized
- Strengths foster motivation for growth
- Strengths are internal and environmental

Source: Saleebey, Dennis. 1992. *The Strengths Perspective in Social Work Practice*. Longman: White Plains, NY

The strength based approach has gained a lot of momentum in social services and other related fields. However, there is no clearly developed theory of strength based intervention that I could find. Validated by resiliency research the approach emerged in the social work field. It reflects a set of ideas, assumption and techniques. **Review key points on slide.** One critical component is empowerment. Clients, consumers or youth are becoming active participants; things are not done to them but with them. That provides a strong motivation for growth and change. I think we all can relate to this. Just think about skills, talents or passions you have. Wouldn't it be easy to engage in something new, if you can build on those? In contrast it would be very difficult if you could not bring in any of your special talents, right?

With this in mind, I would like to explore with you how we can use this approach in our work with young people.

Step 2> Team activity (20 min)

Ask participants to pair up with a partner. Hand them a piece of paper and pen.

We will do a brief and “painless” role play. One person in each team will be a youth worker, the other one will go back in time and play the role of the 15 or 16 year old they used to be. Take a minute to decide who is who. ***Pause.*** All youth workers please raise your hands. All adolescents raise your hands. Great!

Take 10 minutes to have a conversation. I challenge you, the youth workers, to find out specific strengths of the adolescent in front of you who you are meeting for the first time. I challenge you, the adolescents, to recall what you were like at that time and for right now shed all your adult behaviors and attitudes.

Process. Ask volunteers briefly to report out some of the strengths they identified.

Let's talk a little bit more about how you found out those strengths. This is an important issue. In my experience people often do not know what their strengths are, especially if you ask them for their “strengths”. What kind of questions did you ask? What other strategies did you use?

Facilitate brief brainstorm. Distribute handout: 2.4.B Ways to Identify Strengths.

Facilitate a brief discussion on how participants can use this information in their work with young people. Solicit action words such as

- *motivate*
- *recognize*
- *affirm*
- *mirror*
- *boost/encourage*
- *counter negative/defeatist statements*

Facilitation Tips

1. This activity is best used in combination with other activities in this section or with activities in Section 4: Youth Development in Care Settings.
 2. This activity can be used with other community groups as well if the language is tailored to the group (e.g., parent group).
-

Positive Youth Outcomes

2.5 A Typical Day – 24 Hours in the Life of a 9th Grader *

Objectives: Participants will identify social supports for young people in the community
Participants will explore and reflect on community resources for young people

Material: Newsprint, markers
Slides: Long-term Commitment
Out of School Data

Handouts: 2.5.A Out of School Data
2.5.B. In the Door and Coming Back for More! Barriers and Strategies for
Engaging Adolescents in After-School Activities

Time: 60 minutes

Audience: General

Lesson Plan

Step 1> Large Group Activity (10 min)

I want to start off with a brief visualization exercise. Sit back comfortably, close your eyes if you want. Take a few deep breaths and go back in time. Remember when you were 9th grade? Remember what the day looked like?

You woke up to the ringing of the alarm clock. Or did your parents wake you up? You got up right away heading for the bathroom, or did you turn over and sleep another 10 minutes? You finally made it downstairs and had breakfast. You had cereal, or maybe eggs and bacon? Or did you not have time for breakfast, just grab your bag and ran out the door? Did you walk to school, or take the school bus? Did you talk to anybody on the way to school? Or did think about the day ahead? How did you feel about school? You were looking forward to one class in particular? You liked the teacher? What did you like about this teacher? Did you have teachers you did not like? Why? Who else did you talk to in school? At lunch time, were you able to leave the school? Or did you have to stay on school grounds? The food in the cafeteria was always the same, burgers, french fries, sandwiches? Or did your cafeteria have a variety of fresh foods? Did you enjoy the food? Or did you hate it? What did you do after school? Did you meet friends to do homework at school? Did you attend a student club? Or did you play for a school team? Or did you have music or dance lessons somewhere else? Did you go home after school, or did you hang out with friends? Where did you go? A hang-out downtown? To a friend's house? Or did you play sports? Or were you member of a youth organization like 4H? Or did you go home - your mother was home? Maybe you went home by yourself and you had chores to do before your parents came home? Maybe you watched TV all afternoon? You had dinner with your parents. After dinner – did you do your homework? Or did you see a friend to help you with your homework? How did you spend the rest of the evening? Talking to your parents? Siblings? Watching TV? Visiting friends next door or talking to friends on the phone? Maybe you read for a while or worked on a special project.

That was or could have been a day in your life as a 9th grader.

Step 2> Team Activity (30 min)

Let's come back to 'here and now', team up with a neighbor and discuss a couple of questions.

Question 1: What sticks out in your memory? Take a few minutes to share with each other. (5 min)

Process observations.

Question 2: Throughout the day young people interact with many people. Who are they? (5 min)

Process observations. Write down groups on newsprint.

Question 3: How would the picture look differently for 12 graders? (5 min)

Process observations. Highlight and summarize that young people grow up surrounded by many other social groups beyond family and school.

It is important that all social environments provide young people with opportunities and supports to develop the positive outcomes - skills, values, confidence, expectations and connections.

Do you think a typical day would look differently now? What would be different?

Facilitate a brief discussion emphasizing that the social supports for young people now might look a little different.

Step 3> Brief lecturette (10 min)

We just reviewed all the different social settings and relationships that supported us when we were young. Although they might have changed somewhat for the current generation of young people, the fact remains that these supports are very important. Research tells us that young people need this to thrive.

Slide - Long-term Commitment

The slide has a light yellow background with a dark green vertical bar on the left. The title 'Long-Term Commitment' is in a dark purple serif font. Below the title is a horizontal line. The main text 'Young people need to be nurtured and supported' is in a black serif font. Below this is a bulleted list with four items, each preceded by a small grey square bullet.

Long-Term Commitment

Young people need to be nurtured and supported

- 24 hours a day, 7 days a week
- First 20 years of their lives
- In accordance with their developmental needs
- Through a variety of supportive relationships and programs

This is what young people need, but is this what they get in their communities? The reality looks very different:

Slides - Out of School Data

Youth in Self-Care

11% grades 1-5
34% grades 6-8
51% grades 9-12

**African American youth and Hispanic youth
spend more time unsupervised**

(35% of youth enrolled in after school programs)

Low income parents and
parents of racial and ethnic
minorities are less satisfied with
after school programs than
white and wealthier parents.

1 in 5 youth (ages 8-18) are
not interested in the type of
programming offered.

7 out of 10 youth say that
they have difficulty finding
after school opportunities in
their communities.

Weekly Times Use in Hours

2002-2003

Age 12-14 Age 15-17

	Age 12-14	Age 15-17
Sleep	66.2	63.9
School	33.1	29.6
Television	15.4	15
Personal Care	8.1	8.7
Passive Leisure	10.1	10
Visiting/Socializing	4.7	7.4
Studying	4.7	5

Talking Points

- *The first 4 slides provide recent data released by the National Institute on Out-of-School Time. Wellesley College. 2005. Making the Case: A Fact Sheet on Children and Youth in out-of-School Time (www.niost.org/publications/Factsheet_2005.pdf) The points to make are a) that many young people do not take advantage of afterschool programs, b) that there are not enough available, c) programs might not be attractive and engaging enough.*
- *The last slide reflects time use data from the Panel Study of Income Dynamics, 2002-3, reported in National Campaign to Prevent Teen Pregnancy. 2005. Freeze Frame: A Snapshot of America's Teens (www.teenpregnancy.org/works/pdf/FreezeFrame.pdf). It is interesting to review how time is being spent; point out the amount of passive leisure time in relation to study time, etc.*

This is a challenge to all communities. Parents, young people, providers and community members need to take a look at:

What are young people doing right now?

How and where do they spend their time?

What do they want to do?

What is available to them?

Facilitate a brief discussion. For more information, refer to report by the National Institute on Out-Of-School Time. 2005. Making the Case: A Fact Sheet on Children and Youth in Out-Of-School Time (see above).

Distribute handouts: 2.5.A. Out of School Data, 2.5.B. In the Door and Coming Back for More! Barriers and Strategies for Engaging Adolescents in After-School Activities.

** The visualization exercise was inspired and adapted from a workshop presented by Adam Fletcher, The Freechild Project.*

Facilitation Tips

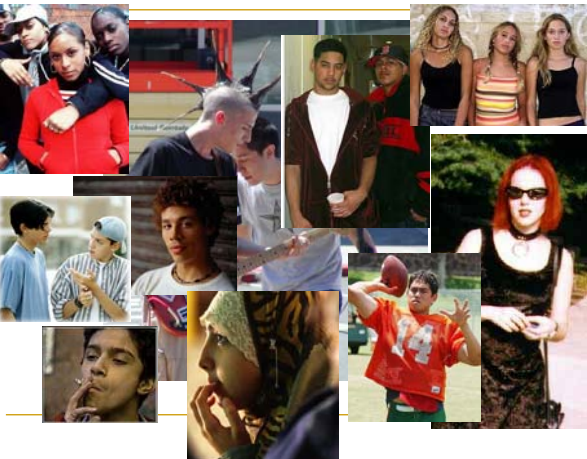
1. Practice the visualization exercise. Reword questions and statements to your comfort level.
2. Familiarize yourself with the out of school data by reviewing the cited reports beforehand.
3. An alternative ending for this activity would be to have participants form small groups (either randomly or by affiliation) and reflect on the out of school resources and opportunities in their community.
4. Activity can be combined with any activity discussing the 5 C's (2.2 or 2.3). Or, the activity could be combined with any activity on effective youth development programming (Section 5).

Adolescent Development

Adolescents are:



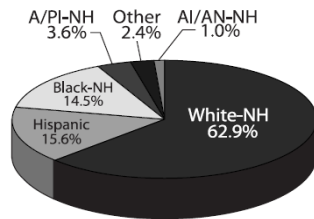
- Age: 10-19
- 40.7 million



Adolescents: Increasingly Diverse

U.S. Population by Age and Race/Ethnicity, 2000

Adolescents Ages 10-19



Source: Fact Sheet on Demographics: Adolescents, National Adolescent Health Information Center, <http://nahic.ucsf.edu/downloads/Demographics.pdf>. Accessed: November 29, 2005

Challenge #1

Biological Development



Onset of puberty	10-12	11-13
Growth spurt	10-12	12-14
Early maturation	7	

Biological Development

Eating Disorders:

approx. 1% of girls (12-18) anorexic

1-3% bulimic

20% (estimated) engaged in less extreme unhealthy dieting

Nutrition:

¾ of adolescents do not eat recommended servings

Overweight: ages 12-19 (1971 – 2002)

Boys 6.1% - 16.7%

Girls 6.2% - 15.4%

Physical activity level drops dramatically(9→12 grade)

Challenge #2

Cognitive Development

Normal adolescent behavior?

- ❑ to argue for the sake of arguing
- ❑ to be self- centered
- ❑ to constantly find fault in adult's position
- ❑ to be overly dramatic

YES!

Cognitive Development different arrow

19 years



10 years

- ability to think abstractly
- ability to analyze situations logically
- ability to think realistically about the future, goal setting
- moral reasoning
- Entertain hypothetical situations, use of metaphors
- Need guidance for rational decision making

Brain Research Findings

The brain continues to develop during adolescence.

Areas under construction:

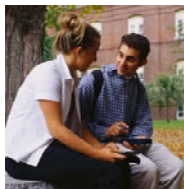
- Prefrontal cortex – responsible for organizing, setting priorities, strategizing, controlling impulses
- Brain functions that help plan and adapt to the social environment
- Brain functions that help put situations into context; retrieve memories to connect with gut reactions



Challenge #3

Social Emotional Development

- Who am I? Where do I belong?
 - Identity development (gender, sexual, ethnic)
 - Self-esteem
 - Role of peer group
- How do I relate to others?
 - Social Skills
 - Emotional Intelligence



Experimenting with Intimacy

Romantic Relationship

12-14 years - 24%

15-17 years - 39%

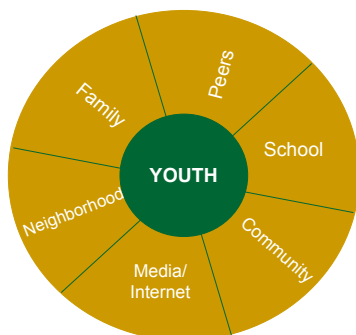
Sexual Experience

15-19 yrs	1995 - 2002
Boys	55.3% - 46%
Girls	51.7% - 46.8%

Sexual behavior is changing

15-19 yrs	Oral Sex
Boys	55%
Girls	54 %

Environmental Settings



Social Toxicity

VIOLENCE

HOMOPHOBIA

SEXUAL EXPLOITATION

Social factors that poison youth's well being and healthy development

DISRUPTED FAMILY RELATIONSHIPS

HEALTH THREATS

SEXISM

RACISM

POVERTY

LACK OF BENEVOLENT ADULT AUTHORITY

Risk Taking Behavior?

It is normal! -
Exploration of new behaviors, decision making skills, identity development



But there is concern –
Adolescents overestimate their capacities, rely on their immature ability to judge, or give in to peer pressure

Problem Behaviors

- Teen Pregnancy ↓
- Violence ↓
- Delinquency ↓
- Substance Abuse ↓
- School drop out ↓
- Mental health ↓



Positive Youth Outcomes

- Volunteerism
- Music & Performing Arts
- High School Graduation
- Enrollment in College



Main Sources:

- National Campaign to Prevent Teen Pregnancy 2005. Freeze Frame: A Snapshot of America's Teens
www.teenpregnancy.org
- American Psychological Association 2002. Developing Adolescents.
www.apa.org/pi/develop.pdf

Stages of Adolescent Development	Early Adolescence (Approximately 10-14 years of age)	Middle Adolescence (Approximately 15-16 years of age)	Late Adolescence (Approximately 17-21 years of age)
Movement Toward Independence	Emerging identity shaped by in/external influences; moodiness; improved speech to express oneself; more likely to express feelings by action than by words (may be more true for males); close friendships gain importance; less attention shown to parents, with occasional rudeness; realization parents not perfect; identification of own faults; search new people to love in addition to parents; tendency to return to childish behavior during times of stress; peer group influence on personal interests and clothing styles.	Self-involvement, alternating between unrealistically high expectations and worries about failure; complaints that parents interfere with independence; extremely concerned with appearance and body; feelings of strangeness about one's self and body; lowered opinion of and withdrawal from parents; effort to make new friends; strong emphasis on the new peer group; periods of sadness as the psychological loss of parents takes place; examination of inner experiences, which may include writing a diary.	Firmer identity; ability to delay gratification; ability to think through ideas; ability to express ideas in words; more developed sense of humor; interests and emotions become more stable; ability to make independent decisions; ability to compromise; pride in one's work; self reliance; greater concern for others.
Future Interests and Cognitive Development	Increasing career interests; mostly interested in present and near future; greater ability to work.	Intellectual interests gain importance; some sexual and aggressive energies directed into creative and career interests; anxiety can emerge related to school and academic performance.	More defined work habits; higher level of concern for the future; thoughts about one's role in life.
Ethics and Self-Direction	Rule and limit testing; experimentation with cigarettes, marijuana, and alcohol; capacity for abstract thought.	Development of ideals and selection of role models; more consistent evidence of conscience; greater goal setting capacity; interest in moral reasoning.	Useful insight; focus on personal dignity and self-esteem; ability to set goals and follow through; acceptance of social institutions and cultural traditions; self-regulation of self esteem.
Sexuality	Girls mature faster than boys; shyness, blushing, and modesty; more showing off; greater interest in privacy; experimentation with body (masturbation); worries about being normal.	Concerns about sexual attractiveness; frequently changing relationships; more clearly defined sexual orientation, with internal conflict often experienced by those who are not heterosexual; tenderness and fears shown toward opposite sex; feelings of love and passion.	Concerned with serious relationships; clear sexual identity; capacities for tender and sensual love.
Physical Changes	Gains in height and weight; growth of pubic/ underarm hair; increased perspiration, increased oil production of hair and skin. Girls: breast development and menstruation. Boys: growth of testicles and penis, nocturnal emissions (wet dreams), deepening of voice, facial hair.	Males show continued height and weight gains while female growth slows down (females grow only 1-2 inches after their first menstrual period).	Most young women are fully developed; young men continue to gain height, weight, muscle mass, body hair.

This chart is adapted from: Spano, S. (May 2004) Stages of Adolescent Development. *Research FACTs and Findings*. ACT for Youth: Upstate Center of Excellence, Cornell University. This article can be found at: <http://www.actforyouth.net/documents/fACT%20Sheet05043.pdf>

Adolescent Brain Development

Sedra Spano, ACT for Youth Upstate Center of Excellence, 2002

Research now supports what parents have *long* suspected—that the teenager’s brain is different than the adult brain. Recent research by scientists at the National Institute of Mental Health (NIMH) using magnetic resonance imaging (MRI) has found that the teen brain is not a finished product, but is a work in progress. Until recently most scientists believed that the major "wiring" of the brain was completed by as early as three years of age and that the brain was fully mature by the age of 10 or 12. New findings show that the greatest changes to the parts of the brain that are responsible for functions such as self-control, judgment, emotions, and organization occur between puberty and adulthood. This may help to explain certain teenage behavior that adults can find mystifying, such as poor decision-making, recklessness, and emotional outbursts.

The brain is still developing during the teen years Dr. Jay Giedd of the NIMH has reported that brain “maturation does not stop at age 10, but continues into the teen years and even into the 20’s. What is most surprising is that you get a second wave of overproduction of gray matter, something that was thought to happen only in the first 18 months of life (Begley, 2000).” Following the overproduction of gray matter, the brain undergoes a process called “pruning” where connections among neurons in the brain that are not used wither away, while those that are used stay—the “use it or lose it” principle. It is thought that this pruning process makes the brain more efficient by strengthening the connections that are used most often, and eliminating the clutter of those that are not used at all.

What does this mean for teens? According to Dr. Giedd, this is exciting news for teens. “...unlike infants whose brain activity is completely determined by their parents and environment, the teens may actually be able to control how their own brains are wired and sculpted.” Kids who “exercise” their brains by learning to order their thoughts, understand abstract concepts, and control their impulses are laying the neural foundations that will serve them for the rest of their lives. "This argues for doing a lot of things as a teenager," says Dr. Giedd. "You are hard-wiring your brain in adolescence. Do you want to hard-wire it for sports and playing music and doing mathematics—or for lying on the couch in front of the television?"

Alcohol use and the developing teen brain Recent research suggests that alcohol use affects adolescents and adults differently, which makes sense given what we now know about the changes going on in the teen brain. While more research needs to be done in this area, Duke University scientists say “the available research suggests that adolescents are more vulnerable than adults to the affects of alcohol on learning and memory (White, 2001). Not only do they react differently to the initial affects of alcohol, studies suggest that teens who repeatedly use alcohol can suffer long-term effects. Preliminary studies using rats have shown that those with repeated alcohol exposure during adolescence are more sensitive to alcoholinduced impairments later in life (White, 2001).

Research on humans by Brown, et al. (2000) has shown the first concrete evidence that heavy, on-going alcohol use by adolescents can impair brain functioning. Brown’s research on 15 and 16 year olds showed cognitive impairments in teen alcohol abusers, compared with non-abusing peers, even weeks after they stop drinking. This suggests that abuse of alcohol by teens may have long-term negative effects on the make up of their brains.

Teens and understanding emotions Teens also differ from adults in their ability to read and understand emotions in the faces of others. Recent research shows that teens and adults actually use different regions of the brain in responding to certain tasks. In a study conducted at Boston's McLean Hospital, psychologist Deborah Yurgelun-Todd and colleagues showed pictures of people wearing fearful expressions to teenagers between the ages of 11 and 17 while the teens had their brains scanned using functional magnetic resonance imaging (fMRI). She found that compared to adults the teens' frontal lobes (the seat of goal-oriented rational thinking) are less active and their amygdala (a structure in the temporal lobe that is involved in discriminating fear and other emotions) is more active. The teens often misread facial expressions, with those under the age of 14 more often seeing sadness or anger or confusion instead of fear. Older teenagers answered correctly more often and exhibited a progressive shift of activity from the amygdala to the frontal lobes. The results suggest that "in teens, the judgment, insight and reasoning power of the frontal cortex is not being brought to bear on the task as it is in adults. Teens just process information differently from adults. (Yurgelun-Todd, 2002)"

Brain Regions and Functions

Frontal lobe – self-control, judgment, emotional regulation; restructured in teen years.

Corpus callosum – intelligence, consciousness and self-awareness; reaches into full maturity in 20's.

Parietal lobes – integrate auditory, visual, and tactile signals; immature until age 16

Temporal lobes – emotional maturity; still developing after age 16

Implications It is important to note that experts caution careful interpretation of this new information about adolescent brain development, as it is still very early in the analysis and understanding of what it all means. Yet it is also true that these findings add new dimensions to issues facing young people, as well as their parents and teachers, and they pose a challenge to policy makers (NIH, 2000). If the choices adolescents make about using drugs and alcohol and engaging in or avoiding challenging learning tasks have long-term and irreversible consequences for the development of their brains, then discouraging harmful choices and encouraging healthy ones is all the more urgent. This new research may also provide a compelling explanation for why adolescents often fail to heed adults' warnings about such choices; they may simply not be able to understand and accept arguments that seem logical and decisive to adults. It is also possible that teens are misperceiving or misunderstanding the emotions of adults, leading to miscommunication both in terms of what the teen thinks the adult is feeling and in terms of the teen's response.

Perhaps most importantly, teenagers are empowered with opportunities to develop their brains through the activities in which they choose to participate.

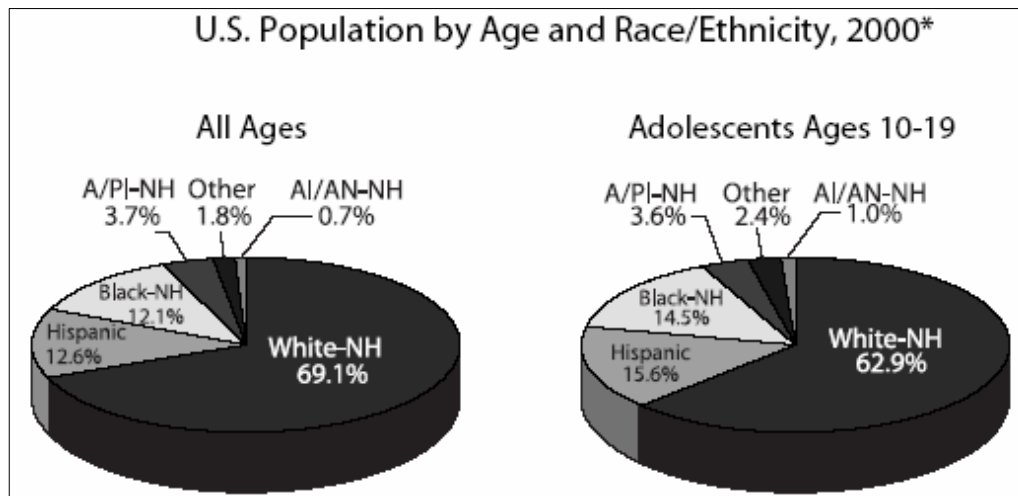
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FACTs Regarding Teen Demographics, Attitudes and Behaviors

General Demographics

According to the 2000 US Census, there were 40,747,962 10-19 year olds in the United States comprising 14.5% of the total US population.¹ (According to July 2004 Census projections, 14-17 year olds comprise 18.18% of New York State's total population).²



The adolescent population is more racially/ethnically diverse than the general population and diversity among adolescents is increasing. (See chart at left).³ In fact, the Hispanic adolescent population, the second most populous

racial/ethnic group, is expected to increase by 50%. Although small in numbers, the Asian/Pacific Islander Non-Hispanic (A/PI-NH) population will experience the most rapid growth (83%).³

More adolescents live in suburbs (53.8%) than in rural areas and central cities.³

In 2002, two thirds of adolescents ages 12-17 lived with both parents, a decrease from 73% in 1995.³

- About three quarters of A/PI and White-NH youths ages 12-17 lived with both parents, as did 63.1% of same-age Hispanics.
- By contrast, 38.4% of Black adolescents lived in two-parent families; of all racial/ethnic groups, they were most likely to live with mothers only (46%) or neither parent (10.3%).

Mental and Physical Health

In 2003, over one-quarter (29 %) of all students in grades 9 through 12 reported feeling sad or hopeless almost every day for an extended period (two or more weeks in a row) in the last year.⁴ In contrast during 2004, 65% of high school students described themselves as happy everyday or almost everyday.⁵ Furthermore, the percent of high school students who reported they have thought seriously about attempting suicide dropped substantially, from 29 % in 1991 to 17 % in 2003. Large drops were experienced by both sexes.⁴

- Hispanic and N-H White students were more likely than N-H Black students to have given serious thought to attempting suicide (18 and 17 %, respectively, versus 13 %).⁴ In the 15-19-year-old

population, NH American Indians/Alaskan Natives have the highest suicide rate (more than twice all other ethnic/racial groups).⁶

- Although females attempt suicide more often than males, males complete suicide at a rate over five times that of females.⁶

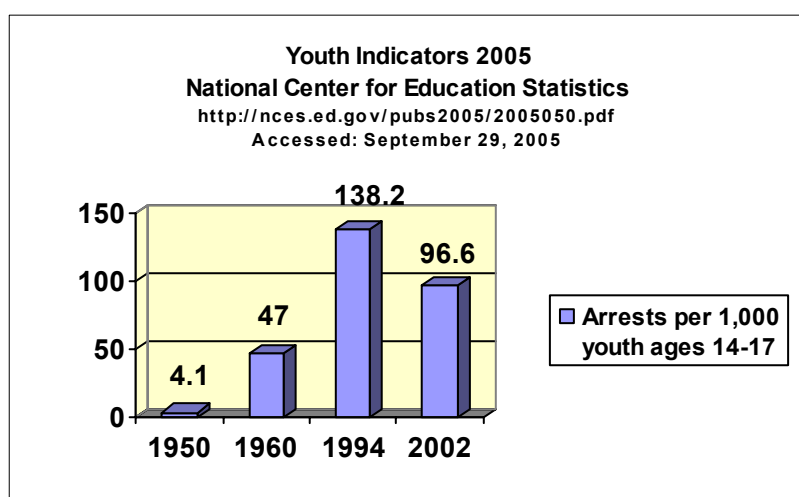
The Surgeon General's Report on Mental Health estimates that nearly 21% of youth aged 9-17 have a diagnosable mental or addictive disorder associated with at least minimum impairment, while 11%, or 4 million youth have a disorder that results in significant impairment.⁶

Nearly 1 in 6 adolescents ages 12 to 19 were overweight in the United States in 1999-2002, more than triple the rate in 1976-1980.⁴ Black NH girls and Mexican American boys were at particularly high risk of being overweight (23 % and 27 %, respectively).⁷

In 2003, about 1 out of every 12 high school females vomited or took laxatives to lose or control their weight.⁴ Approximately 1% of adolescent girls develop anorexia nervosa.⁸

Violence

Although the percentage of youth who had been in at least one physical fight in the past year decreased from 43 % in 1991 to 33 % in 2001, where it remained in 2003; 41 % of boys and 25 % of girls reported physical fighting.⁴



The percentage of high school students carrying weapons was 17 % in 2003. High school males are four times as likely as females to carry a weapon: 27 % versus 7 %.⁴

In 2003, juveniles were involved in 1 in 12 arrests for murder, 1 in 9 arrests for a drug abuse violation, and 1 in 4 arrests for a weapons violation and for robbery. In 2003, 29% of juvenile arrests involved females.⁹

Adolescent/young adult males are 5 times more likely than females to be homicide victims. Homicide is the leading cause of death for adolescent and young adult Black males.¹⁰

One out of every 11 high school students was a victim of dating violence in 2003.⁴

Sexual Activity, Pregnancy and STIs/STDs

Pregnancy rates among adolescent females have fallen steadily during the past decade, from 116.3 per 1,000 (ages 15 to 19) in 1990 to 84.5 per 1,000 in 2000, the lowest rate reported since 1976.⁴ (See chart below)¹¹

Condom use at most recent sexual intercourse among sexually active high school students increased from 46 % in 1991 to 63 % in 2003.⁴

Among teens ages 15 to 19 who have not had sexual intercourse, almost 1 in 4 report having ever engaged in oral sex with an opposite sex partner (24 % of males and 22 % of females in 2002), based on analyses of the 2002 National Survey of Family Growth (NSFG).⁴

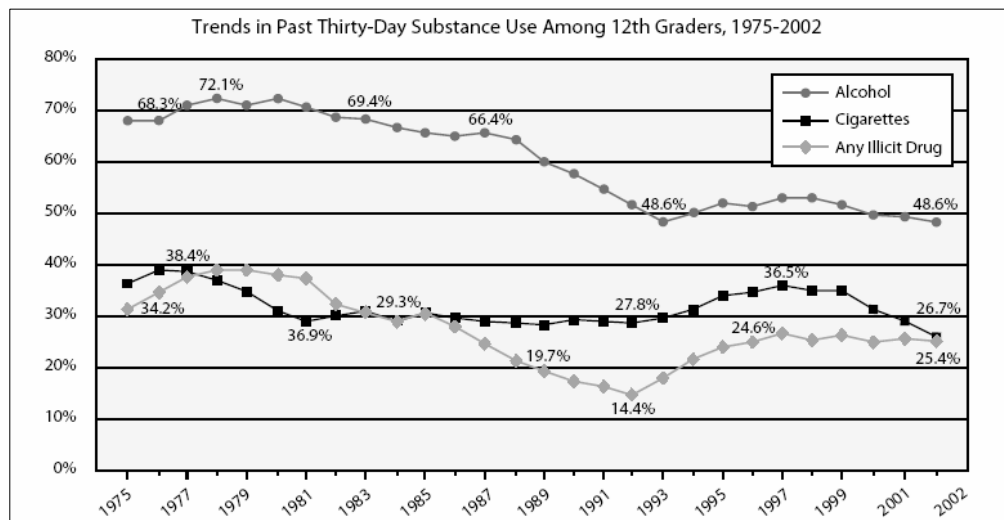
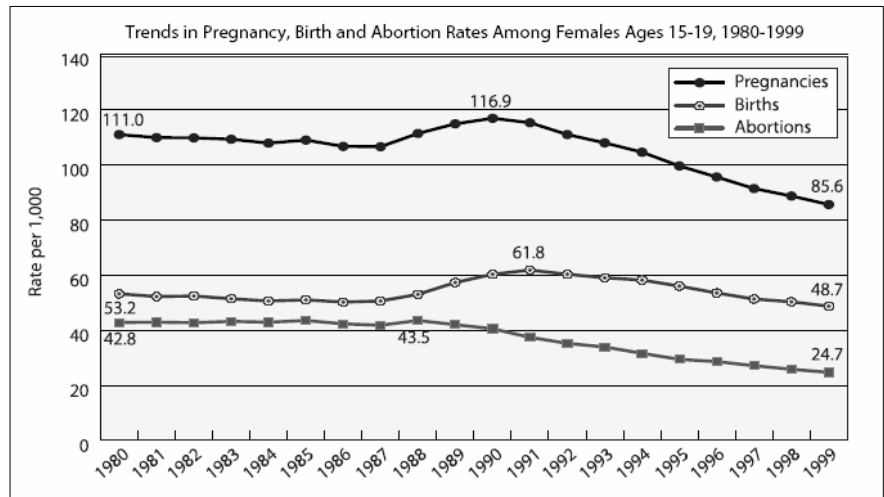
Adolescents (aged 12-17) are the largest group of consumers of internet pornography and it is estimated that nearly 6 in 10 (57%) of those aged 9-19 with internet access have come into contact with online pornography. 45% of adolescents (aged 12- 17) say they have friends who regularly view pornography on the internet.⁵

The number of newly diagnosed cases of AIDS among teens in the United States has risen to 458 in 2003, the highest number ever recorded.⁴ In 2001, female adolescents accounted for more than half of all HIV cases and among adolescents and young adults (ages 13-24). Black-NHs account for over half (56%) of all HIV cases and 44% of all AIDS cases ever reported for this age group.¹¹

Substance Use/Abuse

Substance use has declined or stabilized since the mid-1990s. (See chart below).¹² The percentage of twelfth grade students who report being substance free (no cigarettes, no alcohol, no illicit drugs) in the last 30 days increased from 26% in 1976 to a high of 46 % in 2003.⁴

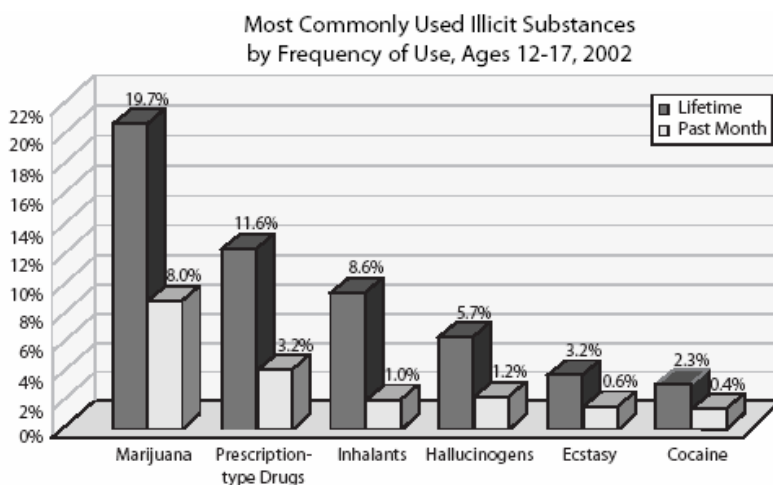
Alcohol is the adolescent drug of choice. In 2004, the proportions of 8th, 10th, and 12th graders who admitted drinking an alcoholic beverage in the 30-day period prior to the Monitoring the Future Survey were 19%, 35%, and 48%, respectively.¹³



Binge drinking (5 or more drinks in a row in previous two weeks) has also decreased substantially since the all time high in 1979 (1979: 40% of 12th graders). Furthermore, peer disapproval of this behavior (in 2004) was approximately 81%, 72% and 65%, respectively for 8th, 10th and 12th grades. It is important to note however, binge drinking rates in 2004 were: 12% for 8th graders, 22% for 10th graders and 28% for 12th graders.¹⁴

The percentage of high school students who reported riding in a car in the past month with someone who had been drinking dropped from 37% in 1997 to 30% in 2003. Similarly, the percentage of students who reported driving after drinking has dropped from 17% in 1997 to 12% in 2003.⁴

Marijuana is the most widely-used illicit drug among adolescents. In 2001, 8.0% of youth ages 12-17 reported using marijuana within the past month. (See chart at right)¹² In 2003, nearly 1 in 10 twelfth grade students reported using illicit drugs other than marijuana in the past month.⁴



The use of MDMA/Ecstasy (methylenedioxy-methylamphetamin) has increased dramatically especially among older adolescents and young adults in the past few years (1996 and 2002).¹²

Initiation of substance use most often occurs between grades 7 and 10.¹²

Education

More than 90 % of young people (16-19-year-olds) are either enrolled in school or employed, and 27 % are both enrolled in school and employed.¹⁵ Drop out rates of young people aged 16 to 24 in the civilian, non-institutionalized population have gradually declined between 1972 and 2003, from 15 % to a new low of 10 %.⁴

- Black and Hispanic youth are more likely than NH whites to drop out of high school. In 2003, 6% of NH Whites (ages 16 to 2) were not enrolled in school and had not completed high school, whereas 12% of Blacks and 24% of Hispanics had dropped out.^{4,*}

* Estimates for 2003 reflect the new Office of Management and Budget race definitions, and include only those who are identified with a single race. Hispanics may be of any race.

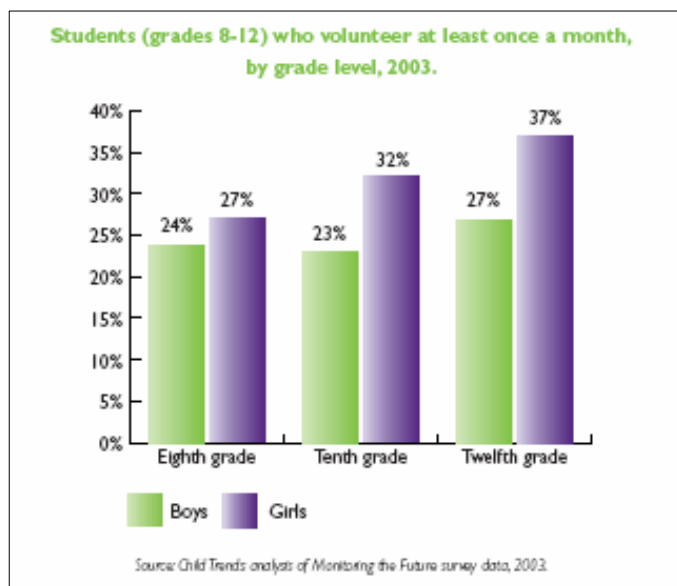
In 2000 and 2001, 87 % of young adults (18-24 years old) completed high school. Since 1971, high school completion rates have risen from 59% to 87 % among NH Blacks (25-29-year-olds)--narrowing the gap with NH Whites from 23 percentage points in 1971 to 6 in 2001.¹⁵

College enrollment rates of 18- to 24-year olds have increased from 26 % in 1980 to 38 % in 2003; the enrollment rate for females has increased more rapidly than that for males.¹⁶ In 2002, the percentage of

young adults (25-29-year-olds) who attained a bachelor's degree or higher remained at an all-time high of 29 %.¹⁵

Volunteerism and Civic Engagement

Adolescents who are involved in community service or who volunteer in political activities have been found more likely to have a strong work ethic as adults and are more likely to volunteer and vote in the future. Youth who volunteer are less likely to become pregnant or to use drugs. Volunteering in adolescence is also related to overall positive academic, psychological, and occupational outcomes.⁴



- According to Youth Helping America 2005 – 55% of youth volunteer, an estimated 15.5 million youth ages 12-18 participate in volunteer activities- nearly twice the adult volunteering rate (29%).¹⁷
- Youth contribute more than 1.3 billion hours of community service each year. The typical youth contributes 29 hours per year. 39% of teen volunteers are “regular” volunteers (those who volunteer at least 12 weeks per year) compared to 55% of adults.¹⁷

- Youth are most likely to volunteer through a religious organization (34%), followed by school based group (18%), and youth leadership organizations (12%).¹⁷
- 50 % of female and 47 % of male 18-25-year-olds feel they can make a "great deal" or "some" difference in their communities, and 54 % of females and 49 % of males report that "voting is an important thing to do."¹⁵

Extracurricular Activities

During the last decade, girls increasingly participated in school sports. For example, among 10th grade girls, participation in school athletics increased from 52% in 1991 to 60% in 2001.¹⁵

In 2001, more than half (54%) of 8th graders, 41 % of 10th graders, and 42 % of 12th graders participated in school music or performing arts programs.¹⁵

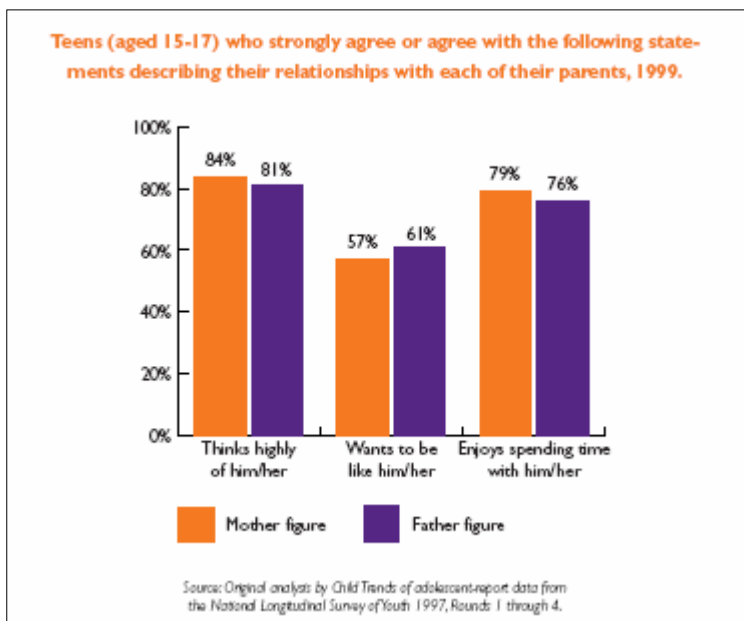
Since the early 1990s, youth have increasingly reported that religion plays a very important part in their lives. For example, 29 % of eighth graders said so in 1991; 34 % said so in 2000. Youth who attend religious services are more likely to volunteer in their communities, participate in student government, and play sports or exercise regularly.¹⁵

Family Relationships

Teens describe their relationship with their parents as positive. (See chart at right)⁵

More than three-quarters (78 %) of youth indicate that they turn to their parents for advice and guidance in times of need and not having enough time with their parents is the top concern of young people. Nearly 6 in 10 teens (59 %) say that when it comes to healthy, responsible relationships, their parents are their role models.¹⁵

91% of teens in 2003 report that they have at least one family member in whom they can confide and talk about things.⁵



Endnotes:

¹<http://www.census.gov/popest/national/asrh/NC-EST2004/NC-EST2004-01.xls> . Accessed: September 7, 2005

²<http://www.census.gov/popest/states/asrh/tables/SC-EST2004-01Res.xls>. Accessed: September 7, 2005

³ Fact Sheet on Demographics: Adolescents, National Adolescent Health Information Center, <http://nahic.ucsf.edu//downloads/Demographics.pdf>. Accessed: November 29, 2005

⁴Child Trends Databank Website: <http://www.childtrends.databank.org/index.cfm>

Accessed: September 1, 2005

⁵ Freeze Frame: A Snapshot of America's Teens. <http://www.teenpregnancy.org/works/pdf/FreezeFrame.pdf> Accessed: November 29, 2005

⁶ Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Adolescent and School Health; Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health; National Adolescent Health Information Center, University of California, San Francisco. *Improving the Health of Adolescents & Young Adults: A Guide for States and Communities*. Atlanta, GA: 2004.

⁷ <http://www.childstats.gov/americaschildren/index.asp>. Accessed: September 7, 2005

⁸ <http://www.nmha.org/children/prevent/stats.cfm>. Accessed: September 7, 2005

⁹ Howard N. Snyder (August 2005) Juvenile Arrests 2003: Juvenile Justice Bulletin: US Department of Justice (OJJDP) <http://www.ncjrs.gov/pdffiles1/ojjdp/209735.pdf> Accessed December 1, 2005.

¹⁰ Fact Sheet on Violence: Adolescents and Young Adults, National Adolescent Health Information Center, http://nahic.ucsf.edu/index.php/data/article/briefs_fact_sheets/ Accessed: September 1, 2005

- ¹¹ Sheet on Reproductive Health: Adolescents and Young Adults, National Adolescent Health Information Center, http://nahic.ucsf.edu/index.php/data/article/briefs_fact_sheets/ Accessed: November 29, 2005
- ¹² Fact Sheet on Substance Abuse: Adolescents and Young Adults, National Adolescent Health Information Center, http://nahic.ucsf.edu/index.php/data/article/briefs_fact_sheets/ Accessed: November 29, 2005
- ¹³ Johnston, L. D., O'Malley, P. M., Bachman, J. G., & Schulenberg, J. E. (2005). Monitoring the Future national results on adolescent drug use: Overview of key findings, 2004. (NIH Publication No. 05-5726). Bethesda, MD: National Institute on Drug Abuse.
<http://www.monitoringthefuture.org/pubs/monographs/overview2004.pdf>
Accessed December 7, 2005.
- ¹⁴ National Institute on Drug Abuse: Monitoring the Future National Results on Adolescent Drug Use: Overview of
Key Findings 2004 <http://www.monitoringthefuture.org/pubs/monographs/overview2004.pdf>
Accessed December 7, 2005.
- ¹⁵ Celebrating America's Youth: The Facts are Positive, US Dept. of Health and Human Services, <http://www.ncfy.com/celebrate.htm> Accessed: September 1, 2005
- ¹⁶ Youth Indicators 2005, National Center for Education Statistics, <http://nces.ed.gov/pubs2005/2005050.pdf> Accessed: September 1, 2005
- ¹⁷ Youth Helping America: The Role of Social Institutions in Teen Volunteering, Corporation for National & Community Service, 2005 www.nationalservice.gov

Success Bingo

Imagine your child (or a young person you know) celebrating his or her 21st birthday. Which attributes would we like to see in young people when they turn into young adults? Let's find out what we all would like to see?

Instruction: Go around the room, introduce yourself and ask them what attributes or outcomes they would like to see. Find 9 attributes from 9 different people.

Promoting Positive Youth Outcomes

Competence

Having ability and motivation...

- **Civic and social:** To work collaboratively with others for the larger good, and to sustain caring friendships and relationships with others.
- **Cultural:** To respect and affirmatively respond to differences among groups and individuals of diverse backgrounds, interests, and traditions.
- **Physical health:** To act in ways that best ensure current and future physical health for self and others.
- **Emotional health:** To respond affirmatively and to cope with positive and adverse situations, to reflect on one's emotions and surroundings, and to engage in leisure and fun.
- **Intellectual:** To learn in school and in other settings; to gain basic knowledge needed to graduate high school; to use critical thinking, creative, problem-solving and expressive skills; and to conduct independent study.
- **Employability:** To gain the functional and organizational skills necessary for employment, including an understanding of careers and options and the steps necessary to reach goals.

Confidence

- Having a sense of mastery and future: being aware of one's progress in life and having expectations of continued progress in the future
- Having a sense of self-efficacy: being able to contribute and to perceive one's contributions as meaningful

Character

- Having a sense of responsibility and autonomy: accountability for one's conduct and obligations; independence and control over one's life
- Having a sense of spirituality and self-awareness
- Having an awareness of one's own personality or individuality

Connection

- Membership and belonging: being a participating member of a community, being involved in at least one lasting relationship with another person
- Having a sense of safety and structure: being provided adequate food, shelter, clothing, and security, including protection from injury and loss

Contribution

- Being involved as active participant and decision maker in services, organizations and community

A Strength Based Approach

What are Strengths?

- Talents
- Skills
- Knowledge
- Interests
- Dreams/Hopes/Goals
- Creativity
- Culture
- Passion
- Connections

What is Strengths Based Approach?

Emerging from the field of social work, it is a set of ideas, assumptions, and techniques:

- People are active participants in the helping process (empowerment)
- All people have strengths, often untapped or unrecognized
- Strengths foster motivation for growth
- Strengths are internal and environmental

Source: Saleebey, Dennis. 1992. *The Strengths Perspective in Social Work Practice*. Longman: White Plains, NY

Ways to Identify Strengths

Sample questions aimed to find out about interests, goals, dreams, strengths
(generated by participants of previous workshops)

- What do you like to do on a sunny day?
 - What do you do or like to do in your free time?
 - What is your favorite subject in school?
 - What is your favorite....?
 - What is the nicest thing you have ever done?
 - What do you watch on TV? Movies? Music? – What does it mean to you?
 - Who do you admire?
 - When do you feel at your best?
 - Tell me something you could teach someone else.
 - What do you think you will be doing in a year? 5 years?
 - What do you like best about yourself?
 - How do you think your friends would describe you?
 - Parents – What are you most proud of?
 - Where would you like to go?
 - If you could go on vacation, who would you bring?
 - What do you like to do after school?
 - What do you like to do to make yourself feel good about yourself?
 - What do you want to do with your life?
 - Which animal do you want to be? Why?
 - Describe the type of person you want to see working here.
 - Who do you look up to?
 - Tell me three people you care about.
 - *Use conversation style – start a conversation on a topic such as movies, music – keep it a two way communication.*
 - Where do you want to go with school?
-



Youth in Self-Care

11% grades 1-5

34% grades 6-8

51% grades 9-12

**African American youth and Hispanic youth
spend more time unsupervised**

(35% of youth enrolled in after school programs)



7 out of 10 youth say that
they have difficulty finding
after school opportunities in
their communities.



1 in 5 youth (ages 8-18) are
not interested in the type of
programming offered.



Low income parents and parents of racial and ethnic minorities are less satisfied with after school programs than white and wealthier parents.



Weekly Times Use in Hours

2002-2003

Age 12-14 Age 15-17

Sleep	66.2	63.9
School	33.1	29.6
Television	15.4	15
Personal Care	8.1	8.7
Passive Leisure	10.1	10
Visiting/Socializing	4.7	7.4
Studying	4.7	5

In the Door and Coming Back for More!

Barriers and Strategies for Engaging Adolescents in After-School Activities

Youth development programs are designed to ensure that young people experience healthy development, success in school, and smooth transitions to adulthood. They include activities such as social recreation, arts, sports, life skills, job training, after-school activities and academic enrichment. However, ensuring that adolescents participate in these programs is a continual challenge, especially as they age. Knowing that: 1) quality programs offer a dual focus of developing skills and competencies while reducing risk related behaviors, 2) young people often choose to be involved in unstructured activities during their discretionary time and 3) participation in structured activities decline as youth age...how do you involve youth in after-school programs and keep them engaged?

The Prevention Researcher - April 2005 issue provides a wealth of information to how change assumptions and modalities to entice and engage youth in your after-school programs. The real barrier(s) to youth participation in after school programs is ineffective design and marketing - that is after school programs need to answer the quintessential youth question: “*What’s in it for me?*” How do you get youth in the door and keep youth coming back for more? Answer the quintessential question! Here are some strategies:

Help youth and families understand the value of participation using direct measurable outcomes: Youth and their parents must receive clear messages regarding the connection between regular participation and a brighter future. This connection should highlight direct measurable outcomes. For example: “75% of participants in the ABC After-School Program reported that their grades improved while participating in the program.” Or “85% of XYZ After-School Program participants reported that they received invaluable assistance in helping them with the college research and application process.”

Hire program staff who understand the importance of developing real connections with participants, yet have solid program and behavior management skills: A program based on caring, trust, and respect will go a long way! Make sure staff convey that youth are valued and are expressively missed when they cannot attend the program. Ensure program staff are diverse and reflect the youth being served, allowing youth to identify with adult role models. Further, engage staff at all levels – not just in supervisory roles but engaging youth in activities.

Match program content and participant needs: The program must afford a safe experience not available at home, school or in their community otherwise and must be relevant to youth – that is, youth must have some internal reason or motivation for engagement (novelty, enjoyment, decrease boredom, community service, skill development, etc.). Furthermore, the schedule must meet participant needs and may need to be individual and flexible.

Offer engaging activities with breadth and depth: Youth have an underlying need to demonstrate cognitive, social or physical competence. Programs must offer the right balance of challenge for youth involved - activities that require youth to stretch their abilities, apply effort over time and learn new things - increase competence and motivate youth to come back for more. Offering a variety of diverse activities in an attractive and organized manner every day helps keep their interest and helps you recruit a diverse array of participants.

Offer autonomy and control and give high school youth extra opportunities: Youth, like all groups, have the need for control over their environment, freedom of choice and self-determined behavior. Youth must feel personal power and “ownership” of the programs and outcomes. Make sure to offer interesting service learning, paid employment, mentoring, career preparation activities to older youth. Space is also important – youth want and need to hang out in comfortably furnished spaces designed for youth.

Recruit friends to join together: Consider friendships as a potential recruiting and attendance strategy. Teens need and rely on strong social networks, emotional support, friendship and connectedness. Satisfying the need for nurturance and belonging engages and retains youth. Avoid recruiting large groups of friends together, instead recruit in pairs or small groups. Larger group may join and but also quit together. Consider targeting “at risk youth” using a “friend recruiting friend” strategy.

Focusing on the above “motivators” will help bring teens to your door and keep them coming back for more. Looking for other incentives? The following chart has been excerpted from Little, Priscilla (2005) *Engaging Adolescents in Out of School Time Programs: Learning What Works*, a feature article in the April 2005 issue of *The Prevention Researcher*.

<i>Common Barriers to Out of School Time Program Participation and Incentives to Counteract Them¹</i>	
<i>Barriers</i>	<i>Incentives</i>
Desire to relax and “hang out” with friends after school	▪ Provide both space and time at the center for recreation, snacks, and talking with friends. ▪ Offer field trips earned from attendance. ▪ Situate the program in a community center for students who need a “change of scenery” after school.
Desire or need to work	▪ Provide structured employment preparation, resume writing, and volunteer or paid work experience for high school students.
Family responsibilities	▪ Offer a 2/3/5 program enrollment schedule.* ▪ Remind families of homework assistance and opportunities for students to learn new skills. ▪ Accept younger siblings of participants.
Boredom or disinterest in the program	▪ Conduct an assessment of both participant and non-participant activity interests. ▪ Engage participants with a rich variety of experiences, activities, and opportunities to develop new relationships with peers and adults. ▪ Allow students choice of activities on a daily basis. ▪ Staff the program with charismatic adults who want to engage young people. ▪ Offer older students leadership opportunities.
Lack of transportation/issue of safety	▪ Target children and youth who live close by and can participate most easily. ▪ Organize a “buddy system” of walkers. ▪ Pay responsible high school students to accompany groups of younger students home.
*A2/3/5 program allows students to enroll in the program 2, 3, 5 days per week- offering staff and students consistency and routine, as well as some flexibility.	

Sources:

Anderson – Butcher, D. (2005). Recruitment and retention in youth development programming

Ungerleider, S., Kimball C., Mason, C., & Buhl, L. (2005): Involving and engaging youth: How do you involve youth in after-school programs and keep them engaged?

Little, P & Lauver, S. (2005). Engaging adolescents in out of school time programs: Learning what works.

Walker, K. & Arbreton, A. (2005). Improving participation in after-school programs.

All articles are published in *The Prevention Researcher*, 2005, April Issue, 12 (2)

Youth Involvement

3.1 Meaningful Roles for Young People*

Objective: Participants will understand the concept of youth involvement and will identify a range of opportunities for young people to become engaged

Material: Newsprint, sheets of colored paper, tape, markers, sticky wall or two sheets of newsprint sprayed with temporary adhesive spray

Handouts: 3.1.A. Meaningful Roles for Young People,

3.1.B. Examples of Youth Involvement

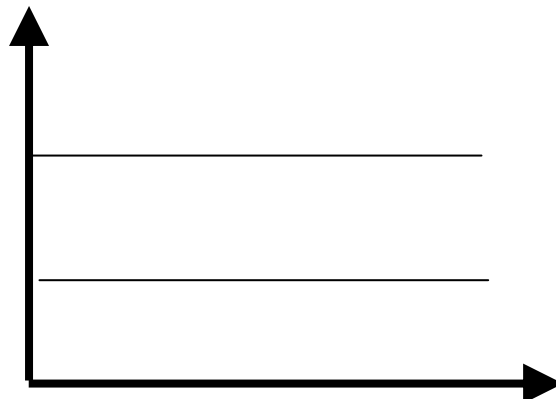
3.1.C. Legal and Other Consideration for Youth on Non for Profit Boards in New York State

Time: 40 minutes

Audience: General

Lesson Plan

Prepare in advance: *Take two large newsprint sheets and tape them together making one large sheet. Tape it on the wall. Draw a large x/y graph on it. With a different marker divide the graph into three segments as shown:*



Have sheets of colored paper and tape available.

Step 1> Team Activity (30 min)

One key principle of youth development is youth voice or youth involvement. Young people participate in many ways in a range of youth programs. Most of the time adults design the activities and interactions with the assumption that it will benefit the young person, and often it does. Youth involvement takes participation a step further. It invites young people to bring forward their perceptions, perspectives, ideas and talents. We adults are asked to listen to what they have to say about their own goals, and beyond that, what they have to say about programs and activities and the agency as a whole. We are challenged to change our thinking from young people as recipients to young people as resources and partners. Young people can have many meaningful roles in organizations.

With that in mind, I would like you to think about the roles young people have played in your organization. How have you involved young people in planning, decision making, evaluating? Go beyond participating in programs. How have they influenced in any way what is happening in your organization? Think about it for a minute, then team up with a neighbor and share your experiences (5 minutes).

Process. Who wants to give me an example? What role have young people played in your organization? ***Take an example and write it down on a colored sheet of paper and post it at the appropriate level on the sticky wall/graph. Use the handout 3.1.A for guidance. Ask for more examples.***

When participants have no more ideas, label the three different layers: Bottom layer: Tasks/Projects/Community Service; Middle layer: Input and Consultation; Top layer: Shared Leadership

Let me explain this graph. It is a way to organize what types of roles young people can have in an organization. Starting with the bottom layer, young people are involved in planning, facilitating, mentoring, implementing projects or tasks. They make decision and have input but adults set the boundaries and frame. There is some input on the organization but usually not much. There are lots of opportunities and many young people can get involved. This is a good level to get young people involved in. Projects are time limited and concrete; you see results fairly quickly.

At the next level, input and consultation, young people give their opinion, their perspective on issues. They take a position. This can be on program and organizational level through focus groups, speak outs, or on a more ongoing basis through youth advisory groups. On the community level, young people are involved in media work – they run TV programs, newspaper columns or radio programs to express their view and opinion on issues in the community.

On the third level we have young people involved in shared leadership positions – on boards as voting members, hiring committees. Here they have more influence on the organization.

The graph suggests that it does not make sense to start with placing young people on boards if your agency is trying to increase youth involvement. There are more opportunities for young people in the bottom category. And more young people can get involved. In this category they are learning to plan, make decisions, implement and evaluate but it is very action oriented and concrete. They might learn skills here that enable them to move onto another level such as the second layer that highlights youth opinions, positions, and perspective. It requires different skills.

The third layer, shared leadership, requires many skills and motivation. It is more abstract, not action oriented, and results might be long-term. Fewer young people are likely to be interested and skilled enough to move into these positions. The same is true for adults - fewer adults have the motivation and

skills to be in leadership positions. Looking at a range of opportunities makes it easier to really implement youth participation. Too often we try to go right for the top and place young people on boards – without spending the resources and time to prepare both young people and adults to make it work.

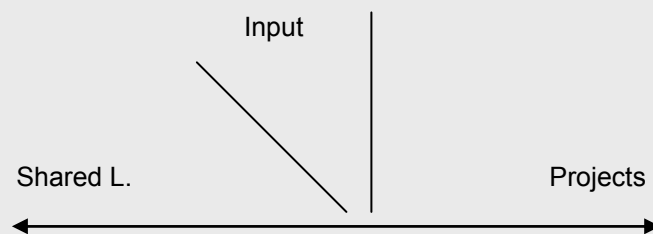
Ask participants if they have questions or comments. Facilitate brief discussion. What do participants take away from this exercise?

Handouts: 3.1.B. Examples of Youth Involvement, 3.1.C Legal and Other Consideration for Youth on Non for Profit Boards in New York State

**** This exercise was inspired and adapted from a workshop presented by the Hampton Youth Commission.***

Facilitation Tips

1. Practice working with the prepared newsprint or sticky wall. Take possible roles of young people and organize them according to the three layers of involvement. Working with a large display or poster can be confusing; several practice runs will be helpful
2. Some roles of young people might fit into several categories such as youth as philanthropists. This could fit into all three layers depending on the decision power and range of responsibilities defined by the project. That is fine. Categorization of each comment is not the most important aspect of this exercise. The key issue is to broaden participants' understanding of the roles and responsibilities young peoples can have in an organization.
3. It is important to remind participants to think about influence on the organization or the community initiative. It is not about programming. If young people have decision power in programs, then they most likely will fall into the first category of projects and tasks. The other important issue is that they have influence and input affecting other people. It is not just about personal choice.
4. Alternative visual representations can be used. An x/y graph or a pyramid can lead to the false assumption that the top layer is better or more worthy than the bottom layer. Here is an alternative graphic:



5. The activity can be combined with any other activity in this section. It can be used in combination with a resiliency activity (Section 4) or an activity on positive outcomes (Section 2)

Youth Involvement

3.2 Youth Involvement: A Challenging Notion! *

Objective: Participants will explore and identify positive and negative adult reactions to youth involvement

Material: Newsprint, markers, tape
Handout: 3.2. Youth in Decision-Making

Time: 30 minutes

Audience: General

Lesson Plan

Youth engagement in decision making and policy setting in your organization! Let's think about this for a minute. Imagine that you have been very successful in engaging young people.

Step 1> Small group activity (25 min)

Just imagine that young people now share decision making power with adults – 50 % of the decision power in your organization is in the hands of young people! What it would look like? How would it change your organization? What is exciting? What is scary about that?

Ask participants to team up with a neighbor or form groups of threes and discuss this idea. How would this impact their organization? Exciting? Scary? Give them 5-10 minutes.

Ask for a few volunteers to share how this would change their agency.

Then ask volunteers to comment on what is exciting. Write comments on prepared newsprint (two columns – exciting/scary).

When comments slow down, process what is scary about this idea. Write down comments in scary column.

Review both columns. Ask for observations. Facilitate a brief discussion.

It is important to be aware of both the positive reasons for youth involvement as well as the potential obstacles. Shep Zeldin at the University of Wisconsin has researched the benefits and impacts of youth involvement on adults and organizations. Many of them you have mentioned here.

Distribute handout: 3.2 Youth in Decision-Making.

His findings are powerful arguments when you are trying to convince adults in your organization or other organization to consider engaging young people in meaningful roles. It is equally important to be aware of the scary side of youth involvement. You described many of the obstacles you will encounter when you start promoting youth engagement. Looking at some of the negative emotional reactions you described, all adults, all of us, have to address these issues on a daily basis. If we don't deal with our feelings of fear and resentment, or our assumptions what young people can do and cannot do, youth involvement will not happen.

** This activity was inspired and adapted from a workshop presented by Youth on Board.*

Facilitation Tips

1. This can be a powerful exercise for adults to reflect on their feelings and assumptions about youth involvement. It is best to combine it with other activities in this section to go into more depth about the benefits and challenges of youth involvement and youth adult partnerships.
 2. This activity can be done with youth and adults together. Have adults and youth separately discuss the questions. Then have them report out together and newsprint the answers on two separate newsprints, one for adults and one for youth. There will be many similarities which will be an eye-opener for some participants. This would be a good introductory exercise for a youth adult partnership training.
 3. Review Shep Zeldin's report: Youth in Decision-Making: A Study on the Impacts of Youth on Adults and Organizations,
www.cpn.org/topics/youth/cyd/pdfs/Youth_in_Decision_Making.pdf
-

Youth Involvement

3.3 Benefits of Youth Involvement

Objective: Participants will explore the benefits of youth involvement

Material: Prepared newsprint, markers, tape

Handout: 3. 2. Youth in Decision-Making

Time: 40 minutes

Audience: General

Lesson Plan

Prepare in advance: Hang sheets of newsprint in four different locations. Label one: Benefits for young people, the second: Benefits for adults, the third: Benefits for the organization, and the last one: Benefits for the community. Place several markers with each newsprint.

Young people can get engaged in organization in many different ways and in many meaningful roles. Ultimately we want them to reach the point that they share leadership with adults. This requires time, commitment and work. That raises the question: Why should we do this? We need to know if this will be beneficial for us, our organization and our community, right?! Let's take a look at the benefits of youth involvement.

Step 1> Small group activity (45 min)

I have four stations prepared for you. *Point at each of the stations.*

- 1) What are the benefits for young people to be involved in our organization?
- 2) What are the benefits for us, the adults, to have young people involved in our agency? What do we get out of this?
- 3) What are the benefits for your organization or agency?
- 4) What are the benefits for the community?

I think we all have some ideas about that, and as a group we will come up with even more. You all will have a chance to comment on all four.

Form 4 groups and assign each group to a station to get started.

Share your ideas and write them down. You have 5 minutes at each station. I will tell you when to move on. Please keep in mind not repeat comments, just add ideas.

Rotate groups clockwise after 5 minutes (three times). Then ask groups to report out, starting with the 'benefits for young people' group. Ask if there are clarification questions or additions.

Summarize the findings; highlight especially the benefits for adults, organizations and communities. Distribute the handout: 3.2. Youth in Decision-Making. Stress the importance of having evidence of

the benefits of youth involvement; they will be useful when they need to convince other adults to engage young people.

Facilitation Tips

1. The activity can be shortened by eliminating benefits for young people. It is fairly evident what the benefits for young people would be – gaining skills, experiences, exposure to new responsibilities, etc. This could be stated right up front; then the exercise would focus mainly on the benefits for adults.
 2. Best in combination with activities 3.1 Meaningful Roles for Young People and 3.4 Organizational Roadblocks to Youth Involvement.
 3. For more comprehensive information on the research on youth involvement, review the complete report by Shep Zeldin et al. 2000. Youth in Decision-Making: A Study on the Impacts of Youth on Adults and Organizations, www.cpn.org/topics/youth/cyd/pdfs/Youth_in_Decision_Making.pdf
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Youth Involvement

3.4 Organizational Roadblocks to Youth Involvement

Objectives: Participants will identify barriers to youth involvement in their workplace

Participants will identify possible solutions to organizational road blocks

Material: Newsprint, paper, pens, markers, tape

Handout: 3.4. Increasing Youth Involvement

3.1.C Legal and Other Consideration for Youth on Non for Profit Boards in New York State

Time: 30 - 40 minutes

Audience: General

Lesson Plan

While talking about youth involvement, creating meaningful roles for young people have in our organizations, we can see the benefits for young people and for us. What happens when we decide to make this a reality? You really want to bring young people to the table, give them responsibilities and decision making power. Do you think your co-workers and administrators are willing to go along? What are some of the roadblocks that might get in the way?

Step 1> Small group activity (30 min)

Let's take a minute to think about your workplace and the barriers you foresee. Give an example – what issue came to mind right away? *Ask for a volunteer.*

Ask participants to team up with a neighbor (does not have to be a colleague) and discuss barriers and possible solutions. Ask them to highlight and write down the 3 most important ones. They have 10 minutes. Give all groups paper to write on.

Process. Ask for volunteers to name one barrier and possible solutions. Write comments down on newsprint (use different color marker for issues and solutions). Ask if other people have different solutions. Add them.

Process at least 4 issues (important issues are adultism, communication/language, logistical issues such as transportation, legal restriction).

This discussion shows that we will face many challenges, some tough ones. On the positive side, we were able to gather many creative ideas on how to solve some of those barriers. Youth involvement is a powerful concept that holds much promise, but it will take commitment, effort and time to prepare young people and adults to work together effectively.

Distribute handouts: 3.4 Increasing Youth Involvement and 3.1.C Legal and Other Consideration for Youth on Non for Profit Boards in New York State.

Provide information on several helpful resources: Youth on Board, Hampton Youth Commission Manual, Youth Infusion & Maximum Youth Involvement (see references)

Facilitation Tips

1. This activity is best presented in combination with activities 3.1 Meaningful Roles for Young People and 3.3. Benefits of Youth Involvement.
 2. Add a “Bump it up” component to the activity. Give groups newsprint and markers instead of paper and pens. Ask them to write down the three most important barriers and possible solutions. Then ask groups to hand on their newsprint to another group to bump it up, essentially to add other possible solutions to the ones already identified. The groups can bump it up one more time. This makes it more interactive and generates additional ideas. Then groups can hang up their newsprint and present the findings.
-

Youth Involvement

3.5 Recruiting, Preparing and Retaining Young People for Active Youth Involvement

Objective: Participants will develop strategies to recruit, prepare and retain young people

Material: Prepared newsprint, markers, tape

Handouts: 3.5. A. Recruitment of Young People
3.5. B. Logistics
3.5. C. How Do We Prepare Young People?
3.5. D How Do We Retain Young People?
3.4. Increasing Youth Involvement
3.5. E. Recruiting and Retaining Young People

Time: 45 minutes

Audience: General

Lesson Plan

Prepare four large worksheets (newsprint size, sample below) for the following topics:

1) Recruitment of Young People

Worksheet #1		
<u>Recruitment</u>		
Issue	Strategies	Comments
Motivation		
Diversity		
Marginalized youth		
Mixed age group		
33		

2) Logistics

3) How do we Prepare Young People?

4) How do we Retain Young People?

Step 1> Small group activity (45 min)

We want young people to be actively involved in shaping our programs and organizations. We want to give them a voice. We want them at the table as partners to help us plan, implement and evaluate what we are doing. We have the commitment to do this. Let's talk about how we get them involved. How do we recruit young

people? How do we prepare them? We often assume that they want to be involved – is that really so? What are some practical concerns that often get in the way? How and who do we outreach? How do we prepare them and how do we keep them involved?

To save time, we prepared a large worksheet for each of these issues. We have four groups; each group will take on one issue and think about concrete strategies, ideas and approaches to deal with this issue.

Give each group one worksheet. Explain the sheets. They have 15 minutes to write down their ideas.

Ask each group to present their work. Start with recruitment, then logistics, preparing and retaining youth. Ask for clarification questions and additions. Highlight some key findings.

Distribute Handouts: 3.4 Increasing Youth Involvement, 3.5.E. Recruiting and Retaining Young People.

Wrap up the session by a brief discussion of what participants need to move ahead with youth involvement.

Facilitation Tips

1. Prepare large worksheets using handouts 3.5.A – 3.5.D. Use newsprint or large sheets of butcher paper.
 2. Instruct participants to be very concrete and specific in their strategies.
 3. Offer to type up the worksheets if participants are interested in all the ideas that were generated.
 4. This would be a good follow up activity to activity 3.1 Meaningful Roles for Young People and 3.2. Youth Involvement: A Challenging Notion!
 5. If the group is small, participants can deliberate on the 4 areas using the handouts instead of the large newsprint or butcher paper.
-

Youth Involvement

3.6 Preparing Adults for Youth Involvement

Objectives: Participants will understand the concept of adultism as a key obstacle to youth involvement

Participants will identify strategies to overcome adultism

Material: Newsprint, markers

Slides: Adultism

Adult Allies

Handout: 3.6. A. Adultism & Adult Allies

3.6 B. Youth Adult Partnerships. What Does it Take?

3.6. C. Youth Adult Partnerships: Making Meetings Work

Time: 50 minutes

Audience: General

Lesson Plan

What does it take to make youth involvement really work? How do we create effective youth adult partnerships? Are we as adults really ready for this? How do we honestly view young people? These are all very important questions. We need to think about those before we start involving young people.

Step 1> Brief lecturette (10 min)

Read the following statements one at a time.

- You are too young to understand.
- Not now, I do not have the time.
- Children should be seen and not heard.
- Pay attention when I am talking to you!

Does this sound familiar to you? Think back to your adolescence, how did adults relate to you? What did they say?

Ask participants to call out examples. How did that make you feel?

Process comments; highlight theme of disrespect and oppression.

We call the oppression of young people by adults adultism. Here is a definition.

Slide - Adulthood

Adulthood

Young people are systematically mistreated and disrespected by society, with adults as the agents of oppression. The basis of young people's oppression is disrespect. Manifestations of the oppression include:

- Systematic invalidation
- Denial of voice or respectful attention
- Physical abuse
- Lack of information or misinformation
- Denial of power
- Lack of rights

Source: Youth on Board, Get the Word out! 2001

Talking Points:

Read definition... The term oppression might be a disturbing term to some since as adults we usually have good intentions and want to protect young people. But when we look at how we treat children and young people at times, it describes what we do. Use some of the comments made earlier to illustrate the different manifestations of oppression listed on the slide.

Ask if there are any clarification questions. Lead into the next activity.

With this in mind, let's think about instances in your life where you might have been adultist.

Step 2> Small group activity (15 min)

Team up with a neighbor. Think about a time that you did not give young people your full respect – at work or at home. It can be a subtle way, like being “too busy” to pay attention. Share this incident with your partner (10 min)

Ask participants to volunteer expressions of disrespect. Highlight that adulthood can be very subtle, even non-verbal; it can happen despite good intentions.

Step 3> Team activity (20 min)

If we want to involve young people, we have to address adulthood and become allies

Slide - Adult Allies

Adult Allies

Allies are adults who advocate and support young people. They assist young people in their lives, support them when they struggle, and let them know how important they are and that change is possible.

Source: Youth on Board, Get the Word out! 2001

Partner with your neighbor on the other side. Think about a time when you were an excellent ally to young people and gave them your full respect. Be specific about the support you gave them. What did you do? Share this experience with your partner (10 min).

Process. Identify strategies and write them on newsprint. Highlight active listening as a key strategy.

Being an adult ally is a different role than a parent. Our ideas and assumptions about youth adult relationships tend to reflect parent child relationships or teacher student relationships. That is what we know best given our experiences as a child and as parent or teacher. This is something we should keep in mind and reflect on periodically.

Skills and opportunities that might help us become adult allies (write them down on newsprint as you present them)

- self-reflection
- active listening
- teambuilding, cooperative learning
- knowledge of adolescent development
- cultural sensitivity

Ask for comments and observations. Distribute handouts: 3.6.A and 3.6.B.

Helpful resources: Youth on Board, Hampton Youth Commission (references), Freechild Project www.freechild.org

Ask if there are any questions. Facilitate a brief discussion about a) key points participants took away from the presentation and b) how they could use some of the findings and insights in their work.

I would like to end with a quote by **John Holt**: “If I had to make a general rule for living and working with children, it might be this: be wary of saying or doing anything to a child that you would not do to another adult, whose good opinion and affection you valued.” ***How Children Learn. 1967***

Facilitator Tips

1. Some participants might be uncomfortable with the language used - defining adultism as oppression. Using strong language can be an effective strategy to get participants fully engaged. In this case it stresses the importance of the issue, but it also reflects reality. Legally adults have rights, children and youth do not. (The USA is one of two countries in the world that does not endorse the UN Convention of Children's Rights). This legal inequality strongly influences (consciously or unconsciously) how adults view and interact with youth; to what level adults respect young people. When asked what young people want from adults, they most often will say – respect. It is extremely important for adults to reflect on this issue, their perception and their behavior towards young people.
2. Avoid a longer, theoretical discussion after introducing the definition of adultism. Allow for clarification questions, then lead into the next activity.
3. To prepare for this section, it is helpful to review adultism material by Youth on Board (see references). Also, John Bell's article from 1995: Understanding Adultism, www.freechild.org/bell.htm
4. This activity works well in combination with activities 3.1. Meaningful Roles for Young People, and 3.2. Youth Involvement: A Challenging Notion!

Youth Involvement

3.7 Youth Adult Partnerships *

Objectives: Participants will explore the benefits and challenges of youth adult partnerships
Participants will identify strategies to facilitate youth adult teamwork

Material: newsprint, markers
Slide: Ladder of Youth Participation
Handout: 3.7 Ladder of Youth Participation
3.2 Youth in Decision-Making (optional)
3.5.E Increasing Youth Involvement
3.6.B. Youth Adult Partnerships. What does it take?
3.6.C. Youth Adult Partnership. Making Meetings Work!

Time: 75 minutes

Audience: General

Lesson Plan

Young people can have impact on programs and organizations in many different ways. They can plan and implement projects; they can provide input and express their opinion; or they can sit on committees as voting members. In either case young people and adults have to learn how to work together as a team. Now think about what a youth adult partnership can look like?

Step 1> Large group brainstorm (15 min)

Let's get started by thinking about the benefits. Why should we do this in the first place? What do we gain from working together as youth and adult partners?

Ask participants to name benefits. Ask one participant to help write down comments on the newsprint. (5 min)

Great, here are some very convincing reasons to form youth adult partnerships. Let's keep those in mind. They will keep us going when problems turn up.

Now let's think about the obstacles, the issues that might get in the way.

Brainstorm for a couple of minutes. Ask another participant to help write comments on newsprint. (5 min)

Briefly review both benefits and challenges. Post them on the wall.

Step 2> Small group role play (60 min)

Let's take this a step further. I would like you to practice working together in youth adult partnerships. I know some of you might not like to role play but bear with me.

Form small groups (use a brief energizer to do this). Do not exceed four groups.

Each group needs at least one person to play a youth – ask for a volunteer for each group.

The young person in your group wants to make some changes in the community. S/he is approaching you as members of the community for help. Defining the goal or action is up to you. Your task is to develop a 3 minute skit. You have to work together and figure out how to avoid or overcome the obstacles we identified before. You have 10-15 minutes to do it.

Talk to each group individually if they understand the instructions. Check in with groups regularly.

Have the first group present. Recognize each group for doing a great job.

Process questions:

- ***Any general observations and comments?***
- ***How did the group members feel about the skit and their roles?***
- ***Any specific question for the group?***

Highlight strategies that made the young person feel supported and empowered. Point out how difficult it can be for adults to step back and accept young people's direction.

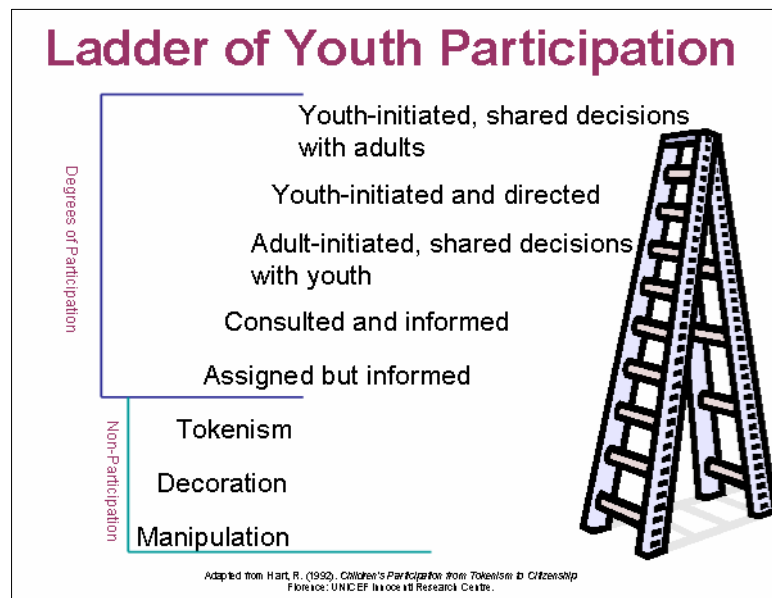
Have the other groups present. If there are 4 groups, do another energizer after the second presentations. Process in the same manner.

Working together as partners is not an easy task. We as adults have a tough time stepping back and being an ally and supporter instead of the person in charge.

Step 3> Brief lecturette (5-10 min)

I would like to share with you a continuum of youth participation Roger Hart developed. It describes some of the pitfalls we need to be aware of and steer away from.

Slide - Ladder of Youth Participation



Talking Points:

The bottom three layers are essentially non-participatory.

Manipulation – Adults consciously use youth' voices to send their own message. For example, adults use a young person's drawing in a publication with no input by the youth. Out of context, it can be used to present a totally different perspective than intended. Or, more like deception, adults can use youth activities in a project (i.e., planting a flower bed) to claim that the whole project was planned and done by youth (i.e. children's garden).

Decoration – Young people participate in events or campaigns by wearing t-shirt advocating for a cause or doing a musical performance without understanding what the advocacy or campaign is all about.

Tokenism – This is a difficult issue to address. In this case adults have the intentions of giving young people a voice but they have not thought through how to do this effectively. Common examples are to invite one, or maybe two young people on board of directors; usually they are quite ineffective being outnumbered and overwhelmed by adult communication and culture.

The following levels are all levels of youth participation. Keep in mind that the ladder was designed with the intention to help adult facilitators establish conditions for youth participation. It is not a sequential continuum stating that young people have to go through one stage to get to the next one.

Assigned but informed – In social mobilization efforts young people can be assigned a role or responsibility and thus be actively involved as long as they understand the issue at hand and volunteer to do something.

Consulted and informed – Young people provide input and perspective that impacts the outcomes of the project; adults still design and do the overall management, i.e. city wide surveys or community mapping projects.

Adult-initiated, shared decisions youth – Young people are involved from the beginning of the project and have some influence on the design and implementation.

Child-initiated and directed – On the community level there are youth-initiated and directed projects; often short term and centered on relief actions. If they want to sustain and broaden their organizations, they often seek adult allies (next level) Example: Craig Kielburger started at age 12 a youth project to protest and educate on child labor issues in the third world He started with a group of friends and reached out to local schools. Now at age 21, his organization covers 35 countries and involves thousands of young people. The management team includes youth and adults (see www.freethechildren.com)

Child-initiated, shared decisions adults – Young people initiate a project and seek adult involvement for guidance and resources (power).

Distribute handout: 3.7. Ladder of Youth Participation. Facilitate a brief discussion.

Since adults struggle with the notion of actively involving young people and viewing them as a resource, it takes effort and time to prepare adults. Young people need preparation as well to work effectively together with adults. There are several great resources on youth adult partnerships available that will make this a successful learning experience.

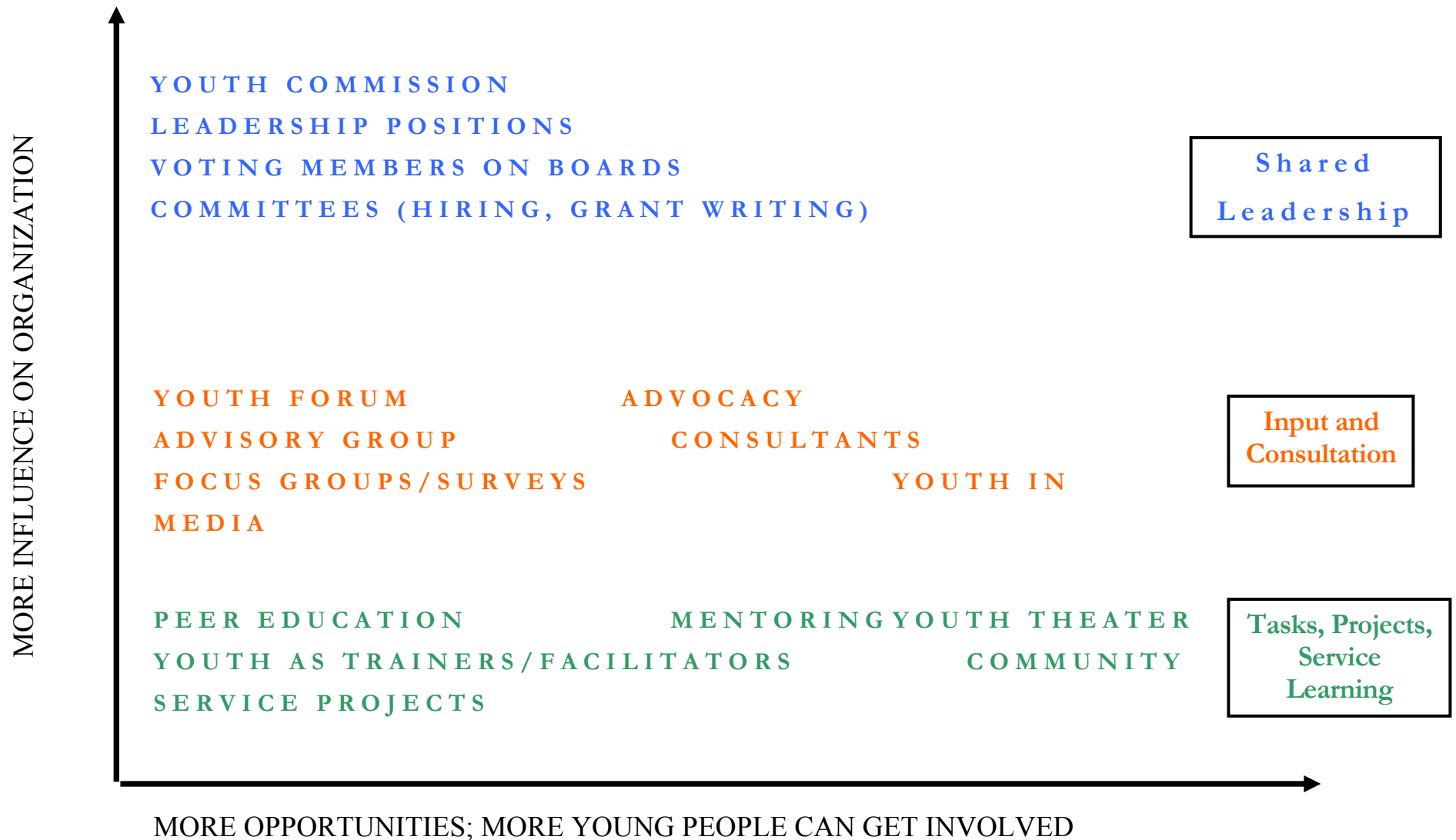
Distribute handouts: 3.2.Youth in Decision-Making (optional); 2.5.E. Increasing Youth Involvement; 3.6.B. and 3.6.C. Refer to youth adult partnership manuals (see references).

**** This exercise was inspired and adapted from a workshop presented by Adam Fletcher, Freechild Project.***

Facilitator Tips

1. Create a cleaner handout 3.7 from the power point slide.
2. This is a good activity for a smaller group since processing role plays takes time. However, it is a very effective technique to in bring out the challenges adults face when working with youth as partners.
3. Role plays require a certain comfort level for the participants and facilitators. If you do not like role plays, do not use the technique.
4. Alternative to role play: After the initial brainstorm, introduce the ladder of youth participation. Then distribute 4 brief, written scenarios of youth participation/ youth adult interaction. Assign each scenario to a small group. Have them discuss the interaction, in particular adult behavior, and assess level of youth participation. Each group can read out the scenario and then describe their findings.
5. This activity can be combined with activity 3.1 Meaningful Roles for Young People

Meaningful Roles for Young People



Examples of Youth Involvement

Youth involvement means that young people influence processes, decisions, and activities which affect their lives and the lives of others in their community or organization. Youth involvement can take many different forms. The following examples are based on the experiences of ACT for Youth community partnerships. The ACT for Youth initiative has promoted positive youth development in New York State since 2000 (for more details see www.actforyouth.net).

Young people involved in planning, implementing and evaluating projects in organizations or community:

- Youth plan and implement community beautification projects (playgrounds, community gardens, plant trees)
- Youth plan and organize a neighborhood block party or community fest (intergenerational activities, promoting neighborhood safety)
- Young people develop and present education programs on youth development
- Young people engage in mentoring of young youth (develop, recruit and implement mentoring program)

Young people provide input and consultation on issues that affect young people:

- Young people develop and produce public relations material promoting youth development messages (poster for buses, TV public announcement, newspaper articles)
- Young people speak out on issues affecting them in school and community to town boards, school boards and state legislators (e.g. school attendance policies, design of new library wing)
- Youth develop and implement assessments (surveys, photos, interviews) of organizations and communities to raise awareness about their concerns (e.g., state of recreational facilities, neighborhood safety, access to guns)
- Youth provide input on program development (focus/advisory groups)

Young people share leadership with adults:

- Young people are voting members on board of directors
 - Youth are involved in developing community grant proposals and deciding about allocations
 - Young people are involved in hiring decisions (hiring committee of youth serving organizations)
 - Young people and adults co-chair community councils committed to promoting youth development opportunities and supports in their community (resulting in community events, community improvement projects, teen center)
-

Legal and Other Consideration for Youth as Non-Profit Board Members in New York State

There are legal and other considerations when including youth on non-profit Boards of Directors. New York State is one of just a few states that have made it explicitly legal (given the legal parameters as stated below) to include youth on non-profit boards. This “cheat sheet” provides the actual law, as well as other issues to consider, including amending bylaws, fiduciary responsibilities of those under age 18, insurance considerations, and conflict of interest concerns. Please keep in mind that this “cheat sheet” was created by educators. Any legal matters should be discussed with your organization’s attorney before proceeding with changes in structure and practices of your non-profit corporation. The following should not be construed as legal advice.

The “Legalese”: For those who Need to Know:

New York State has legalized the right for those under the age of eighteen to sit on Boards of Directors given certain circumstances. The following has been excerpted from the NY State Assembly Website <http://assembly.state.ny.us/leg/?cl=76&a=8> (accessed 10/6/2005). New York law is unique in that the minimum age for directors varies depending upon the nature of the corporation. See below for details on the statute.

ARTICLE 7 DIRECTORS AND OFFICERS

S 701. Board of directors.

(a) Except as otherwise provided in the certificate of incorporation, a corporation shall be managed by its board of directors. Each director shall be at least eighteen years of age; provided, however, that a member of the board of directors of any girl scout council chartered by Girl Scouts of the United States of America, Inc., or any Camp Fire Girls club member serving as a member of the board of directors on the National Board and National Council of Camp Fire Girls, Inc. or on the local board of the Camp Fire Girls, Inc. or any member of Aspira of America Inc. or Aspira of New York Inc. serving on the board of directors, shall be at least sixteen years of age. Notwithstanding the above, **a corporation organized for educational purposes primarily for the benefit of individuals below eighteen years of age may include one director below eighteen years of age who is at least sixteen years of age.** Further, **a corporation organized for recreational or youth development and delinquency prevention purposes primarily for the benefit of individuals below eighteen years of age may include one or more directors, the number of which shall not exceed one-half of the total number of directors for a quorum for the transaction of business, who are at least sixteen years of age but not over eighteen years of age.** The certificate of incorporation or the by-laws may prescribe other qualifications for directors, provided, however, any corporation organized for recreation or youth development and delinquency prevention purposes, when increasing the number of directors between the ages of sixteen and eighteen years old to more than one, shall prescribe in its certificate of incorporation the number of such directors not to exceed the limitations of this paragraph.

(b) If the certificate of incorporation vests the management of the corporation, in whole or in part, in one or more persons other than the board, individually or collectively, such other person or persons shall

be subject to the same obligations and the same liabilities for managerial acts or omissions as are imposed upon directors by this chapter.

However, those that incorporate a non-profit must be at least 18 years of age. See statute accessed from <http://assembly.state.ny.us/leg/?cl=76&a=5> on 10/6/2005 below:

S 401. Incorporators.

One or more natural persons at least eighteen years of age may act as incorporators of a corporation to be formed under this chapter.

Amending Bylaws:

If you are including youth on your Board of Directors in NYS – it is recommended and sometimes required to change your bylaws to reflect such practice. Section 701 on the previous page states that:

.. any corporation organized for recreation or youth development and delinquency prevention purposes, when increasing the number of directors between the ages of sixteen and eighteen years old to more than one, shall prescribe in its certificate of incorporation the number of such directors not to exceed the limitations of this paragraph (S701).

Therefore, if you are planning to include more than one youth board member, you must, according to NYS law, prescribe this change (the number of youth directors) in your certificate of incorporation. If your organization is planning to include only one youth board member, a review and amendment of your bylaws may help ensure that young people are seen as vital members of your steering body, with decision-making authority. Formalizing these practices creates visibility and adult/youth buy-in – for members, board and staff.¹

Fiduciary Responsibility – “Say What?”

Technically speaking, although youth under age 18 may be full voting members of the board and cast votes on financial matters – they are not, legally speaking, able to hold a fiduciary duty to the organization – meaning they cannot be held legally responsible for looking out for organizational best interests or enter into legally enforceable contracts.² Youth under the age of 18 cannot sign legally binding documents, agreements, or contracts and they cannot be signatories on financial accounts. All youth board members should be advised of these issues during orientation and periodically. Youth board members may need to be reminded that their input **is** valued, although there are some legal constraints to their full participation.³

Insurance Considerations:

If your organization carries “directors and officers insurance” to protect board members from financial and legal liability, you may want to check with your agent to clarify if the policy specifies a minimum age for board members, and/or allows for full coverage/protection of youth members.⁴

Conflicts of Interest:

*“Conflict of interest arises whenever the personal or professional interests of a board member are potentially at odds with the best interests of the nonprofit. Such conflicts are common: A board member performs professional services for an organization, or proposes that a relative or friend be considered for a staff position. Such transactions are perfectly acceptable if they benefit the organization and if the board made the decisions in an objective and informed manner. Even if they do not meet these standards, such transactions are usually not illegal. They are, however, vulnerable to legal challenges and public misunderstanding.”*⁵

Conflicts of interest invariably arise in every organization, and it is no surprise that conflicts will arise as youth who were or are participants in your organization become board members. Personnel and financial decisions must be made by the board that can affect personal and programmatic relationships. The best way to handle these inevitable conflicts is to address this possibility head on with a short, but succinct, conflict of interest statement to advise and dictate what all members (including youth) must and must not do when such conflict arises. Each board member, regardless of age, should have such a statement on file. BoardSource, an online clearinghouse for building effective non-profit boards suggests:⁶

- Adopting a conflict-of-interest policy that prohibits or limits business transactions with board members and requires board members to disclose potential conflicts.
- Disclosing conflicts when they occur so that board members who are voting on a decision are aware that another member’s interests are being affected.
- Requiring board members to withdraw from decisions that present a potential conflict.
- Establishing procedures, such as competitive bids, that ensure that the organization is receiving fair value in the transaction.

Again, legal considerations vary from state to state, so consult with your organization’s attorney before setting policy.

Working with youth to help them understand potential conflicts of interest before they occur assists youth in helping them understand their roles within the organization and provides them with indispensable life skills.

Compiled by the ACT for Youth Upstate Center of Excellence, October 2005

^{1, 2, 3, 4} Youth Leadership Institute (2002). Legal considerations about youth participation in your leadership group. In *Young active citizens curriculum: What do adults need to know?* www.yli.org Youth Leadership Institute with assistance from the Levi Strauss Foundation.

^{5, 6} What is conflict of interest? (2005). Board Source. <http://www.boardsource.org/FullAnswer.asp?ID=89>. Accessed October 6, 2005

3.2 Handout

Youth in Decision-Making: A Study on the Impacts of Youth on Adults and Organizations

The authors (Zeldin, McDaniel, Topitzes, Calvert, 2000) concluded that while it does not happen all the time, when conditions are right, youth can have powerful and positive effects on adults and organizations.

Adults were positively impacted by youth involvement in four main ways:

1. They experienced the competence of youth first hand and perceived them as critical to organizational improvement
2. Working with youth enhanced their commitment and energy to the organization
3. Adults felt more effective and confident in working with and relating to youth
4. Adults gained a strong sense of connectedness with those on the board and in the organization – they developed a sense of community.

Involving youth in decision-making benefited organizations and community as well. Organizational leaders found that young people:

- Helped clarify and bring focus to the organization's mission, and
- Led the organization to reach out to the community in more diverse ways, including community advocacy, policy making, and service.
- The adults and organization became more connected and responsive to youth in the community.
- Organizations are more appealing to potential funders.

Copies of the publication, Youth in Decision-Making: A Study on the Impacts of Youth on Adults and Organizations are available on-line:

www.cpn.org/topics/youth/cyd/pdfs/Youth_in_Decision_Making.pdf

Increasing Youth Involvement Practical Considerations

Clarify purpose of youth involvement

Assess and build on young people's interests; involve them from the beginning in the development of goals and purpose for the group/initiative. Link goals to real community change and improvement – youth involvement needs to matter.

Plan and do at the same time

Integrate planning and action. Avoid prolonged periods of planning and just talking. Young people in particular need to do hands-on activities to maintain their interest.

Aim for creating youth adult partnerships

These partnerships will challenge the roles and power that characterize typical youth adult relationships. Start out by selecting young people and adults who are motivated and interested in working together. Try to recruit fairly even numbers of youth and adults. Develop mechanisms to ensure ongoing recruitment of young people.

Work to overcome preconceptions

Both, young people and adults need to address their biases and preconceptions about each other. Practicing communication skills will be essential – communication needs to be open, positive and respectful. Adults in particular have to be willing to listen and see youth for who they are.

Orientation and ongoing support

Young people and adults need to be prepared for their work together. Clarify expectations, roles, responsibilities, and boundaries. It is critical to support young people on an ongoing basis. One effective strategy is to assign a mentor/coach or designate one staff person as support person.

Make meetings interactive

Strategies such as small group discussions and brainstorming sessions ensure everyone has a voice. Teambuilding activities strengthen personal relationships and commitment to the group/initiative. Finally, do not forget to have fun!

Give young people meaningful roles

Allow young people to take on leadership positions such as presenters, facilitators or chair/co-chairs of committees. Support them by offering skill building opportunities as needed and recognize their accomplishments. Increasing their involvement in governance and decision-making will foster their full participation and will demonstrate to adults the power of youth involvement.

Respect young people's needs

Remember that young people face different challenges and needs than adults. It is important to adapt to school schedules, transportation needs and lack of resources (finances, computers, etc). Generally, it will be helpful for adults to learn about adolescent development and developmental needs to sensitize them to adolescent behaviors they might otherwise take “too personal”.

Encourage youth to network with their peers

Young people's impact and effectiveness grow when they have the chance to discuss their work, learn new skills, and support one another. This kind of networking is re-energizing and gives youth a broader perspective on governance. Visiting and/or learning about successful youth adult partnerships can be another effective strategy.

Opportunity for reflection

Offer young people and/or the partnership the opportunity to regularly reflect on their work.

Allocate resources and allow time

Institutionalize young people's involvement

Amendments to local ordinances, statutes and/or organizational policies can give young people a permanent role in local decision-making and leadership. These steps bolster young people's confidence that other young people will follow in their footsteps and that the adult commitment to youth involvement is "real".

Recruitment of Young People

Issue	Strategies	Comments
Motivation – Why?		
Diversity (Race, age, gender)		
Marginalized youth		
Other		

Logistics

Issue	Strategies	Comments
Transportation		
Legal/Liability		
Time/Space		
Other		

How Do We Prepare Young People?

Issue	Strategies	Comments
Responsibility/ Expectations		
Training/Orientation		
Leadership Opportunities		
Other		

How Do We Retain Young People?

Issue	Strategies	Comments
Recognition		
Adultism		
Organizational Culture		
Other		

Recruiting and Retaining Young People

Develop a recruitment plan

- Be clear why you want young people involved
- Find out what young people are passionate about
- Find out what they want to change in their community
- Who does the recruitment? Peer recruitment is most effective

Support Strategies

- Coaching
- Organizational culture that is supportive – values youth and youth workers
- Clear roles and responsibilities
- Ongoing feedback – performance appraisals/goal setting for youth and staff
- Give young people a space in the agency they can make their own

Maintaining Involvement

- Recognition reflecting that young people's contributions are valued
 - Agency badges
 - Business cards
 - Access to copy machines, phones and computers
 - Mailboxes
- Rewards such as public recognition, trips, special dinners
-

Adultism

Young people are systematically mistreated and disrespected by society, with adults as the agents of oppression. The basis of young people's oppression is disrespect. Manifestations of the oppression include:

- Systematic invalidation
- Denial of voice or respectful attention
- Physical abuse
- Lack of information or misinformation
- Denial of power
- Lack of rights

Source: Youth on Board, Get the Word out! 2001

Adult Allies

Allies are adults who advocate and support young people. They assist young people in their lives, support them when they struggle, and let them know how important they are and that change is possible.

Source: Youth on Board, Get the Word out! 2001

Youth Adult Partnerships

What does it take?

Advice for Adults

- Listen
- Act serious
- Demonstrate respect and trust (equally delegate responsibilities AND privileges)
- Offer ongoing recognition (ongoing feedback)
- View youth holistically
- Give reasons (explanations for decisions)
- Have fun!

Adapted from Sarah Schulman, Youth Infusion, www.youthinfusion.com

Youth Adult Partnerships Making Meetings Work !

☒ Teambuilding Activities

Make brief teambuilding activities part of each meeting.
(Games/Energizers)

☒ Encourage all to participate. Build in the following interactive strategies:

- Small group discussions
- Talking in pairs
- Brainstorming/problem solving
- Check-ins
- Go around at closing

☒ Appreciations

Take 5 minutes in the beginning of the meeting for recognition and appreciation.

☒ Young people and adults take turns facilitating and/or co-chairing the group or committee.

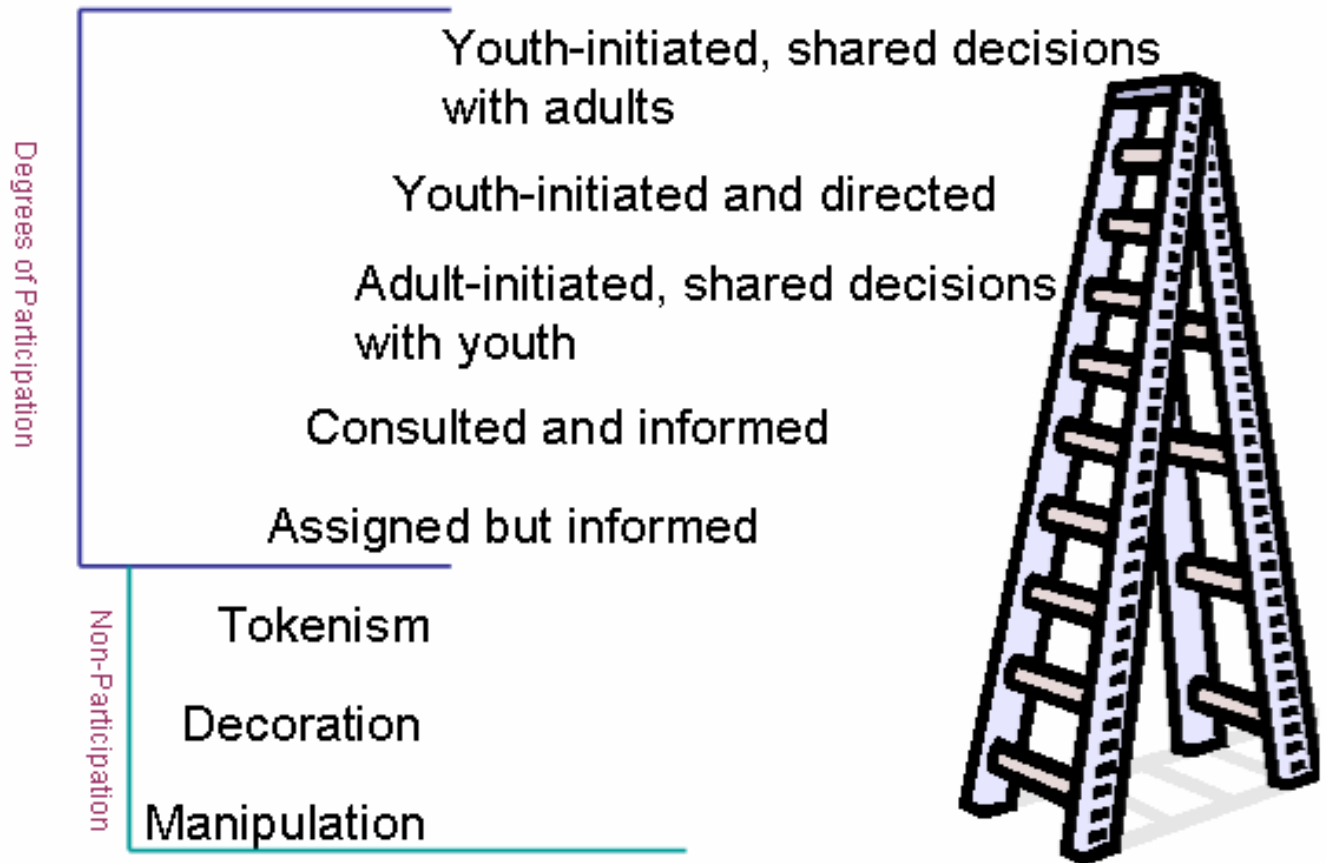
☒ Keep meetings focused and on time

Begin each meeting with clear agenda and time table:
brief overview of purpose, desired outcomes, topics to be covered and action steps; end with brief summary and next steps.

Use new tools (example: sticky wall)

Ladder of Youth Participation

Ladder of Youth Participation



Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship*. Florence: UNICEF Innocenti Research Centre.

Youth Development in Care Settings

4.1 Struggles and Strengths

Objectives: Participants will understand the process of resiliency
Participants will learn key findings of resiliency research

Material: Pens
Slides: Resiliency Power Point
Handout: 4.1. A. Struggles and Strengths
4.1. B. Risk, Protection and Resilience
4.1. C. Resiliency PP

Time: 45 minutes

Audience: Service Providers, Schools

Lesson Plan

When we talk about adolescents, we often talk about high risk behaviors and problems they have caused. Most of you are probably working with young people because they got into trouble and were referred to you. Given your focus on behavior problems and problem prevention you might ask what positive youth development can offer you. How can this approach be of use to you in your work?

Step 1> Group activity (20-30 min)

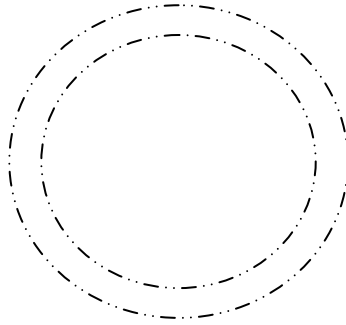
I would like to answer that question by asking you to do a brief activity with me.

Distribute Handout: 4.1.A. Struggles and Strengths, pens.

Think back to your adolescent years – 15, 16, 17, 18, 19. Think about some of the more difficult times, challenges you might have faced, disappointments or losses. And think about what helped get through those times. How did you handle the situation? What did you learn about yourself? Take a few minutes to think back and write down 3 experiences on the worksheet. Write down experiences you are comfortable sharing with somebody. (5 minutes)

Ask participants to stand up, take the handout with them, walk to a free corner of the room and form two circles (inner and outer circle. Have participants of both circles line up and face each

other so that every person in the inner circle is facing a person in the outer circle. If there is an uneven number of participants, designate one person to be an observer.



When I say ‘GO’, introduce yourself to person you are facing and share with him/her one of the hardships you faced and what you learned about yourself. Each partner will share one struggle and lessons learned. ***Give participants 3-5 minutes.***

Now when I say ‘go’, I would like the folks in the outer circle to take two steps to the right so that they will move on to the second person on the right. Does everybody have a different partner? Introduce yourselves and share a different experience and lessons learned with your new partner.

Repeat procedure one more time and have participants share their third situation.

Process. Ask if there are any general observations or comments regarding this exercise?

Then ask volunteers to share what helped them through the difficult times. What did they learn about themselves? Strengths they discovered? Wrap up by summarizing different types of strengths:

- *skills (social, communication, problem solving)*
- *personal traits (sense of future, hope, sense of self, cares for others)*
- *connectedness (relationships, supportive structures or systems, models/heroes)*

Step 2> Power point presentation: Resiliency Research (15 min)

As we have just learned we all have faced tough times, and most of the time we can figure our ways to overcome and work through those set backs. We are resilient. Resiliency is a process or mechanism that is innate to human development. Resiliency research has investigated in depth how children, youth and adults overcome and succeed despite considerable adversity. Resiliency research has greatly influenced the youth development field as well as service systems that work with youth at risk and in care. Let me share with you a brief overview of resiliency research and key findings.

Present resiliency power point using the attached notes. Distribute handout: 4.1.C. Resiliency PP slides.

Encourage participants to ask questions. Wrap up by facilitating a brief discussion on how participants can use these findings in their work with young people.

Distribute handout: 4.1.B. Risk, Protection and Resilience.

Facilitator Tips

1. Practice the power point. See references for additional readings on resiliency.
2. If the group is fairly large (more than 20), shorten the first exercise by asking participants to share 2 experiences instead of 3. If there is not enough space to have participants get up and form two circles, you can ask participants to team up twice with different neighbors.
3. This activity can be combined with any of the activities in this section. Or with activity 2.4. Building strengths.

Youth Development in Care Settings

4.2 Fostering Resilience

Objectives: Participants will identify personal resiliencies
Participants will explore strategies to nurture resiliencies
Participants will understand the dangers of labeling

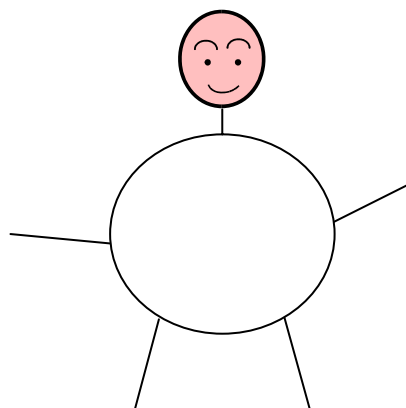
Material: Newsprint or butcher paper, markers, tape
Slides: Consequences of Labeling
Personal Strengths
Nurturing resiliency
Handouts: 4.2.A. Personal Resiliency Builders
4.2. B Consequences of labeling
4.1. B Risk, Protection and Resilience

Time: 70 minutes

Audience: Service providers, schools

Lesson Plan

Prepare three newsprints or butcher paper sheets: Draw outline of a stick person with a large body on each sheet. Tape them apart from each other around the room.



Most of you have heard about resiliency, the capacity to overcome adversity, to bounce back from difficult experiences. Research has shown that resilience is ordinary; people commonly demonstrate resilience. We want to talk now about how you can use this process, this capacity intentionally in your work with young people. How can it enhance your work with young people?

Step 1> Small group activity (30 min)

Ask participants to form 3 groups (8 members or less); assign each group one of the newsprints posted around the room.

Think for a minute about the young people in your care. Think about the issues, problems, behaviors that you observe. Have a brief discussion and write them down on the newsprint – outside of the body. Take 5-8 minutes to do that.

Now we have a list of behaviors and issues. These are usually the reasons why young people are in your care. We are usually really good at identifying problems. But there is more about young people than problems. They have another side to them. They have things they are good at, dream out, or feel passionate about. What are their dreams, talents, hopes, interests, goals? Discuss them with your group and write them down - inside the body. Take a few minutes to do that.

Have groups report out. Process. Highlight that we are trained to look at issues; it is easy to focus on behavior issues and neglect to find out the strengths and talents young people have; highlight that young people have lots of strengths, resources we do not use. Also highlight that young people often do not know their own strengths.

As you mentioned young people especially when they are labeled and in care often do not know that they have strengths and what they are. Our role as supportive adults is to identify and name their strengths. Resiliency research has provided us with some guidance and knowledge of personal strengths that help us overcome and cope with difficult situations. Many of which you have mentioned in the discussion we had just now. Research has found that resiliency is an innate, human capacity; it can be learned and nurtured, and it has shown that protective factors (the buffers that mitigate risks and stressors) are more powerful than specific risks.

Step 2> Small group activity (20 min)

Distribute handout: 4.2.A. Personal Resiliency Builders.

This handout is a listing of personal strengths based on the findings of resiliency research. Many of those we have mentioned already. I would like you to reflect on the strengths you have. Usually we do not have all of those resiliencies. Identify which ones have worked for you. Two or three of them. Think about it for a couple of minutes. Then get together with 2 other folks and share your personal strengths and examples of how they helped you cope.

Briefly process observation and comments.

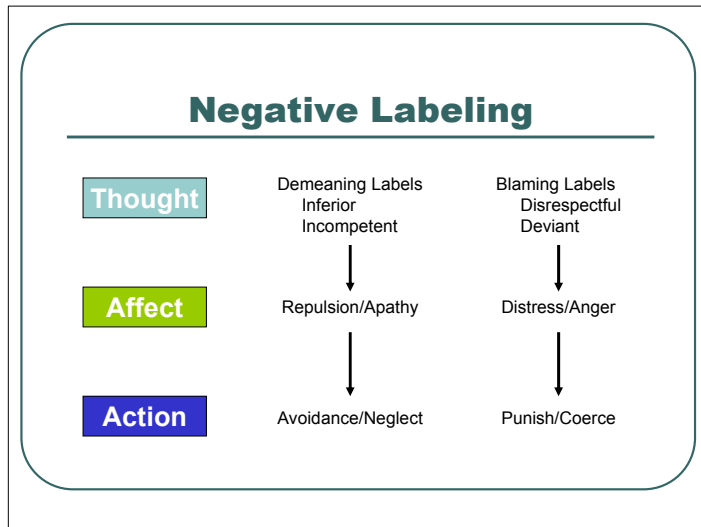
Step 3> Brief lecturette (10 min)

One powerful reason for building on strengths is that it motivates us to grow and develop. It also helps us to avoid or counters the pitfalls of labeling. Working with targeted youth this is an easy trap to fall into.

Why is that? Let's step back for a second. We all label people all the time. It's a gut reaction. We form a first impression by taking clues from people's behavior. The process is often subconscious. It's hard for people to stay open minded, right? It is even harder for people who work with targeted youth to be open minded because they receive a lot of background information usually describing behavior problems, before they even meet the young person.

I would like to share a few slides with you that will clarify this issue and help us stay alert. They are adapted from the work of Larry Brendtro et al, Reclaiming Youth at Risk (see references)

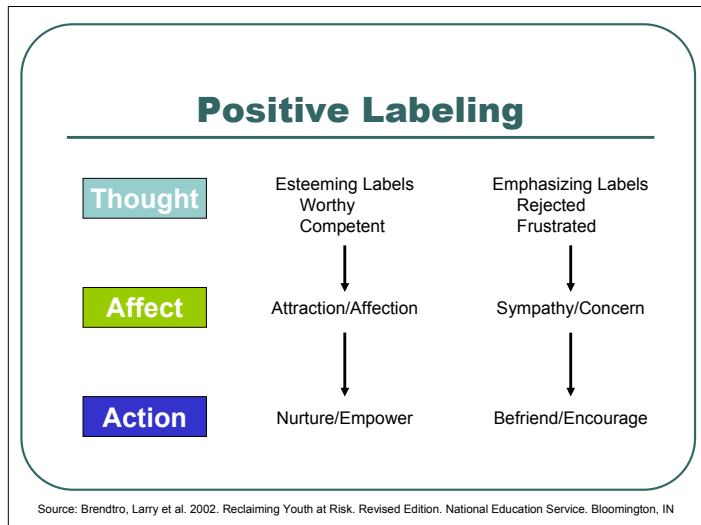
Slides – Consequences of Labeling



Our reasoning will guide our emotional response (how we feel about it) and in turn our behavioral response (what we will do)

Thought – Affect - Action

1 - Let's see how this plays out in practice. Example: Ben playing soccer fouled another player roughly causing minor injuries. You could think that he is a bad player, does not know what he is doing, leading to feelings of repulsion and avoidance behavior. Or, you see him as an aggressive, disrespectful player which leads to anger and punitive action.



2 - Taking a positive view, you could see him as a competent player motivated by self-defense. This would lead to feelings of attraction and nurturing behavior. Or, you could see him as a frustrated player which would elicit empathy and encouragement.

Ask for clarification questions and comments. Does it make sense to you? I think that this makes a very powerful argument why it is important to look for strengths in individuals and to nurture them.

Step 4> Wrap up (5 min)

To wrap up on a positive note, let's take another look at personal resiliencies.

Slide - Personal Strengths

Personal Strengths: What Resilience Looks Like			
Social Competence	Problem Solving	Autonomy	Sense of Purpose
Responsiveness	Planning	Positive Identity	Goal Direction
Communication	Flexibility	Internal Locus of Control	Achievement Motivation
Empathy	Resourcefulness	Initiative	Educational Aspirations
Caring	Critical Thinking	Self-Efficacy Mastery	Special Interest
Compassion	Insight	Adaptive Distancing	Creativity
Altruism		Resistance	Imagination
Forgiveness		Self-Awareness	Optimism
		Mindfulness	Hope
		Humor	Faith
			Spirituality
			Sense of Meaning

Review slide referring to strengths that have been mentioned already.

How do we use these strengths in our work?

Slide - Nurturing resiliency



Nurturing Resiliency

- You believe that they have strengths (attitude)
- You identify personal strengths (you look beyond the problems)
- You teach them that they have strengths (name them, show them how they are being used, suggest how they can use them in the future)
- You give it time – you persist

Review slide. Ask for questions and comments.

Distribute handouts: 4.2.B. Consequences of Labeling; 4.1.B. Risk, Protection and Resilience

Facilitator Tips

1. Prepare the newsprint with the stick figures beforehand.
 2. Alternative exercise: Hand out blank sheets of paper and pencils. Ask participants to draw a large T on the sheet dividing the sheet in two halves. Ask them to think of a young person they know and who they are concerned about. They can write the name of the young person on top of the T. Then ask them to think about the issues they are concerned with, behavior problems etc. List them on the left. Then ask them to think of the positive qualities, strengths, etc and list them on the right. Ask volunteers to share some of the behavior issues as well as the strengths.
 3. The activity can be shortened by either dropping Step 2 or Step 3, the discussion of personal theories of behavior.
 4. The resiliency power point can be added as a lead in or at the end to wrap up. This activity can be combined with activity 4.1.
 5. To prepare, review material.
-

Youth Development in Care Settings

4.3 Resiliency Strategies *

Objective:	Participants will learn to identify resiliencies and strategies to nurture resilience in their work with youth people
Material:	Slides: Emma and Kathy Nurturing Resiliency Resiliency Strategies Handouts: 4.3. A Kathy and Emma 4.3. B Resiliency Strategies: Creating a Supportive Environment 4.2. A Personal Resiliency Builders 4.1. B Risk, Protection, and Resilience
Time:	45 minutes
Audience:	Service providers, schools

Lesson Plan

Prepare in advance: Copy the handout 4.3.A Emma and Kathy (#of copies = half the number of participants) and cut them in half along the dotted line.

Many of you work with young people who face adverse circumstances such as drug abuse, violence and neglect in their families and neighborhoods. You work with young people who have been referred to you for various issues.

Step 1> Small group activity (20 min)

I would like you to meet Emma and Kathy, two young women, both 14 years old. Team up with a neighbor. I will hand out a brief description of one of them to each team. In your team read the description and talk about your impressions. What is she like? Where do you see her going?

Distribute to Emma's description to half the teams, Kathy's to the other half. Give them 5-10 minutes to talk in their teams

Let's start with your observations about Emma.

Put up slide – Emma's description. Ask volunteers to report about their conversations. Comments will highlight problems, negative perspective, negative assumptions based on background information. Summarize concerns and issues raised.

Slide – Emma and Kathy

Emma and Kathy	
EMMA	KATHY
Pregnant	Engaged in school and school activities
Lives with boyfriend's family far away from town	B student
Boyfriend is suspected of using and selling drugs	Set goal to graduate from high school and attend business school (first of family)
Depressed – withdrawn	Has positive view of the future
Struggling in school – grades dropped at least one grade this academic year	Feels very connected to mother and younger siblings; mentor to younger siblings
Mother and stepfather not supportive of pregnancy and boyfriend; kicked her out of the house	Good social skills – very outgoing and polite
History of sexual abuse by biological father	Popular at school; has many friends
Family history of poverty; no family member graduated from high school	Perceptive; good at solving problems
	Good sense of humor

Then put up Kathy's description. The other teams talked about the young woman Kathy.

Invite volunteers to share their impressions. Comments will highlight positive attributes and behavior, little background information.

You might have guessed that we are talking about the same person. This exercise reminds us that young people are referred to us with a list of concerns, valid concerns, but those concerns do not describe the whole person. We need to keep our eyes open to identify young people's strengths and empower them to use their strengths to overcome adverse behaviors and issues. Resiliency research has given us tools to do that.

Step 2> Brief lecturette and discussion (20- 25 min)

In longitudinal studies researchers have found that there are several key factors, internal and environmental ones, that help people overcome adversity, bounce back from difficult life circumstances. These factors we can call protective factors, they buffer the impact of negative circumstances and experiences.

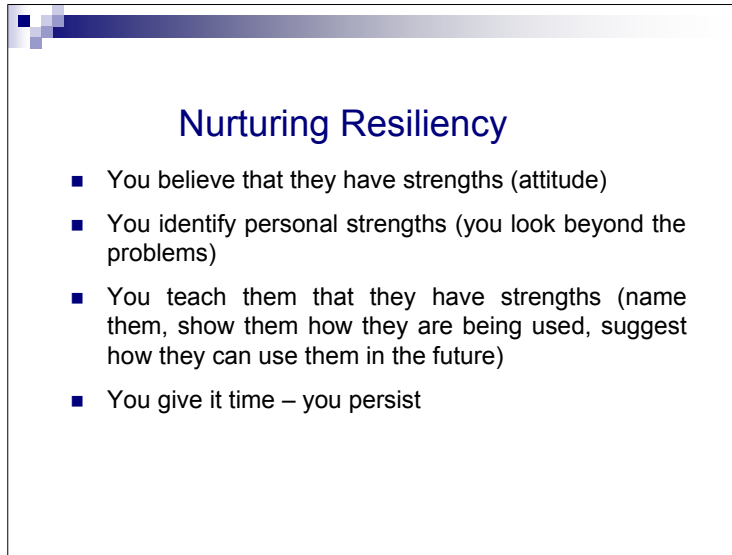
Researchers also found that resiliency is a dynamic, innate process. The factors that promote resiliency are not static; they can be nurtured and developed. That is important for your work with young people who might feel that they do not have any strengths. We can use this knowledge in two ways

- a) in our work one-on-one with young people by identifying and teaching them their personal strengths; (we talked about that already; I also have a handout for you)

- b) by creating a more supportive environment.

We already talked a little about how we can nurture resiliencies and strengths we see in the young we work with. Nan Henderson who teaches resiliency all over the country summed it up like this:

Slide – Nurturing Resiliency



Nurturing Resiliency

- You believe that they have strengths (attitude)
- You identify personal strengths (you look beyond the problems)
- You teach them that they have strengths (name them, show them how they are being used, suggest how they can use them in the future)
- You give it time – you persist

Review slide. Ask for comments or questions.

But we also can create a more supportive environment to strengthen young people's resiliencies.

Slide - Resiliency Strategies

Review slide by using the more detailed handout: 4.3.B Resiliency Strategies: Creating a Supportive Environment.



RESILIENCY STRATEGIES

1. Increase bonding or connectedness
2. Set clear and consistent boundaries
3. Teach life skills
4. Provide caring and support
5. Set and communicate high and realistic expectations
6. Provide opportunities for meaningful participation

Process comments observations. Facilitate a brief discussion on how participants would use these strategies in their work place.

Distribute handouts: 4.2.A Personal Resiliency Builders, 4.3.B. Resiliency strategies, 4.1.B Risk, Protection and Resilience

** The initial activity was inspired and adapted from a workshop presented by Chris Trout, The Resiliency Training Project & Strengths in Focus.*

Facilitator Tips

1. You can tailor the descriptions of Emma and Kathy to somebody you know. That might make the presentation easier.
 2. For school audiences refer to resources on school connectedness when discussion environmental strategies (see references). One comprehensive resource is the online course on School Connectedness and Meaningful Student Participation:
www.k12coordinator.org/onlinece/onlineevents/connect/index.htm
 3. If more time is available, the final discussion of resiliency strategies can be done in groups (by agencies or similar work settings). Small groups can be challenged to think about concrete action steps they could take to make their work places and settings more supportive and nurturing of young people.
 4. If the audience requires more information on resiliency research, the power point can be a lead into the activity or can be the wrap up. Or, create an additional handout listing resiliency references (see references).
-

STRUGGLES AND STRENGTHS

1. Time of Struggle or difficulty:

Strength you became aware of or lesson learned:

2. Time of Struggle or difficulty:

Strength you became aware of or lesson learned:

3. Time of Struggle or difficulty:

Strength you became aware of or lesson learned:

Risk, Protection and Resilience

By Sedra Spano

ACT for Youth Upstate Center of Excellence

Why is it that some youth are able to survive difficult upbringings that place them at-risk and become productive, responsible adults, while others cannot? Asking this question provides a new way of understanding the well-established relationship between harsh environments and problems in development. While children who grow up poor, in abusive families, or with serious disabilities are more likely than children in happier circumstances to experience severe difficulties, some children who face precisely the same challenges thrive. By asking what makes such children "resilient," we gain new insights into how to foster development.

The idea of "risk and protective factors" is central to this orientation. Risk factors are those things that increase the probability of a negative outcome. They can be individual traits, such as a learning disability or attention deficit disorder; or they can be environmental factors such as living in poverty or a high-crime neighborhood. Protective factors-- being intelligent, a good student, having a supportive, loving relationship with parents or another adult-- seem to help youth compensate for and even overcome the risks they face. A resilient child, then, is one who uses or benefits from protective factors in such a way as to overcome risks and be successful in an adverse situation (Richman and Fraser, 2001).

What does this research mean for youth programs? They can be designed to reduce risks for youth while also enhancing protective factors. Some researchers and practitioners feel that more emphasis should be placed on protection, or "building assets," while others seek to balance reduced risk with increased protection. Recent research on effective programs for reducing juvenile delinquency and teen pregnancy focuses on the interplay between risk and protective factors. The Office of Juvenile Justice and Delinquency Prevention in its report, *OJJDP Research: Making a Difference for Juveniles* states that "decades of research have shown that the best prevention efforts are those that target risk and protective factors in five areas: individual, community, family, peer group, and school (OJJDP, 1999)." In his research review, *No Easy Answers: Research Findings on Programs to Reduce Teen Pregnancy*, Douglas Kirby reports that, "Adolescent sexual risk-taking behaviors, like the behaviors of adults, are caused by a large number of risk and protective factors involving individuals themselves, their partners, their friends, their families and their communities....this review suggests that to have a more dramatic impact programs will need to effectively address a greater number of risk and protective factors over a long period of time."

Benard (1996) provides a practical summary of resilience research and discusses the foundation it provides for programs that promote positive youth development and community involvement. Consistent with other researchers (Blum, 1998; Garbarino, 1995; Kirby, 1997; Richman and Fraser, 2001), Benard identifies both individual and environmental characteristics that make for resilient youth.

Individual Characteristics:

Social Competence – strong relationship skills, flexibility, cross-cultural competence, empathy and caring for others, strong communication skills and a good sense of humor.

Problem Solving Skills – the ability to plan, insight, critical thinking, and resourcefulness

Autonomy – sense of identity, internal focus of control, self-awareness, resistance skills.

A sense of purpose and belief in a bright future – goal-directedness, motivation, educational aspirations

Environmental Characteristics

Opportunities for Participation – meaningful involvement and responsibility, power to make decisions, opportunities for reflection and dialogue

Caring Relationships – supportive caring relationship with an adult, whether in or outside the family

High Expectations – belief in the youth's ability to achieve, being respectful, recognizing and building on youth's strengths.

James Garbarino talks about youths' vulnerability to what he refers to as the socially toxic environment in which they are being raised. In his 1995 book, *Raising Children in a Socially Toxic Environment*, Garbarino lays out many risks young people face - the elements of social toxicity - such as violence, poverty, break up of family, availability of guns, and the threat of AIDS. What can we do to counter such risks? Garbarino identifies seven themes, many overlapping those mentioned on page 1.

Seven Themes of Successful Coping and Resilience:

(Garbarino, 1995)

1. **Personal Anchors**—children need stable, positive emotional relationships with at least one parent or other adult
2. **Cognitive competence**—Being of at least average intelligence helps in coping behavior. Smarter children are more resilient
3. **Success**—Children who have had successes in their lives believe in their own ability for continued success
4. **Active Coping**—Children who actively seek to solve their problems or overcome challenges are more resilient
5. **Positive Temperament**—those children who are more active and social (largely inborn traits) tend to cope better and be more resilient
6. **Social Climate**—children do best in an open and supportive educational climate, both at home and at school
7. **Additional support**—People in the child's neighborhood and community also play a role in fostering resilience.

Research on resiliency offers to all youth workers, parents, friends, and educators hope that they can make a difference. It encourages us to go beyond simply trying to fix problems and to move toward building capacity in our young people. Initially Community Development Partnerships may be most able to influence what Benard calls Environmental Characteristics (above). They can develop ways

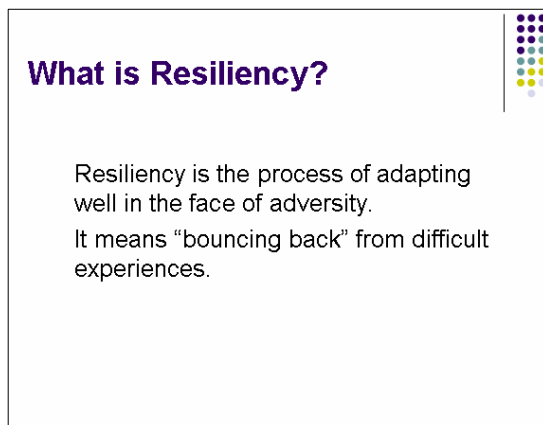
to involve more people in Caring Relationships with youth--using mentors, intergenerational activities, part time or summer jobs, older kids working with younger kids, etc. Such relationships can and should involve encouragement and High Expectations for young people. Finally, schools and other community organizations and families can provide more Opportunities for Youth Participation in decision-making, work and other meaningful activities.

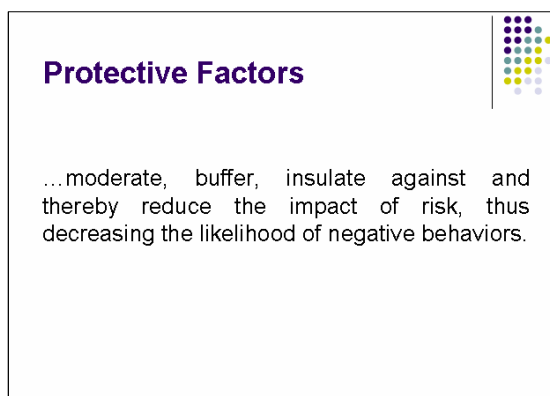
Each young person needs to become attached, to belong, to matter, to make a difference in his/her community. He or she will do so in either positive or negative ways, depending on the opportunities available. In the end, caring relationships, high expectations, and youth participation can provide social nourishment and training to help youth develop the internal components of resiliency - social competence, problem solving skills, autonomy and a sense of purpose.

References

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- Blum, R. (1998). Healthy youth development as a model for youth health promotion: A review. *Journal of Adolescent Health*, 22, 368-375.
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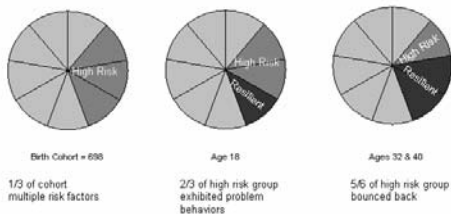


Werner & Smith: *Classic Resiliency Study*

- Longitudinal study
 - 698 infants born in 1955
 - Kauai, Hawaii
 - Children followed up at ages 1, 2, 10, 18, 32, & 40
- One third of sample exposed to at least 4 familial risk factors before age 2.
 - Poverty
 - Perinatal health problems
 - Congenital handicaps
 - Low parent education
 - Familial alcoholism
 - Violence
 - Instability/discord
 - Mental illness

Resiliency Study Findings

A Longitudinal Look at Risk and Resilience: Werner & Smith (1992, 1992, 2001)



Internal and Environmental Factors

INDIVIDUAL TRAITS

- Social Competence
- Problem Solving Skills
- Autonomy
- Sense of purpose, belief in a bright future

ENVIRONMENTAL TRAITS

- Caring Relationships
- High Expectations
- Opportunities for participation

Lessons Learned from Resiliency Studies



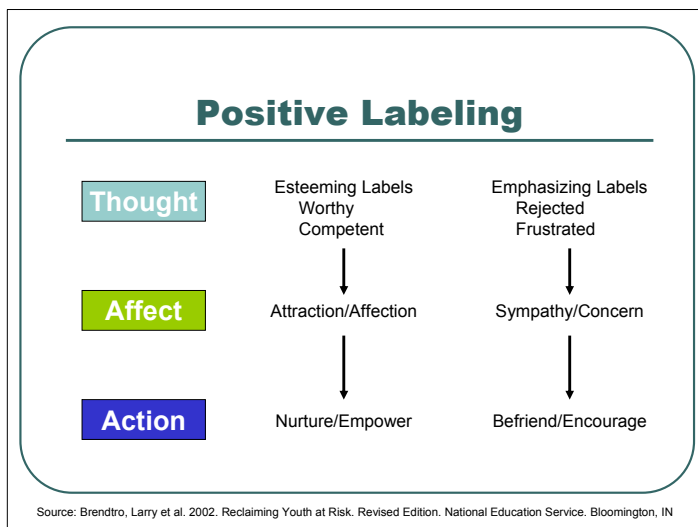
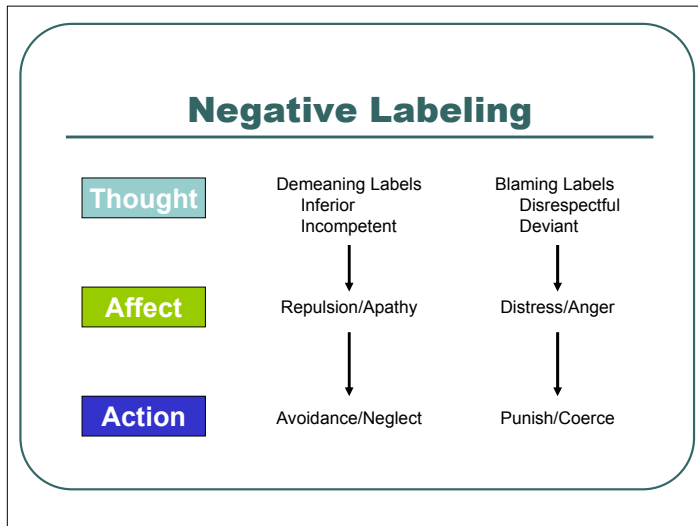
- Protective factors make a more profound impact on the life course than specific risk factors.
 - Protective factors appear to transcend ethnic, social, geographical and historical boundaries.
 - Resiliency is a dynamic, innate capacity that can be learned and developed.
-

PERSONAL RESILIENCY BUILDERS

INDIVIDUAL PROTECTIVE FACTORS THAT FACILITATE RESILIENCY

- **Relationships** -- Sociability/ability to be a friend/ability to form positive relationships
- **Service** -- Gives of self in service to others or a cause
- **Life Skills** -- Uses life skills, including good decision-making, assertiveness, and impulse control
- **Humor** -- Has a good sense of humor
- **Inner Direction** -- Bases choices/decisions on internal evaluation (internal locus of control)
- **Perceptiveness** -- Insightful understanding of people and situations
- **Independence** -- "Adaptive" distancing from unhealthy people and situations/autonomy
- **Positive View of Personal Future** -- Expects a positive future (Optimism)
- **Flexibility** -- Can adjust to change; can bend as necessary to positively cope with situations
- **Love of Learning** -- Capacity for & connection to learning
- **Self-motivation** -- Internal initiative, inner motivation
- **Competence** -- Is "good at something"/personal competence
- **Self-Worth** -- Feelings of self-worth and self-confidence
- **Spirituality** -- Personal faith in something greater
- **Perseverance** -- Keeps on despite difficulty; doesn't give up
- **Creativity** -- Expresses self through artistic endeavor

Handout 4.2.B



Resiliency Strategies: Creating a Supportive Environment

1. Increase bonding or connectedness

Strengthening connections between the individual and pro-social persons or activities – e.g., in schools increase family involvement, create engaging afterschool activities

2. Set clear and consistent boundaries

Be consistent and fair in implementing policies and regulations; this might be most effective in combination with youth participation.

3. Teach life skills

Teaching such as conflict resolution and cooperation will help young people navigate environmental challenges.

4. Provide caring and support

Caring relationships are elements of promoting resiliency. Research increasingly points out that supportive environments and climates are essential for learning.

5. Set and communicate high and realistic expectations

High and realistic expectations are excellent motivators; cooperative and interest-based learning strategies such as service learning are effective.

6. Provide opportunities for meaningful participation

This strategy views young people as resources and involves them as active participants. They take on responsibility by making decisions, planning, evaluating and implementing projects.

Source: Henderson et al. 2000. Schoolwide Approaches for Fostering Resiliency. Resiliency in Action, Inc, San Diego

Handout 4.3.A

EMMA	KATHY
Pregnant	Engaged in school and school activities
Lives with boyfriend's adoptive family far away from town	B student
Boyfriend is suspected of using and selling drugs	Set goal to graduate from high school and attend business school (first of family)
Depressed – withdrawn	Has positive view of the future
Struggling in school – grades dropped at least one grade this academic year	Feels very connected to mother and younger siblings; mentor to younger siblings
Mother and stepfather not supportive of pregnancy and boyfriend; kicked her out of the house	Goof social skills – very outgoing and polite
History of sexual abuse by biological father	Popular at school; has many friends
Family history of poverty; no extended family members graduated from high school	Perceptive; good at solving problems
	Good sense of humor

Effective Youth Development Programming

5.1 Best Practice Strategies in Youth Development Programs

Objectives: Participants will learn about features of effective youth development programs
Participants will apply those features to their own programming efforts

Material: Newsprint, markers
Slide: Features of effective youth development settings
Handout: 5.1.A Features of Positive Youth Development Settings
5.1.B In the Door and Coming Back for More! Barriers and Strategies for Engaging Adolescents in After-School Activities

Time: 45 minutes

Audience: Service providers, schools, after school care

Lesson Plan

Working with young people in program settings we often wonder if we are doing the right thing. What is the best way to engage young people and connect with them? What are the most effective strategies to teach skills and shape values and norms we want them to obtain? In recent years several studies have reviewed the literature and research to identify best practice strategies and effective program features. One of the most comprehensive studies was done by the National Research Council in 2002.

Step 1> Brief lecturette (5 min)

Slide – Features of Effective Youth Development Settings



Features of effective youth development settings

- Physical and psychological safety
- Appropriate structure
- Supportive relationships
- Opportunities to belong
- Positive social norms
- Support for efficacy and mattering
- Opportunities for skill building
- Integration of family, school and community efforts

Distribute handout 5.1.A. Review slide briefly using the handout. Ask for comments or questions.

Step 2> Small group activity (40 min)

Although some of these features sound straightforward and common sense, others are more involved and complex. I would like to take a little time to think about these features in more depth and to reflect on how you implement them in your work place.

Divide participants in 4 smaller groups (in work teams if possible). Assign each group 2 categories (there are 8 total). Provide sheets of newsprint and markers.

In your group think about the two categories you are assigned. Flesh them out. Then think about what your programs look like. How do they perform in these categories? What are you doing in respect to these categories? How can you enhance what you are doing already?

Have a discussion in your group and put together a 3-5 minute presentation on your assigned categories. You can do it in any format you like: role play, writing, drawing (15 minutes).

Process: ask each group to come to the front and present their results. After each presentation invite participants to ask clarification questions and share additional strategies if they have any.

Summarize that this list of categories might be a useful checklist for any youth serving organization to reflect on their programming and to plan improvements.

Distribute handout 5.1.B

Offer references for the full report and executive summary
http://books.nap.edu/execsumm_pdf/10022.pdf

Facilitator Tips

1. Review the executive summary of Community Programs to Promote Youth Development prior to the presentation. The full report can be read on line (www.nap.edu).
2. Additional reading: Raley et al. 2005. Getting it right. Strategies for After-School Success. Public/Private Venture, www.ppv.org/ppv/publications/assets/190_publication.pdf
3. This activity can be the lead in to other activities in this section, i.e. activity 5.2 Feeling Safe, 5.5 Engaging Young People Effectively, or 5.6. Experiential Education.
4. Alternative activity: Group participants by agency or similar work settings and ask groups to reflect on all 8 categories and develop ideas and strategies to enhance their current practices.

Effective Youth Development Programming

5.2 Feeling Safe – Creating Safe Environments

Objective:	Participants will identify and reflect on factors that make an environment psychologically safe
Material:	Paper, pens, newsprint
Time:	30-40 minutes
Audience:	Service providers, schools, after school care

Lesson Plan

When we talk about safe environment we often focus on physical safety, all the aspects that make the facility a safe place, safe from fire, other hazards or accidents. Although physical safety is extremely important, I want to discuss with you a different aspect of safety, emotional safety.

Step 1> Reflection Exercise (10 min)

I would like us to start off with a personal reflection. Close your eyes and spend a few minutes thinking about your own experiences.

Imagine a time when you were with a group of people and you felt that you did not fit in.

- Where were you? Who were you with? Were you familiar with customs or styles of the group? What did you have in common?
- How did you feel about the situation?
- Where was your attention focused?
- How did you respond?

Now think of a time where you were with a group of people you felt comfortable with – totally relaxed and at ease.

- Where were you? Who were you with? Were you familiar with their habits and styles? Did you have things in common?
- How did you feel in that situation?
- Where was your attention focused?
- How did you respond?

Hand out papers and pens.

Before we start talking about experiences, you might want to write down some of the details about both situations. ***Give participants a couple of minutes to do that.***

Step 2> Group discussion (20 min)

Facilitate a group discussion along the following questions:

- What were some of the differences in your relationships with the two groups?
- How did you think differently? Act differently?
- In what ways did you feel safe or unsafe?
- What are the qualities of an emotionally safe environment?
- How could a young person's feeling of being safe or unsafe influence their ability to learn?
- What can you do in your work setting to make it safer for young people?

Write down strategies and ideas on newsprint. Wrap up.

Facilitator Tips

1. Set the stage for the activity by starting out with an energizer or warm up activity. Participants need to feel comfortable to engage in a reflection activity. Present questions in a calm, relaxed, slow-paced approach.
 2. Alternative activity for Step 2: After the reflection step, ask participants to form small groups and discuss their observations according to the questions of step 2 (questions could be posted on newsprint). Ask groups to identify some strategies that would make their work settings safer for young people. Process those and write them on newsprint.
 3. Activity can be combined with activity 5.3 Checking Stereotypes and Cultural Assumptions or other activities on cultural diversity.
 4. See references to review additional material on safe environments and cultural diversity.
-

Effective Youth Development Programming

5.3 Checking Stereotypes and Cultural Assumptions

Objectives: Participants will identify common stereotypes and assumptions adults have of young people.
Participants will identify ways to make program environments more inclusive and safe.

Material: Sheets of newsprint, labels or photos, markers, tape

Slides: Manifestations
Interventions

Handout: 5.3. Addressing Stereotypes

Time: 60-70 minutes

Audience: Service providers, schools, after school care

Lesson Plan

In advance: Gather 4-5 pictures of young people that represent a sub group such as skateboarders, goths/punks, athletes, princess, computer wiz, thug, LGBTQ, recent immigrant, youth with disability.

Young people come from an increasingly diverse background. In addition they experiment with personal expressions – from dress code to music to language and behavior. We as adults are sometimes challenged by this and we might jump to conclusions about who they are and what they do. I would like us to explore some of the stereotypes attached to young people.

Step 1> Small group activity (20-30 min)

Divide group into 4 to 5 smaller groups. Hand out youth pictures, a different one to each group.

Take a look at the young person on the picture; discuss and write down reactions and assumptions people might have about this youth in regards to who they are and how they behave. Take 5 minutes to do that. Then we will switch pictures.

Have each group look at a minimum of 3 pictures. Process all the pictures that have been circulating. Ask each group to describe some of the assumptions they discussed. Positive and negatives ones. Facilitate a brief discussion on the implications: How do stereotypes influence the interaction between adults and young people? What are the repercussions of these stereotypes?

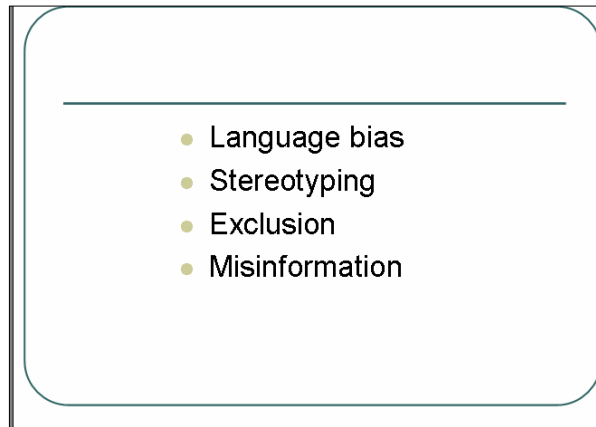
Step 2> Small group activity (40 min)

We talked about many of the stereotypes young people are facing. Individually, we can be deliberate about not giving in to assumptions, but we also need to be work on this in our work environments. Let us think about our work places, the climate and environment, and talk about ways to enhance and create safer environments for all young people – independent of race, ethnic group, gender, sexual orientation and disability.

There are lots of ways to express - subtle and not so subtle - stereotypes and biases. I would like us to look at several ways they can manifest themselves.

Distribute handout: 5.3 Addressing Stereotypes. Use the following slides to go over the handout.

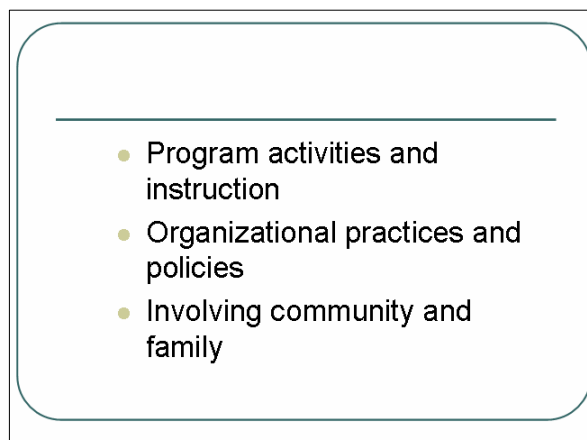
Slide - Manifestations



Review slide using examples on handout or others.

So, first I want you to think about how stereotypes can manifest themselves in your program and organizations. Then, think about things we can do to counter those? We can intervene on different levels:

Slide - Interventions



Review slide.

Ask participants if there are clarification questions.

Divide participants into 4 groups. Give each group one sheet of newsprint and markers.

I would like each group to take on one area and develop strategies to address that particular issue. Think about things you can do on a program and organizational level and by involving community groups or families.

Once each group has outlined several strategies, they will BUMP IT UP (hand it on) to the next group. The new group will think of ways to enhance one of the strategies listed. Then we will BUMP IT UP one more time. This way we all will benefit from everybody's experience and creative thinking.

Assign each group a topic. Ask them to write their topic on top of the newsprint. Give them 10 minutes to develop action steps and ideas. Then ask groups to bump it up to the group next to them. Give them 5-7 minutes to enhance one strategy. Then bump it up one more time (5 minutes).

Each time when it is time to switch, call BUMP IT UP.

Process. Ask each group to present their strategies. Invite clarification questions and additional comments. Refer to afterschool and cultural diversity education manuals for additional training and information material (see references).

Optional: If there is interest to have strategies typed up, ask for a volunteer who will type and disseminate the information.

Facilitator Tips

1. For step 1 of the activity, pictures of young people from magazines or internet reflecting a subgroup work well. It is best to reflect several racial groups.
 2. Participants might feel uncomfortable doing the first step; stress that they write down society's stereotypes; that they are not asked to make personal statements. The goal of this activity is to acknowledge that those stereotypes do exist and influence how adults interact with young people, and that they need to be intentionally dealt with.
 3. It is best in combination with activity 5.2 Feeling Safe.
 4. To prepare for the activity, review material on safe environments in Community Network for Youth Development: Youth Development Guide (www.cnyd.org) and cultural diversity education manuals (see references).
-

Effective Youth Development Programming

5.4 Intentional and Engaging Youth Activities

Objective: Participants will identify and reflect on best practice strategies in youth programming

Material: Handout: 5.4.A Reflecting on Youth Programming
5.4.B Best Practice Strategies in Youth Development Programming
5.1.B In the Door and Coming Back for More!

Time: 50 minutes

Audience: Service providers, schools, after school care

Lesson Plan

Many of you work with young people in programs that have been around for a while. Some of you might have been involved in the planning and development of program activities. How often do you think about if the program is still effective, or if it is still reaching the young people that it was developed for? Or, how engaging are the activities we are offering young people?

Step 1> Brief small group discussion (10 min)

To engage and interest young people we have to be intentional and knowledgeable. Let's start by reflecting briefly about our program purpose. Do you know what the program goals and objectives are? What are the desired outcomes? Think about that for a minute. Talk to your neighbor. Share your program goals and outcomes.

Process briefly.

Being intentional about program goals and desired outcomes is one dimension of program planning. Other aspects to consider are the atmosphere/climate and the selection of activities.

Step 2 > Small group activity (30 min)

Urie Bronfenbrenner, father of the ecological perspective of human development, states that development is generally promoted by activities that are regular, enduring and challenging in the sense that they increase in complexity such as playing piano or soccer or chess. Often they involve relationships with others, adults, peers or younger children. Those are most beneficial if they are enduring, regular and reciprocal.

Distribute handout: 5.4.A Reflecting on Youth Programming. Form small groups.

This handout provides you with a list of questions you might want to ask about your youth programs. Look at this as an opportunity to reflect on your programs; this is not a 'pass or fail' evaluation. Take a couple of minutes to answer the questions, then discuss the findings with your group. Which areas are you doing well in? Which areas would you like to improve on? What surprised you?

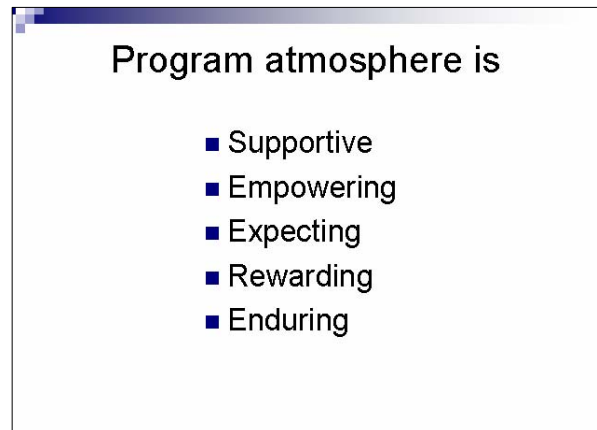
Ask participants to volunteer their findings and observations. What did they do well? What areas need improvement? Were there any surprises?

Step 3 > Brief lecturette (10 min)

A study done by Jodie Roth and Jeanne Brokks-Gunn at Columbia University in 2003 reviewed best practice programs and looked at what some of the effective elements were. They looked at the program atmosphere, the overall way the program was delivered:

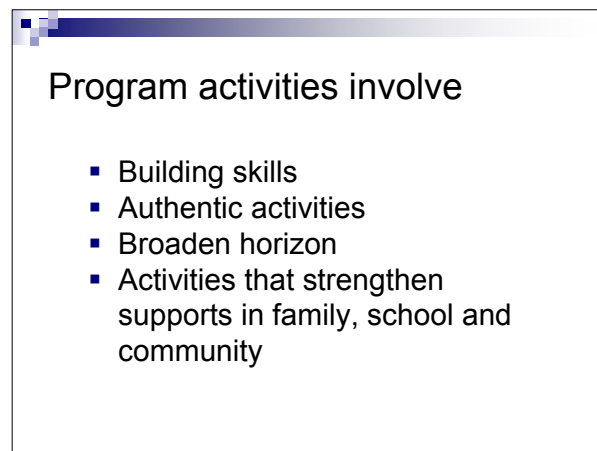
Review slide using information from handout: 5.4.B Best Practice Strategies in Youth Development Settings

Slide – Program Atmosphere



And they looked at what type activities were being offered. *Review slide.*

Slide – Type of activity



Distribute handout 5.4.B. Ask for comments and questions. Brief discussion: How can you use this information in your workplace? What do you take home from this exercise?

Additional handout on after school programs: Handout 5.1.B In the Door and Coming Back for More!

For those interested in a more formal evaluation of their youth program, refer to the Youth and Adult Leader for Program Excellence Manual (YALPE).

Facilitator Tips

1. The activity can be a lead in activity to talk more about different learning styles (activity 5.5) or experiential learning (5.6).
 2. This activity could also be combined with activities from other sections:
 - Section 2: Positive Youth Outcomes – e.g., activity 2.3. Positive Youth Outcomes to make the connection between desired youth outcomes and programming;
 - Section 3: Youth Involvement – e.g., activity 3.1. Meaningful Roles for Young People to link youth involvement with program evaluation and development.
 3. Additional readings: a) Public/Private Venture report: Getting it right. Strategies for After-School Success, www.ppv.org/ppv/publications/assets/190_publication.pdf, b) National Collaboration for Youth report: Making a Difference in the lives of Youth, www.nassembly.org/nydic/programming/newideas/MakingADifferenceintheLivesofYouth.htm
-

Effective Youth Development Programming

5.5 Engaging Young People Effectively

Objectives:	Participants will learn about different learning styles Participants will learn to use different learning styles to engage young people
Material:	7 prepared signs, tape, pens Handout: 5.5 Gardner's Multiple Intelligences
Time:	20 minutes
Audience:	Service providers, schools, after school care

Lessons Plan

In advance: Prepare 7 signs (each listing a different learning style)

Recent research reports have given us information about elements of effective youth development settings or programs. Engaging young people in activities is of critical importance. Young people need to be interested, motivated, engaged to learn. How do we engage them in the activities we offer? This raises the issue of how do they learn. As Howard Gardner who has done a lot of research on intelligence has shown, we do not all learn the same way.

Step 1 > Large group activity (20 min)

Distribute handout: 5.5. Gardner's Multiple Intelligences

Take a minute to review the learning styles described on the handout. Rank them in the order that describes how you learn best (#1= most like me; #7 = least like me)...if there is more than one #1, pick one.

While participants work on the handout, post the prepared signs on walls around the room.

When everybody is done, ask participants to go to the posting that best describes their learning style. Then ask participants to go to the station that least reflects their learning style.

Facilitate a discussion around the diversity of learning. What are the implications? What does this mean for their work with young people; how can it strengthen their engagement of young people?

Facilitator Tips:

1. Use this activity in combination with an activity on best practices such as 5.1. or 5.4.
 2. It is helpful to reflect on your own learning style beforehand to use it as an example if needed.
 3. This activity can be a lead in to activity 5.6. Experiential learning.
 4. If not familiar with Gardner's multiple intelligence model, review some of the references beforehand.
-

Effective Youth Development Programming

5.6 Experiential Education and Service Learning

Objectives: Participants will learn about experiential learning model and its connection to service learning.
Participants will understand that service learning is a best practice strategy in youth programming

Material: Newsprint, markers, paper, pens
Slides: David Kolb's Experiential Learning Cycle
Simplified Learning Cycle
Handouts: 5.6. A Experiential Learning and Service Learning
5.6. B What is Service-Learning?
5.7 Youth Civic Engagement

Time: 45 minutes

Audience: Service providers, schools, after school care

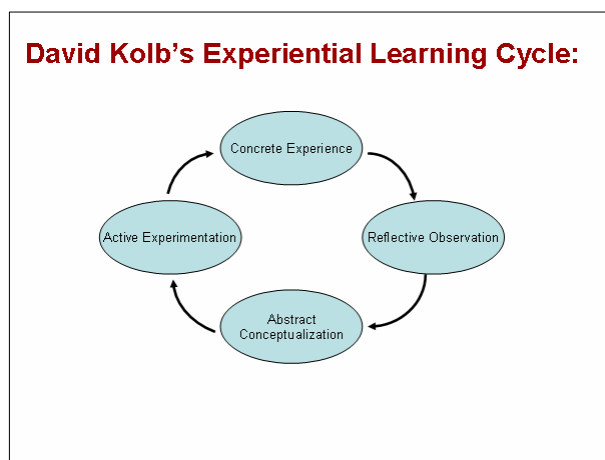
Lesson Plan

When we talk about effective features of youth programs, research findings have highlighted the importance experiential learning, the need for authentic and engaging activities.

Step 1 > Brief lecturette (15 min)

Experiential learning has been investigated by many researchers starting with Kurt Lewin in 1930's. One of the key proponents of experiential learning is David Kolb.

Slide - Kolb's experiential learning cycle

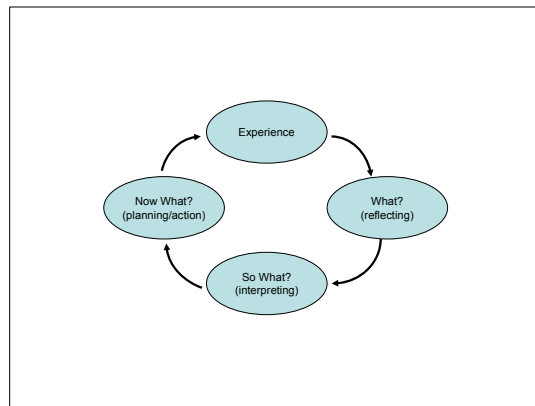


One of the key assumptions in experiential learning is that learning involves making sense of information received, extracting meaning and relating information to everyday life.

- 1 - It starts with an experience – a social encounter, a presentation, an activity
- 2 – Critical reflection – observations, explanations, and comparisons to previous similar experiences to determine what is unique and similar, feelings
- 3 – Abstract conceptualization – figuring out meaning, significance, underlying reasons, generalizations, forming connections to the larger context
- 4 – Active experimentation – experimenting with new actions, influencing or changing situations; developing a plan for future action

This cycle leads to another experience and then starts over.

Slide – Simplified learning cycle



Distribute handout: 5.6.A

The experiential learning cycle pretty much describes how we make sense of the world; how we integrate new information into our already existing knowledge. Service learning is a close adaptation of the experiential learning cycle. Young people are active participants, they reflect on their experiences, they can take on leadership roles and make decisions, and they can learn and practice new skills. And research has shown that service learning is a key characteristic of many successful youth programs.

Step 2 > Small group activity (30 min)

Form small groups. In your group, brainstorm ideas for service learning projects. Share any past experiences you might have with service learning. Identify benefits and challenges. (10-15 minutes).

Have each group report out. Write benefits and challenges on newsprint. Ask group if they have any experience overcoming any of the given challenges. Summarize. Distribute handout: 5.6.B What is Service-Learning? and 5.7 Youth Civic Engagement.

Facilitator Tips:

1. Prior to presentation, review material on Kolb's experiential learning cycle <http://www.infed.org/biblio/b-explrn.htm> Practice presentation of cycle.
2. Review material on service learning (see references) including National Service Learning Clearing house, www.servicelearning.org
3. Use activity in combination with activity 5.5 and either 5.1 or 5.4 to link it with best practice strategies that are research based.

Effective Youth Development Programming

5.7 Engaging Older and Marginalized Young People

Objective: Participants will learn about civic activism as a strategy to engage marginalized youth

Material: paper, pens

Slides: Youth civic engagement

Handout: 5.7. Youth Civic Engagement

Time: 30-40 minutes

Audience: Service providers, schools, after school care

Lesson Plan

As you all know from your own experience, it is usually harder to involve older teens or marginalized youth into activities or programs after school. I want to start out by talking a little about engagement.

Step 1> Large group brainstorm (10 min)

What does it mean to be engaged? What does it feel like? Think for a minute about the last you felt really engaged. At work or at home. Something really captured your attention and you got into it. Take a piece of paper and a pen and briefly write down: What did it feel like to be engaged? How would you describe it? Write down 4 or 5 descriptors. ***Give participants a couple of minutes to do that.***

Now think about the conditions you need to be engaged. What has to be in place? What does the environment look like? Write down 4 or 5 conditions that you need to be engaged. Take a couple of minutes to think about that.

Ask participants to share feelings first, then conditions. Highlight passion, intensity, positive challenge, competence, components of a supportive environment.

If we want to engage adolescents, especially older and marginalized youth, we need to find out what their passions are. What do they really care about? What are they really angry about? This often ties into how they feel about themselves, how they feel being treated by adults and the community in general. For many young people this means that they are experiencing discrimination – because of sexual identity, gender, class or race. Given that reality, it makes sense that young people would be attracted to any action or project that addresses those issues. Recently a couple of studies have highlighted that civic engagement and advocacy are powerful strategies to engage young people, especially young people who not typically get involved in youth programming.

I want to share the highlights with you because I think that they will give us valuable insights and directions on how to engage young people.

Slides – Youth Civic Engagement

The Innovation Center conducted a three year study with 12 community based advocacy organizations across the country to look at how young people benefit from civic engagement. They were also interested to see if there were other lessons to be learned for youth organizations and programs.

Youth Civic Engagement in Advocacy Organizations

- Young people engage in identity search in their own culture and background
- They address challenges faced by their own families and communities
- They expand their voice, competencies and responsibilities

Advocacy organizations contribute to young people's development

- Quality relationships with adults
- Leadership and decision making opportunities
- Positive identity development – cultural education

New models for working with youth

- Using a participatory leadership model – focus on social change
 - Empowerment model
 - Learning through immersion and history
 - Political and critical education
 - Popular youth culture as a medium
 - Real community involvement
-

Review slides using the handout: 5.7 Youth Civic Engagement, and report summary for more information (www.theinnovationcenter.org/lessons_in_leadership_exec.pdf)

Facilitate a brief discussion on the findings and its implications for youth work. Refer to resources on youth activism (see references)

Facilitator Tips

1. Review report summary beforehand. Practice slide presentation; be prepared to elaborate on points made on the slide.
 2. This activity can be combined with other activities in this section, e.g., it can follow activity 5.1. Best Practice Strategies in Youth Development Programs, or activity 5.4. Intentional and Engaging Youth Activities.
-

Effective Youth Development Programming

5.8 Integrating Youth Development into Organizational Practice

Objectives: Participants will reflect on their organizational practices through a youth development lens
Participants will identify strategies to integrate youth development principles in their organizations

Material: Newsprint, markers

Handout: 5.8.A Brief Organizational Assessment

5.8.B Organizational Assessment

5.8.C Assignments

5.8.D Strategies to Integrate Youth Development Concepts in Your Organization

Time: 60 minutes

Audience: Service providers, after school care

Lesson Plan

If we want concepts and principles of positive youth development to guide our work, we need to integrate them into our organizational practice. As you all know if we want to do things differently in our programs and in the way we work with young people, we need to be supported by our agency or organization. Otherwise we might feel like we are hitting our heads against the wall, right? I would like us to look at how this support can look like.

Step 1 > Small group activity (25 min)

When we think about some of the key principles of positive youth development, we think about (***write them on newsprint***):

Building positive youth outcomes – building on strengths

Youth involvement

Connecting with families and community

Are those principles reflected in our organization? Let's think about this for a few minutes. I have a brief, 5 question assessment form here which will help us reflect on this.

Divide participants into 4 groups. Distribute handout: 5.8.A Brief organizational assessment.

- Young people are viewed as having strengths and assets, not just problems.
- Young people have meaningful roles in our organization.
- Our written materials reflect youth development principles.
- All staff have opportunities to increase their knowledge of youth development.
- Our work environment is youth friendly.

Take a minute to answer the questions – as honestly as possible – then share your results with the folks in your group. Take 10 minutes to do that. This is not meant as a pass/fail evaluation of your agency. This is meant as a reflection tool to start thinking about organizational practices.

Ask volunteers to share. Thinking about your workplace and youth development: Were there any surprises? What do you feel really good about? What do you have concerns about? What areas do you think need improvement?

Process above questions one at a time. Highlight themes.

Step 2 > Small group activity (30 min)

I would like you to have a brief conversation about how you could integrate these principles you're your organizations. What strategies could you use to educate other people in your agency such as support staff, supervisors or board members about youth development? What can you do to create a mechanism for youth involvement and youth voice? What can you do to enhance your work climate and physical environment? Enhance the written materials you put out such as public relations material?

Each group will take on one topic and discuss strategies and ideas. Share things you are doing already and things you could try. Have a brief conversation and identify three promising strategies you want to share with us at the end (15 min).

Assign each group one topic; hand out assignment cards (handout: 5.8.C Assignments): In-service training and education; youth involvement; agency climate and physical environment; written materials. Give each group newsprint and markers.

Process. Ask groups to present their most promising strategies. Distribute handouts: 5.8.B Organizational assessment and 5.8.D Strategies to Integrate Youth Development Concepts in Your Organization.

Refer participants who are interested in training on organizational development to AYD training: Strengthening Organization through Youth Development (www.nyayd.org).

Facilitator Tips

1. This activity works well in combination with activity 1.2 Positive Youth Development. After describing and discussing the key concepts of youth development, participants would then explore how to apply these principles in their organizations.
2. The activity can also be combined with activity 5.1 or 5.4. In this context, the focus would be on establishing supportive structures and policies for effective youth development programming.
3. The activity can be used for school audiences as well. It would require modification of the assessment forms to the specifics of school environments.

Features of Positive Youth Development Settings

	Descriptors	Opposite Poles
Physical and Psychological Safety	Safe and health-promoting facilities; and practices that increase safe peer group interaction and decrease unsafe or confrontational peer interactions.	Physical and health dangers; fear; feeling of insecurity; sexual and physical harassment; and verbal abuse.
Appropriate Structure	Limit setting; clear and consistent rules and expectations; firm-enough control; continuity and predictability; clear boundaries; and age appropriate monitoring.	Chaotic; disorganized; laissez-faire; rigid; over controlled; and autocratic.
Supportive Relationships	Warmth; closeness; connectedness; good communication; caring; support; guidance; secure attachment; and responsiveness.	Cold; distant, over controlling; ambiguous support; untrustworthy; focused on winning; inattentive; unresponsive; and rejecting.
Opportunities to Belong	Opportunities for meaningful inclusion, regardless of one's gender, ethnicity, sexual orientation, or disabilities; social inclusion, social engagement, and integration; opportunities for sociocultural identity information; and support for cultural and bicultural competence.	Exclusion, marginalization; and inter-group conflict
Positive Social Norms	Rules of behavior; expectations; injunctions; ways of doing things; values and morals; and obligations for service.	Normlessness; anomie; laissez-faire practices; antisocial and amoral norms; norms that encourage violence; reckless behavior; consumerism; poor health practices; and conformity.
Support for Efficacy and Mattering	Youth-based; empowerment practices that support autonomy; making a real difference in one's community; and being taken seriously. Practice that includes enabling, responsibility granting, and meaningful challenge. Practices that focus on improvement rather than on relative current performance levels.	Unchallenging; over controlling; disempowering, and disabling. Practices that undermine motivation and desire to learn, such as excessive focus on current relative performance level rather than on improvement.
Opportunities for Skill Building	Opportunities to learn physical, intellectual, psychological, emotional, and social skills; exposure to intentional learning experiences; opportunities to learn cultural literacies, media literacy, communication skills, and good habits of mind; preparation for adult employment; and opportunities to develop social and cultural capital.	Practices that promote bad physical habits and habits of mind; and practices that undermine school and learning.
Integration of Family, School, and Community Efforts	Concordance; coordination; and synergy among family, school, and community.	Discordance; lack of communication; and conflict.

In the Door and Coming Back for More!

Barriers and Strategies for Engaging Adolescents in After- School Activities

Youth development programs are designed to ensure that young people experience healthy development, success in school, and smooth transitions to adulthood. They include activities such as social recreation, arts, sports, life skills, job training, after-school activities and academic enrichment. However, ensuring that adolescents participate in these programs is a continual challenge, especially as they age. Knowing that: 1) quality programs offer a dual focus of developing skills and competencies while reducing risk related behaviors, 2) young people often choose to be involved in unstructured activities during their discretionary time and 3) participation in structured activities decline as youth age...how do you involve youth in after-school programs and keep them engaged?

The Prevention Researcher - April 2005 issue provides a wealth of information to how change assumptions and modalities to entice and engage youth in your after-school programs. The real barrier(s) to youth participation in after school programs is ineffective design and marketing - that is after school programs need to answer the quintessential youth question: “*What’s in it for me?*” How do you get youth in the door and keep youth coming back for more? Answer the quintessential question! Here are some strategies:

Help youth and families understand the value of participation using direct measurable outcomes: Youth and their parents must receive clear messages regarding the connection between regular participation and a brighter future. This connection should highlight direct measurable outcomes. For example: “75% of participants in the ABC After-School Program reported that their grades improved while participating in the program.” Or “85% of XYZ After-School Program participants reported that they received invaluable assistance in helping them with the college research and application process.”

Hire program staff who understand the importance of developing real connections with participants, yet have solid program and behavior management skills: A program based on caring, trust, and respect will go a long way! Make sure staff convey that youth are valued and are expressively missed when they cannot attend the program. Ensure program staff are diverse and reflect the youth being served, allowing youth to identify with adult role models. Further, engage staff at all levels – not just in supervisory roles but engaging youth in activities.

Match program content and participant needs: The program must afford a safe experience not available at home, school or in their community otherwise and must be relevant to youth – that is, youth must have some internal reason or motivation for engagement (novelty, enjoyment, decrease boredom, community service, skill development, etc.). Furthermore, the schedule must meet participant needs and may need to be individual and flexible.

Offer engaging activities with breadth and depth: Youth have an underlying need to demonstrate cognitive, social or physical competence. Programs must offer the right balance of challenge for youth involved - activities that require youth to stretch their abilities, apply effort over time and learn new things - increase competence and motivate youth to come back for more. Offering a variety of diverse activities in an attractive and organized manner every day helps keep their interest and helps you recruit a diverse array of participants.

Offer autonomy and control and give high school youth extra opportunities: Youth, like all groups, have the need for control over their environment, freedom of choice and self-determined behavior. Youth must feel personal power and “ownership” of the programs and outcomes. Make sure to offer interesting service

learning, paid employment, mentoring, career preparation activities to older youth. Space is also important – youth want and need to hang out in comfortably furnished spaces designed for youth.

Recruit friends to join together: Consider friendships as a potential recruiting and attendance strategy. Teens need and rely on strong social networks, emotional support, friendship and connectedness. Satisfying the need for nurturance and belonging engages and retains youth. Avoid recruiting large groups of friends together, instead recruit in pairs or small groups. Larger group may join and but also quit together. Consider targeting “at risk youth” using a “friend recruiting friend” strategy.

Focusing on the above “motivators” will help bring teens to your door and keep them coming back for more. Looking for other incentives? The following chart has been excerpted from Little, Priscilla (2005) *Engaging Adolescents in Out of School Time Programs: Learning What Works*, a feature article in the April 2005 issue of *The Prevention Researcher*.

<i>Common Barriers to Out of School Time Program Participation and Incentives to Counteract Them¹</i>	
<i>Barriers</i>	<i>Incentives</i>
Desire to relax and “hang out” with friends after school	▪ Provide both space and time at the center for recreation, snacks, and talking with friends. ▪ Offer field trips earned from attendance. ▪ Situate the program in a community center for students who need a “change of scenery” after school.
Desire or need to work	▪ Provide structured employment preparation, resume writing, and volunteer or paid work experience for high school students.
Family responsibilities	▪ Offer a 2/3/5 program enrollment schedule.* ▪ Remind families of homework assistance and opportunities for students to learn new skills. ▪ Accept younger siblings of participants.
Boredom or disinterest in the program	▪ Conduct an assessment of both participant and non-participant activity interests. ▪ Engage participants with a rich variety of experiences, activities, and opportunities to develop new relationships with peers and adults. ▪ Allow students choice of activities on a daily basis. ▪ Staff the program with charismatic adults who want to engage young people. ▪ Offer older students leadership opportunities.
Lack of transportation/issue of safety	▪ Target children and youth who live close by and can participate most easily. ▪ Organize a “buddy system” of walkers. ▪ Pay responsible high school students to accompany groups of younger students home.
*A2/3/5 program allows students to enroll in the program 2, 3, 5 days per week- offering staff and students consistency and routine, as well as some flexibility.	

Sources:

Anderson – Butcher, D. (2005). Recruitment and retention in youth development programming

Ungerleider, S., Kimball C., Mason, C., & Buhl, L. (2005): Involving and engaging youth: How do you involve youth in after-school programs and keep them engaged?

Little, P & Lauver, S. (2005). Engaging adolescents in out of school time programs: Learning what works.

Walker, K. & Arbreton, A. (2005). Improving participation in after-school programs.

All articles are published in *The Prevention Researcher*, 2005, April Issue, 12 (2)

ADDRESSING STEREOTYPES

	Language Bias: Dehumanizing, derogatory labels/names; sexist language (mankind)	Stereotyping: Members of a group are portrayed in one role, with one characteristic	Exclusion: Lack of representation of a group	Misinformation: Faulty information is given on a group, event, or activity.
Program Activities and Instruction				
Organizational Practices and Policies				
Involving Community and Family				

Adapted from J. Gibbs, Matrix for Achieving Equity in Classrooms, reprinted in CNYD Youth Development Guide 2001, www.cnyd.org/trainingtools/CNYD_YD_Guide.pdf

Handout 5.4.A

Reflecting on Youth Programming... (Source: YALPE – PAAT: Program & Activity Assessment Tool)

	Strongly Disagree				Strongly Agree
The activities are based on an interactive “hands on” approach to learning – young people are learning by doing	1	2	3	4	5
Young people get to explore a variety of life situations, view points, and cultures.	1	2	3	4	5
The activities and level of instruction are appropriate to young people’s developmental age.	1	2	3	4	5
Young people can express themselves through music, drama, creative writing, or public speaking.	1	2	3	4	5
Young people are able to express their ideas, concerns, and opinions.	1	2	3	4	5
Young people are encouraged to “give back to the larger community” through volunteering and service	1	2	3	4	5
Young people have the opportunity to develop and practice job-related skills.	1	2	3	4	5
Young people and adults work together to plan activities.	1	2	3	4	5
Youth are encouraged to play an active leadership role.	1	2	3	4	5
The group uses symbols (T-shirts, caps, slogans, etc.) to build a sense of group identity.	1	2	3	4	5
There is trust among staff, volunteers, and young people.	1	2	3	4	5
Adults refrain from ordering or threatening young people.	1	2	3	4	5
Staff members get to know young people, learning their names and interacting with them.	1	2	3	4	5
There are clear rules dealing with bullying and other forms of physical and verbal abuse.	1	2	3	4	5
Adults model appropriate ways of dealing with anger, frustration, and conflict.	1	2	3	4	5
There are consistent messages about how to participate and success in the program.	1	2	3	4	5
Youth are expected to set goals, action plans, and benchmarks for their own success.	1	2	3	4	5
Program rules and disciplinary consequences are enforced in a fair way.	1	2	3	4	5
Youth help to set the rules and consequences for not following them.	1	2	3	4	5
Staff actively links young people to new opportunities in the program, when the young people are ready.	1	2	3	4	5

Best Practice Strategies in Youth Development Settings

Program Goals

are intentional and reflect positive developmental outcomes such as competency, confidence, character, connection and contribution (e.g. Karen Pittman's 5C's, www.forumfyi.org/files/ppe.pdf).

Program Atmosphere is

Supportive - *developing supportive relationship with adults and peer; emotional and physical safe environment*

Empowering - *engage young people in useful roles, practice self-determination, develop and clarify goals for the future*

Expecting - *communicate expectations for positive behavior, clear behavior rules and consequences, fostering pro-social norms, encouraging youth to practice healthy behaviors*

Rewarding - *providing opportunities for recognition – in program or in public*

Enduring (last at least 9 months) - *provide services that are stable and relatively long lasting*

Program Activities Involve

Building skills - *focus of activity less important; what matters are opportunities to participate and practice*

Authentic Activities - *real and challenging activities; learning opportunities that are interactive, reflective and engage multiple learning styles; experiential learning opportunities*

Broaden horizon - *expanding young people's horizon via fieldtrips, cultural activities, community service, employment activities, recreation and mentoring*

Activities that strengthen supports available in family, school, community – *activities that engage parents, teacher training, modifying school climate or structure, changing community norms or attitude*

Adapted: Roth, Jodie L., Brooks-Gunn, Jeanne (2003) Youth Development Programs: Risk, Prevention and Policy. *Journal of Adolescent Health* 2003; 32: 170-182

Gardner's Multiple Intelligences

Verbal-linguistic learners

- Have highly developed auditory (listening) skills
- Enjoy reading and writing
- Like to play word games
- Have a good memory for names, dates and places
- Are good at getting their point across

Logical-mathematical learners

- Like to explore patterns and relationships
- Enjoy doing activities in sequential order
- Are likely to enjoy mathematics and to experiment with things they don't understand
- Find it challenging to solve problems and use logical reasoning

Visual-spatial learner

- Tend to feel at home with visual arts, maps, charts and diagrams
- Often think in images and pictures
- Can visualize clear images of things
- Often can complete jigsaw puzzles easily

Musical-rhythmic learners

- Are sensitive to the sounds in their environment
- Enjoy music and may prefer listening to music when they study or read
- Appreciate pitch and rhythm
- Probably like singing to themselves

Bodily-kinesthetic learners

- Process knowledge through bodily sensations
- Use the body in skilled ways
- Have good balance and coordination
- Are good with their hands
- Are able to manipulate objects with finesse
- Need opportunities to move and act things out
- Tend to respond best in classrooms that provide physical activities and hands-on learning

Intrapersonal learners

- Prefer their own inner world
- Like to be alone
- Are aware of their own strengths, weaknesses, and feelings
- Tend to think creatively and independently
- Like to reflect on ideas
- Often possess independence, self-confidence, determination, and high motivation
- Often prefer working independently rather than in groups
- May respond with strong opinions when controversial topics are discussed

Interpersonal learners

- Enjoy being around people
- Have many friends and engage in social activities

Learn best by relating, sharing, and participating in cooperative group environments

Experiential Education & the Experiential Learning Cycle

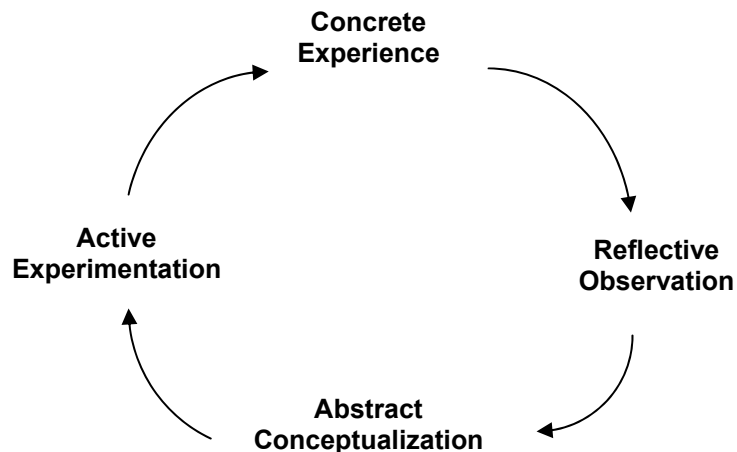
The tie between youth development and experiential education:

- ♦ Youth become actively involved
- ♦ Youth have the ability to take leadership roles and make decisions
- ♦ Youth have the opportunity to practice and apply newly learned skills/knowledge

Basic premises of experiential education in a youth development environment

- ♦ Youth are partners in the learning process; rather than being lectured at, they become engaged participants.
- ♦ The role of the adult is to guide the process and create a learning environment, and to draw

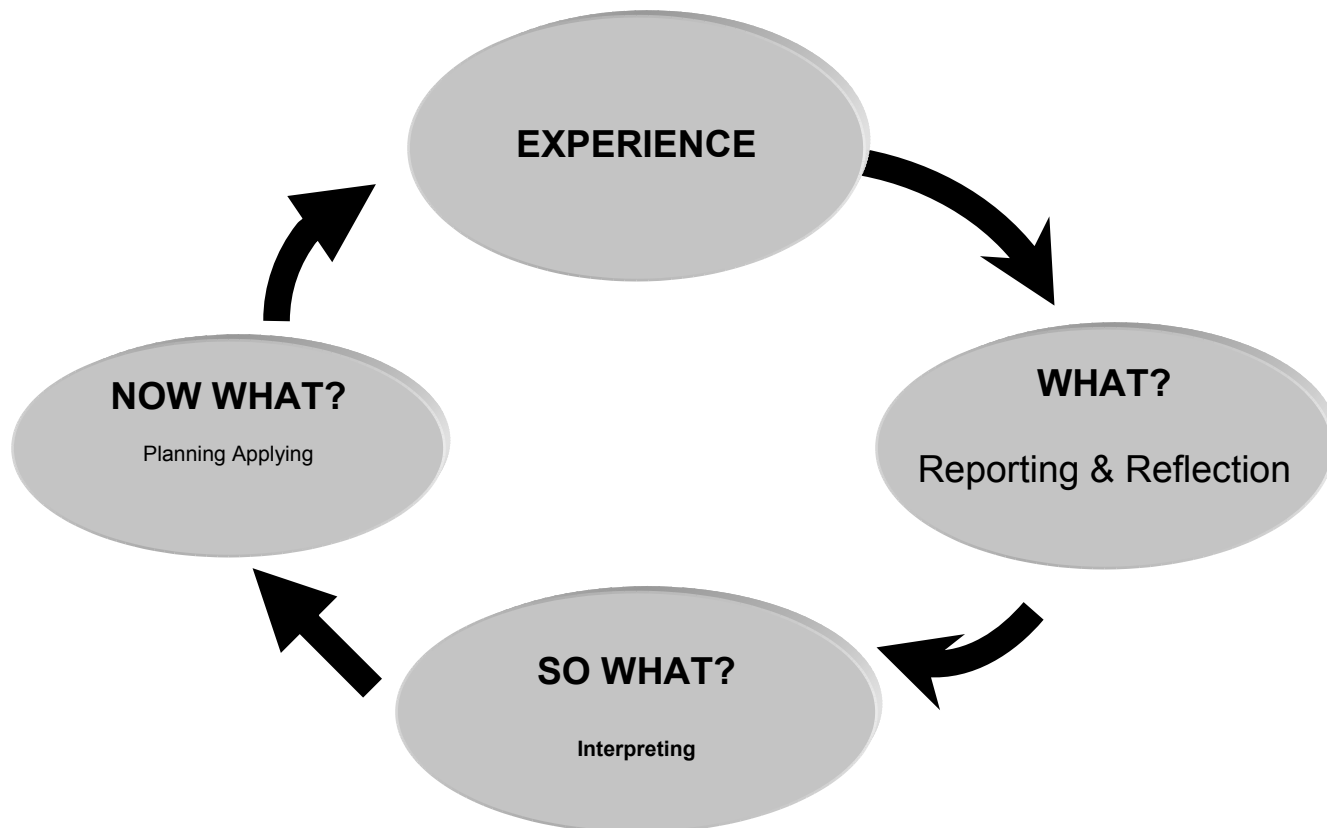
David Kolb's Experiential Learning Cycle:



The components of the experiential learning cycle can be described as follows:

Component	Description	Examples
Experience	Perform/do the activity	- Event - Role play/skits - Community service activity - Small group activity - Participate on a board/committee
Reporting & Reflecting (What?)	Communicate results, observations, reactions, and feelings	- oral discussions, written reflections, artistic/musical expression
Interpreting (So what?)	Youth connect experience to real-world examples	- facilitated discussion identifying the meaning, significance, purpose and importance of what was learned.
Applying (Now what?)	Practice or plan to use what was learned in a similar or different situation. (future orientation)	- practice new skills, new behavior (role play). - Make an action plan - Youth verbalize how will they use what they have learned in future situations.

The experiential learning cycle is a useful tool for youth development as it can help in the design of engaging activities for youth. An easier or more practical way to think of this model is to use the following cycle:



What is Service-Learning?

Service-learning is a teaching method that combines meaningful service to the community with curriculum-based learning and reflection. Service-learning takes place in K-12 schools, in higher education classrooms, and in community-based organizations. Service-learning is primarily a locally-driven activity, and consists of students helping to determine and meet real, defined community needs.

Benefits: Research findings show that service-learning benefits students in the following ways:

- Boosts students' academic achievement and reverses student disengagement from school by giving students responsibility for their own learning and increases their motivation to participate in school activities.
- Provides a real-life context for learning and gives students a sense of the practical importance of what they are learning in school.
- Fosters a lifetime commitment to civic participation. Promotes the public purposes of education by preparing students for citizenship through involvement in citizen action. Builds on the growing willingness of students to become involved in service to their communities while adding an academic component to such service.
- Improves social skills and prepares students to enter the workforce. Contributes to young people's personal and career development by reducing violence and sexual activity and increases their sense of responsibility and workplace skills

***Service-learning:
a teaching and
learning
approach that
integrates
community service
with
academic study to
enrich learning,
teach civic
responsibility, and
strengthen
communities.***

By teaching young people that they can and should play a positive role in their community, service-learning encourages life-long civic participation. Service-learning gives students a sense of competency; they see themselves as active contributors rather than passive recipients of adult support.

In addition, service-learning also helps address real community needs, builds stronger connections between schools and communities, and improves the overall school climate.

Essential Elements of Quality Service-Learning

Practitioners, supported by the Corporation for National and Community Service Office for Service-Learning, developed the list of "essential elements" excerpted below:

- Service projects have clear educational goals that require the application of concepts, content, and skills from the academic disciplines and involve students in constructing their own knowledge.
- Projects engage students in challenging cognitive and developmental tasks.
- Teachers use assessment to enhance student learning and to document and evaluate how well they have met standards.
- Service tasks have clear goals, meet genuine community needs, and have significant consequences.
- Teachers use formative and summative evaluation in a systematic evaluation.
- Students have a voice in selecting, designing, implementing, and evaluating their service project.
- Diversity is valued and demonstrated by participants, practice, and outcomes.
- Service projects foster communication, interaction, and partnerships with the community.
- Students are prepared for all aspects of their work.
- Students reflect before, during, and after service. Reflection encourages critical thinking and is a central force in the design and fulfillment of curricular objectives.
- Multiple methods acknowledge, celebrate, and validate students' service work.

Source: National Service-Learning Cooperative (April 1999). Essential Elements of Service-Learning. National Youth Leadership Council, St. Paul, Minnesota

Examples of K-12 Service-Learning Activities

White River High School, Buckley, Washington

Service-learning helped students in Buckley, Washington, bring the Chinook King Salmon back from near extinction. Through a program called "Long Live the King!", students conducted DNA fingerprinting using gel electrophoresis equipment and employed Calculator-Based Laboratory Systems for stream monitoring to help preserve the endangered fish. Related class activities included writing and producing a biannual newsletter informing the community about the health and history of local waters, presenting research results to the Buckley City Council, and working as salmon experts with youngsters at the Mountain Meadows Elementary School. While helping save the King, students in the General Science classes found new meaning in school - feeling that they did something significant. And they did. In the White River, less than a 15-minute walk from the school, the Chinook was near extinction 10 years ago. The White River Salmon Hatchery now records almost 1,000 Kings returning every year.

Academy for Science and Foreign Language, Huntsville, Alabama

Through service-learning, students from Huntsville, Alabama, rewrote African-American history. Students first researched 17th Century African-American history and culture, and documented and commemorated African-American contributions to Huntsville. In doing so, students strengthened their communication skills through interviews and preparing biographical sketches; used math and science skills to orient, identify vegetation, determine and analyze environmental changes; wrote their own stories; and developed computer-generated lesson plans and multimedia kits to accompany the stories. What started out as a school-based project to document the contributions of 19th century African-Americans, expanded into a community-wide effort that resulted in greater understanding, and appreciation and respect for cultural differences and contributions.

Voter Empowerment Workshop, Chicago, Illinois

Through the "Voter Empowerment Workshops" project, fifth grade students worked in teams of ten with a teacher-mentor to plan workshops on various political, social and economic topics related to elections. The workshops were presented to adults, which included parents, guardians, community members, etc., by the students during a special evening event. Specific workshop themes varied but included: "We the People: The Importance of Communicating with Government Officials," "The Right to Vote: A Play about South Africa," "Bilingual Workshop: Where are your taxes going?" and "Surf the Vote: Using the Internet to Find Out About Candidates." The project stimulated participation in the democratic process and brought adults into the school through a meaningful forum.

Phenix City Schools, Phenix City, Alabama

Through service-learning, students in Phenix City Schools helped to raise awareness among members of the community around important health issues. Their efforts were made possible through a partnership between the Healthcare Science and Technology (HST) Department and the western district medical/dental associations, whereby preventative health skills, including hand washing and oral hygiene, were provided to all kindergarten, first grade and special education students in the Phenix City School System. The students developed and prepared all materials used in their teaching programs, and provided educational programs on diabetes (Type I and Type II). In addition, they offered blood sugar screenings to the community. Fund-raising for the Diabetes Association provided students another opportunity to help with the research of this deadly disease. This project enabled students to develop leadership abilities while using skills and knowledge from their own classroom experiences.

Adapted from: 1) <http://www.learningindeed.org/tools/glance.html>, Service Learning at a Glance, 2) <http://www.learningindeed.org/tools/quotes.html>, Quotes About Service Learning, and 3) http://learningindeed.org/slcommission/report_part1.pdf, Learning in Deed: the Power of Service Learning for American Schools. Accessed September 8, 2005

“Today’s youth organizers are predominately high school age, people of color, urban, and low-income. They are primarily female, and many are immigrants, queer and transgender.”

Mattie Weiss. 2003. Youth Rising. Applied Research Center. www.arc.org

Youth Civic Engagement: Findings of the Youth Leadership for Development Initiative

Youth Civic Engagement in Advocacy Organizations

The study identified three main reasons for older, marginalized youth to engage in civic activism:

Young people identified with the peers and adults in the organizations. They shared the same culture and background.

They addressed issues that their own their own families and communities face.

They participated in a meaningful way and had opportunities for leadership increasing their competence level.

Advocacy organizations Contributed to Young People’s Development

In comparison to traditional youth organizations:

Young people felt more connected with adults in advocacy organizations (69% of youth stated that they had high quality relationships with adults)

Advocacy organizations that involved young in organizing work did better in regards to providing leadership and decision making opportunities;

Advocacy agencies that provided young people with a safe space and education on the culture and history of the identity group (defined by race, ethnicity, sexual orientation, or immigrant status) did better in providing engaging and challenging activities.

New Models for Working with Youth

- Group processes and decisions are most important; leadership is participatory
- Educate on social issues by starting with young people’s personal experiences
- Experiential learning (e.g., intensive role play) to understand history and social issues
- Political and critical education
- Popular youth culture as a medium (rap, hip hop, slam poetry)
- Real community involvement (presentations to city governments, community leaders)

Source: Innovation Center. 2003. Lessons in Leadership. How Young People Change Their Communities and Themselves. www.theinnovationscenter.org/lessons_in_leadership_exec.pdf

Civic Activism Organizations

12 civic activism organizations were involved in the Youth Leadership for Development Initiative. Five of those are briefly described below:

Asian Immigrant Women Advocates (AIWA), founded in 1983

www.aiwa.org Location: Oakland, California

Mission/Goals: To foster the empowerment of low-income Asian immigrant women as a means for their active participation in the decision-making process that improves their working and living conditions.

Coalition for Asian Pacific American Youth (CAPAY), founded in 1994

www.capayus.org Location: Boston, Massachusetts

Mission/Goals: Aim to establish and maintain a forum for free dialogue and for positive change in our communities. Our initiatives are diverse and include avenues to abolish stereotypes, to educate ourselves and others about Asian Pacific Americans, to celebrate our heritage, and to improve race relations.

Mi Casa, founded in 1976

www.micasadenver.org Location: Denver, Colorado

Mission/Goals: To advance self-sufficiency for primarily low-income Latinas and youth.

National Youth Advisory Council (NYAC), founded in 1993

www.nyacyouth.org Location: National

Mission/Goals: A social justice organization that advocates for and with young people who are lesbians, gay, bisexual, transgender or questioning (LGBTQ)

Youth Ministries For Peace and Justice (YMPJ), founded in 1994

Location: South Bronx, New York

Mission/Goals: Faith-based youth organization working toward peace and justice in the Bronx through youth development and community organizing

Handout 5.8.A

Young people are viewed as having strengths and assets, not just problems

Fully agree

☐

Agree

☐

Somewhat

☐

Disagree

☐

Fully disagree

☐

Young people have meaningful roles in our organization

Fully agree

☐

Agree

☐

Somewhat

☐

Disagree

☐

Fully disagree

☐

Staff – From administrative to frontline staff – is provided opportunities to increase their knowledge of youth development.

Fully agree

☐

Agree

☐

Somewhat

☐

Disagree

☐

Fully disagree

☐

Intake and assessment documents reflect young people's strengths and interests

Fully agree

☐

Agree

☐

Somewhat

☐

Disagree

☐

Fully disagree

☐

Our work environment is welcoming to young people and their families (location, phone system, meeting spaces)

Fully agree

☐

Agree

☐

Somewhat

☐

Disagree

☐

Fully disagree

☐

Assessing your organization's readiness for youth development

Young people and families are viewed as having strengths and assets, not just problems.	Yes ☐	Somewhat ☐	No ☐
---	---------------------------------	--------------------------------------	--------------------------------

Young people are viewed as resources and actively engaged in planning, implementing and evaluating programming.	Yes ☐	Somewhat ☐	No ☐
---	---------------------------------	--------------------------------------	--------------------------------

Your organization's mission reflects youth development principles.	Yes ☐	Somewhat ☐	No ☐
--	---------------------------------	--------------------------------------	--------------------------------

Staff, board, young people and their families are familiar with your mission.	Yes ☐	Somewhat ☐	No ☐
---	---------------------------------	--------------------------------------	--------------------------------

Publications describe the agency's youth development philosophy.	Yes ☐	Somewhat ☐	No ☐
--	---------------------------------	--------------------------------------	--------------------------------

Administrative staff is committed to youth development and is seeking proactively funding to support youth development programs.	Yes ☐	Somewhat ☐	No ☐
--	---------------------------------	--------------------------------------	--------------------------------

The Board of Directors is knowledgeable of youth development.	Yes ☐	Somewhat ☐	No ☐
---	---------------------------------	--------------------------------------	--------------------------------

Young people participate as active, voting members on the board.	Yes ☐	Somewhat ☐	No ☐
--	---------------------------------	--------------------------------------	--------------------------------

There is designated staff to support youth participation (to ensure recruiting, preparing and sustaining young people to be actively involved in the agency).	Yes ☐	Somewhat ☐	No ☐
---	---------------------------------	--------------------------------------	--------------------------------

Staff is selected for their experience and qualifications in working with young people/ families and ability to establish caring relationships.	Yes ☐	Somewhat ☐	No ☐
---	---------------------------------	--------------------------------------	--------------------------------

Staff is provided with training opportunities on youth development concepts and strategies	Yes ☐	Somewhat ☐	No ☐
There are mechanisms in place to ensure ongoing communication between staff, board and young people/families.	Yes ☐	Somewhat ☐	No ☐
Young people and their families have access to all staff, from administrative to frontline staff, to give input on organizational structure and programming.	Yes ☐	Somewhat ☐	No ☐
Programs offer development/enrichment opportunities such as skill building and service learning activities.	Yes ☐	Somewhat ☐	No ☐
Programs create an environment of belonging; young people have the opportunity to develop a relationship with a caring adult connected to the organization	Yes ☐	Somewhat ☐	No ☐
Programs are culturally sensitive; they recognize cultural strengths and differences to meet diverse populations.	Yes ☐	Somewhat ☐	No ☐
The organization encourages partnerships and collaborations with other agencies and organizations in order to provide more opportunities and supports for young people.	Yes ☐	Somewhat ☐	No ☐
The organization invites community groups and organizations to participate in program events.	Yes ☐	Somewhat ☐	No ☐
The documentation system is outcome based.	Yes ☐	Somewhat ☐	No ☐
Intake and assessment forms reflect young people's strengths and interests.	Yes ☐	Somewhat ☐	No ☐
The organization's physical environment is welcoming to young people and their families (reception area, phone system, ambience).	Yes ☐	Somewhat ☐	No ☐
The organization has clear behavior expectations and mechanisms to deal with conflict.	Yes ☐	Somewhat ☐	No ☐
The organization conducts regular safety inspections	Yes ☐	Somewhat ☐	No ☐

ASSIGNMENTS

Assignment A How can you inform and educate other people in your agency about youth development: support staff, supervisors, administrators, board members, volunteers?	Assignment B How can you increase youth involvement in your agency? What can you do to get young people involved in more meaningful ways?
Assignment C What can you do to make the physical and social climate of the agency more supportive and welcoming to young people and families?	Assignment D What can you do to reflect youth development concepts such as youth as resources or using a strengths based approach in your agency's written material? In your policies or public relations material?

Strategies to Integrate Youth Development Concepts in Your Organization

Organizational self-assessment

Youth involvement

- Create meaningful roles for young people on program and agency level
- Develop an orientation and training plan for young people
- Establish incentives and awards for youth participation
- Reimburse young people—stipends, part-time employment
- Mechanism for young people to express their opinion and give input (newsletter, focus groups, etc)
- Designate staff person to serve as a support person for young people
- Extend privileges to engaged youth: badges, business cards, phone and computer access

Increasing knowledge of youth development

- In-service training on youth development for staff (administrative through support), board, volunteers
- Involve young people as trainers or facilitators in trainings/events
- Involve youth and community in program evaluation
- Youth adult retreat
- Encourage professional development
- Create opportunities to bring staff, board, young people and community members together: open house, community events, joint projects with other agencies
- Utilize agency newsletter too educate about youth development

Youth development in written materials

- Strength based intake or assessment tools
- Public relations material educates about youth development
- Involve young people in creating outreach materials
- Mission reflects commitment to youth development
- Graphics are reflective of community
- Use agency newsletter and community reports to promote youth development

Personnel practices

- Hire staff with working experience in youth development
- Hire from the community the agency is serving
- Involve young people in hiring and orientation process
- Include youth development concepts in orientation process
- Orientation includes visits of other youth development programs
- Develop a structure and process for supervision highlighting a strength based, youth development approach
- Supervision process encourages personal growth (goal setting)
- Mechanism for incentives and promotional opportunities for staff committed to youth development
- Personnel policies reflect these practices

Community Linkages

- The board has community representation (community agencies, community leaders, representatives of other community sectors, parents, consumers)
- The organization has an open door policy; it provides easy access to administration and staff
- The organizations recruits and hires from within the community, representing its cultural and ethnic groups
- The organization creates regular events to educate the community about its services as well as obtain feedback from community groups
- The organization participates in community coalitions and has close working relationships with other community organization (staff joins boards, advisory committees or coalitions)
- The organization provides community education on positive youth development

Physical environment and climate

- Location is accessible to community agency is serving
- Operating hours are extended—after school hours
- Exterior/interior spaces are welcoming and youth friendly— involve young people in improvement projects
- Meeting spaces are comfortable and safe
- Reception area is welcoming
- Language used is inclusive and positive
- Consumers and staff have opportunities to communicate with administration and board
- Expectations and rules are clear and known to all; they are consistently enforced
- Develop conflict resolution process

6

Community Involvement and Collaboration

6.1 It Takes a Community . . .

Objectives: Participants will understand the importance of community involvement

Participants will share their experience with community mobilization efforts

Material: 8-10 foam balls

Slide: Community Groups and organizations

Handout: 6.1. A Community Groups and Organizations

6.1. B Community Mobilization Models

Time: 35 minutes

Audience: General

Lesson Plan

One of the key principles of positive youth development is community involvement. Young people do not grow up in a vacuum; they are surrounded by a range of social environments that influence them: family, school, neighborhood groups, youth groups etc. To demonstrate the importance of community involvement I would like to start with a brief exercise.

Step 1 > Large group exercise (20 min)

I need a volunteer who appreciates the opportunity to go back in time and be 14 again. ***Ask volunteer to come forward; ask for his or her name.*** Now I need a second volunteer who will be the parent. ***Ask volunteer to come forward and introduce him or her.***

To the large group: What challenges do young people face today?

Each time a participant states a challenge or risk (drugs, crime, drop out, family violence etc), hand the participant a foam ball. Repeat this 8 – 10 times depending on the size of the group. Ask the participants with the balls to come forward and surround the teen and the parent.

To the parent: Here are all the challenges your child is facing. You are charged with protecting (name). Are you ready? When I count to three, the challenges will throw the balls at (name). Ready?

Count to three. Process the event. Ask teen how s/he felt. Collect balls and hand them back to

participants/challenges.

To the teen: Who can we call on to help? Who else in the community is on your side? ***Ask teen to name adult supporters and friends such as grandparent, teacher, coach, boy scout leader, pastor etc. Identify 6-7 adults. Ask who in the group has this role in their community. Ask them to come forward.***

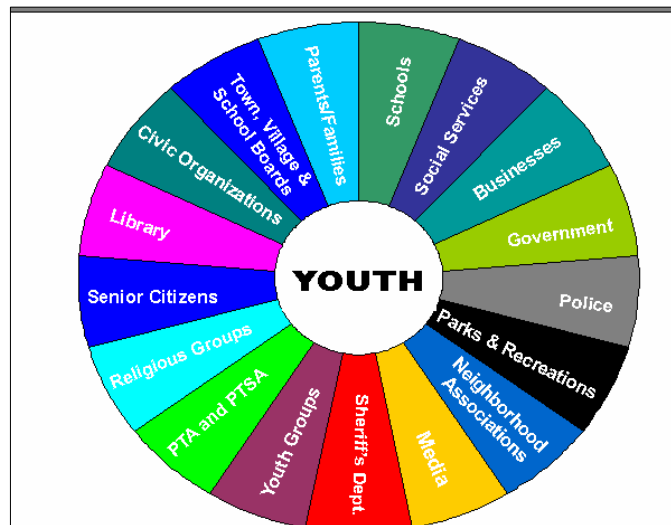
You are all supporters and protectors of (name). You are now charged with protecting (name) from the challenges s/he is facing. Take a minute to talk with each other how you will do this. Ready? To challenges: Are you ready?

Count to three. Have them proceed. This time most of the balls should have been deflected. Process event. Ask for observations of participants and audience. Ask teen how s/he felt. Ask participants to sit down again.

This was a brief visual demonstration of the importance of community. It shows us that young people are facing multiple problems and issues every day. They need more help and protection than one person can offer. It also shows us that young people are connected to many different groups. We need to draw on those groups, explore the connections they have, and not rely on only one or two - most commonly parents and/or school.

Step 2 > Large group discussion (15 min)

Slide - Community Groups and Organizations



As the slide shows, communities have a range of organizations, socials groups and structures. How do we engage them in efforts to create community-wide alliances or initiatives to make communities more supportive and nurturing of young people? Currently there are three nationally recognized community mobilization models: Search Institute's Healthy Communities-Healthy Youth initiative, Communities That Care, and America's Promise.

Ask participants if they are familiar with any of them and if they use any of them or a combination of models in their community. Ask them to share community examples.

We do not have the time to explore all three in detail but I can leave you with a handout that lists the key points and strategies of all models including web references for more information.

Distribute handouts: 6.1. A and 6.1.B.

Facilitator Tips

1. This is a fun activity; it works well with a large group of participants. It can be used as a warm up activity e.g., in combination with 1.2 Positive Youth Development.
 2. The activity can be a lead in to other activities in this section such as 6.2 Knowing Your Community and 6.3 Asset Based Community Building
 3. The activity requires at least 15 participants.
-

Community Involvement and Collaboration

6.2 Knowing Your Community

Objective:	Participants will increase their knowledge of community sectors and their characteristics
	Participants will explore their knowledge and connections to different community sectors in their own community
Material:	Newsprint, markers, tape Handout: 6.2 Community Sectors
Time:	40 minutes
Audience:	General

Lesson Plan

Prepare: 4 sheets of newsprint (Each has a label: public, private, non-for-profit, or informal), posted in different parts of the room. Up front: one additional sheet of newsprint with the content of the handout.

When we talk about community in regards to young people, we often refer to human services or youth serving organizations. We might include the family and schools, but we might not think beyond those boundaries. In this exercise we will explore systematically a range of community sectors and our connections with them. In addition we will start thinking about how we can outreach groups we have not connected with.

Step 1 > Small group activity (20 min)

Distribute handout: 6.2 Community Sectors. Divide group into 4 working groups.

The handout describes 4 community sectors. The public sector is made up by all the institutions and organizations supported by the public such as schools, government, libraries etc. The private sector includes for profit organizations and businesses. The non-for-profit sector includes social services agencies and organizations that usually employ staff and are governed by a board of directors. It also includes religious organizations. Finally the informal sector involves all the groups that organize around a common interest – usually they do not have paid staff or financial structure.

Each work group will take on one sector, discuss it and flesh it out. Write down organizations – be prepared to report out on this. You have 5-7 minutes.

Assign each group to one sector. Provide them with markers.

Have each group present their findings. Ask if there are clarification questions. Any additions? Add them to the newsprint. Ask if there were any surprises. Summarize highlights – it can be expected that the informal and private sector will be less developed.

Step 2 > Large group discussion (20 min)

Now that we have a pretty good sense of what the community sectors look like, I would like you to look at the handout. There is a diamond shape shaded in; this reflects the area of the community sector you have close ties with. I want you to think about a) the organizations you are working with for each community sector and write them into the shaded space; and b) What does the relationship look like? What kinds of contributions are those organizations making to you; or you to them? Work on this individually for 5 minutes. Do this for all community sectors.

Ask volunteers to give you examples for each sector starting with the public, then private, non-for-profit and the informal. Ask what contributions they make. Using the prepared newsprint, write down organizations in the diamond, contributions on the outside (ask 1 or 2 volunteers to do the writing).

Process observations, findings, and gaps.

To wrap up, we have learned that there are community sectors we often overlook and do not engage – such as the private sector and the informal sector. We are better at engaging the public and non-for-profit sector. Why is that? We tend to have common goals; we have a history of working together; we have formed relationships. When we look at the private sector and the informal sector we are not so clear about our common goals and language, relationships and contributions.

Refer to ABCD approach for guidance with the informal sector
(www.northwestern.edu/ipr/abcd.html)

Additional handouts (optional)

Enhancing Service through Effective School/Community Collaboration:

www.actforyouth.net/documents/prACTice_june05.pdf

Involving Parents as Partners in Youth Development:

www.actforyouth.net/documents/prACTice_Aug04.pdf

Facilitator Tips

1. When discussing the 4 sectors, there will be questions about the correct classification of some organizations. One example would be the voluntary fire department: Although staff is not paid, the organization is governed and financed by the public. In most cases the classification is pretty straight forward. Some organizations might fall into two categories. Avoid long debates of individual cases; the main focus of this activity is to identify that there several sectors and that one or two are under represented.
2. Alternative activities: If the group is fairly small (10 or less), post newsprints with a sector label around the room, give all participants markers and let them go from newsprint to newsprint to write down their ideas. Or, flesh out the sectors by brainstorming with the whole group, then let participants work individually on the handouts.
3. Combine activity with 6.1. if the focus is on increasing awareness of community resources. Or, use it as a lead in to 6.3 Asset Based Community Building (to talk about the informal sector) or 6.4 Involving Businesses (to talk about the private sector)

Community Involvement and Collaboration

6.3 Asset Based Community Building*

Objective: Participants will understand basic concepts and strategies of community building

Material: Pens, markers, newsprint
Slides: Community needs
Community Assets
Handout: 6.3.A Community needs & Community Assets
6.3.B Individual Assets

Time: 30-50 minutes

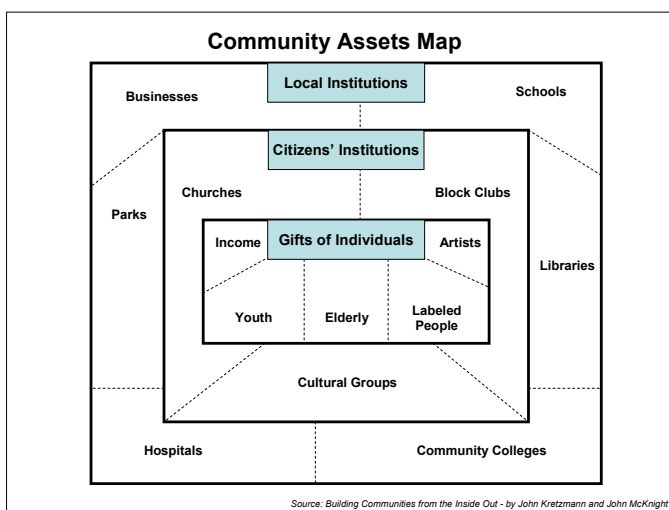
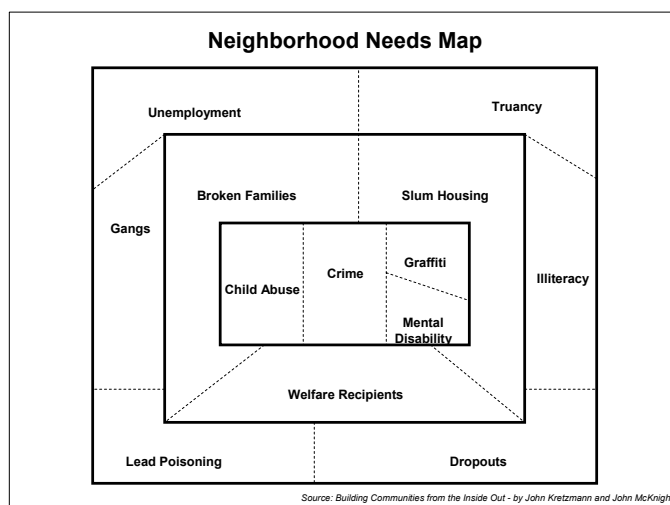
Audience: General

Lesson Plan

Young people grow up in communities. We want to build communities that are more supportive and nurturing of young people. This means we have to reach out to all segments of community and go beyond youth programs and services. How do we do this? How do we connect with people and organizations that we typically do not work with?

Step 1 > Brief lecturette (5 min)

Let me introduce you to the asset based or strengths based community building approach, a model developed by Kretzmann & McKnight in Chicago. It makes a profound shift from mapping community needs to mapping community assets – the same shift we are making in positive youth development by moving from problems or deficits to assets or strengths.



Briefly describe slides. Distribute handout: 6.3.A

Talking points

- 1. This looks familiar, right? Community needs assessment is what we usually do. We identify problems and gaps in service to plan for additional services.***
- 2. Imagine a glass of water half full. Instead of looking at the glass half empty, we are looking at it half full. We are looking at the resources and assets we have in the community with the idea in mind to build on those to improve conditions in the community. We have resources and assets in individuals, informal organizations and in institutions. The task is to identify or map assets and connect them.***

Ask if there are any questions about the concept.

Step 2 > Large group activity (30-40 min)

How does this work in reality? I would like to demonstrate how this approach can work. Let's start with mapping our assets here in this room.

Distribute handout: 6.3.B Individual assets. Briefly describe the four categories.

Take a few minutes think about your personal assets. What are you good at? It is amazing how difficult this can be because we are so tuned in to problems and deficits. This is an opportunity to think about strengths, your own strengths. Write down under each heading what you are good at, manually and cognitively; what you feel passionate about, and who or which groups you are connected with. Write down 4-5 things in each category.

Give participants 8- 10 minutes. Ask each participant to name one item under the first heading. Avoid repeats. Write it on prepared newsprint (divide newsprint into 4 sections and label each section with one of the asset categories). Process the other categories the same way. This will take time depending on the number of participants but it will clarify and demonstrate the wealth of assets in any group.

Look at all the talents, skills, passions and connections we have in this room alone. These are all resources and strengths we can build on. This is what the asset based community building approach is all about. The strategy is very simple and straight forward. To improve conditions in a community, you identify and map community assets and then start building connections and linkages. Very often that is done by simply asking.

Here is an example: An elementary school in a low income neighborhood was interested in a camcorder for school projects. There was no money in the budget for this. A parent, member of a civic association, asked the association for help. The neighborhood group organized a series of Saturday pancake breakfasts and purchased the camcorder.

Ask if participants have questions and comments. Facilitate a brief discussion of how participants can use this approach in their work settings.

Refer to Kretzmann & McKnight manual that includes strategies and community examples (see references) and their web site: www.northwestern.edu/ipr.abcd.html

** The activity was inspired and adapted from a workshop presented by Robert Francis, RYASAP, Bridgeport, CT & ABCD Faculty.*

Facilitator Tips

1. Review ABCD material beforehand (see references).
 2. Practice by doing the exercise yourself. The activity is very powerful. Most people are not used to being asked what they are good at. They might be reluctant initially but they will be astonished by the outcomes.
 3. The size of the group determines the length of the activity.
 4. The activity works well with activity 6.2 Knowing Your Community to strengthen connections to underused community resources.
 5. This activity can also be used in combination with activity 2.4. Building on Strengths. Doing that the focus will shift from community building to identifying and strengthening individual strengths. Or, in combination with activities in Section 4: Youth Development in Care Settings.
-

Community Involvement and Collaboration

6.4 Involving Businesses

Objective:	Participants will explore roles businesses can play in positive youth development Participants will learn practical tips on how to involve businesses in promoting youth development
Material:	Newsprint, markers, tape Slides: Involving Businesses. Potential Roles Presentation to Businesses. Practical Tips Business Contributions (Large businesses) Business Contributions (Small businesses) Handouts: 6.4.A Involving Businesses. Potential Roles 6.4.B Presentations to Businesses. Practical Tips 6.4.C Preparing Easy-To-Read Materials 6.4.D Business Contributions to Youth Development Projects/Initiatives 6.4.E Business Contributions to YD Projects/Initiatives: Local Business
Time:	50-60 minutes
Audience:	Service providers, after school care

Lesson Plan

When we talk about involving businesses in youth development initiatives or organizations, there are two things that come to mind right away. What do we usually think about? Money! Business contributions usually evolve around money. But there are other contributions businesses could make. The other thing that comes to mind is that we do not feel comfortable talking to businesses. We feel that we don't speak the same language. ***Ask participants what their experiences have been.***

Step >1 Large group brainstorm (15 min)

Businesses can play a range of different roles in a youth development initiative.

Slide – Involving Businesses. Potential Roles

Involving Businesses Potential Roles

Convener

Leader

Spokesperson

Program Manager

Supporter

Review the slide using information on the handout 6.4.A Involving Businesses. Potential Roles

Distribute handout: 6.4.A

With this in mind, think about how you have reached out to businesses. Most of you have some experience recruiting support from businesses. What have you asked from them? Take a few minutes and talk to your neighbors (groups of 3).

Ask volunteers to give a couple of examples. Write them on newsprint in two categories: financial and in-kind (divide newsprint in to 2 columns). If the group only mentions a few examples of in-kind contributions, suggest a few more such as offering business space for educational purposes, apprenticeship opportunities for young people, volunteer opportunities for staff. Highlight the range of contributions.

Step 2 > Brief lecturette (15 minutes)

Now we know what we want to ask from businesses; we even might have a list to choose from. That is a very important step. It is critical to be clear about what you. You do not want to approach businesses without a clear agenda. Before we actually reach out, we need to think about how we are going to present our requests.

Slides – Presentations to Businesses. Practical Tips

**Presentation to Businesses
Practical Tips**

Points to cover:

This is what we are about.
This is what we want from you.
This is what is in it for you.

**Presentation to Businesses
Practical Tips**

The Delivery Needs to Be:

Brief
Simple
To the point
Include easy-to-read material

**Presentation to Businesses
Practical Tips**

Make the business case

Recognition and Visibility
Create vital community
→ Competent Workforce
→ Attractive to young families
→ Economic Development

Go over the points one by one. Stress that this a very different approach than human services – brief, simple, to the point; businesses will not read long reports and wordy but vague brochures. Ask participants if they have comments or questions. Distribute handouts: 6.4.B and 6.4.C Preparing Easy-To-Read Material.

Let's put this into practice. We have a list of possible roles and contribution that we need to put into a brief, precise format. Here are a couple of suggestions:

Slides - Business Contributions (large businesses)
Business Contributions (small, local businesses)

Business Contributions to Youth Development Projects/Initiatives			
Large - National Businesses			
☐	Financial Contribution	☐	Convener
☐	Create Youth Foundation	☐	Coalition Spokesperson
☐	Stipends/scholarships	☐	Advertising Youth Development
☐	Co-Sponsor Community Event	☐	Encourage Mentoring/Volunteering
☐	Adopt-A-School/Program	☐	Workplace Initiative (ex: parent education)
☐	Capital Improvement Funds (ex: new building)	☐	Youth Employment
☐		☐	Space for Program/Event
☐		☐	
☐		☐	

Business Contributions to Youth Development Projects/Initiatives					
Small - Local Businesses					
	MONETARY		IN KIND		RECOGNITION
☐	Financial Contribution	☐	Non-Monetary Support (i.e. Services, T-Shirts, Food)	☐	Visibility in Media (One Time Listing: Newspaper, Radio, TV)
☐	Youth Awards	☐	Job shadowing/Apprentices	☐	Regular Newsletter Articles
☐	Stipends/Scholarships	☐	Mentoring/Volunteering	☐	Advertise Sponsors in Brochures and Other Publications
☐	Sponsorship of Events/Programs/Clubs	☐	Volunteer for Board/Committee	☐	Advertise Sponsors During Events (Local, Statewide)
☐	Equipment/Supplies	☐	Use Workplace to Promote Youth Development	☐	Sponsor Awards
☐	Support a Youth Program	☐	Create Youth Program (i.e. Teen-Bowling Night)	☐	Advertise Sponsors on Web Site (i.e. Links)
☐		☐		☐	
☐		☐		☐	

Talking Points:

Tailor the contributions you are seeking to the size of the businesses; larger, national chain stores can afford different support than a local small company. Select a few things you are looking for, do not present a huge list. Be clear in wording so businesses understand what you are asking for. It is more attractive to add ways to recognize businesses right away. List recognitions and awards you can deliver especially when it entails media participation.

Distribute handout: 6.4.D Business Contributions to Youth Development Projects/Initiatives

Step 3 > Small group discussion (20 min)

There are a couple of issues to consider when we plan our outreach.

- How do we select businesses?
- Who does the contact?

In regards to business selection, we might want to consider local and regional versus national businesses. A locally owned store is differently invested in the community than a national chain. Depending on the contribution you are seeking, you might want to consider that. This was reflected in the handouts. Also, if you want to involve businesses on an ongoing basis, you might want to create your own data base. There are different sources available for this information: Chamber of Commerce, Labor Department, Business Associations. ***Ask participants if they have additional ideas.*** Or you can generate your own data base by exploring neighborhood or city businesses by mapping them yourself. Simply do a walking tour and list the businesses you see. Then add information such as owner, contact information. ***If participants are interested in doing it very systematically, refer them to Kretzmann & McKnight's ABCD approach (see references)***

A very important strategic question is who will contact the business. The project or program coordinator might not be the best choice. Given the material we discussed today, how would you approach businesses in your community? Let's assume you want to approach a locally owned business. Think about it for a minute and talk to your neighbor about. What steps would you take? Who would be the first contact? Take a few minutes to discuss it.

Ask volunteers to report out. Write ideas down on newsprint. Facilitate a brief discussion about who might be a good spokesperson (member of the board who knows business owner, executive director, another business person who supports the program). Discuss process - first step, follow up steps. One possible strategy could be to do a presentation at a business association meeting or community social club or event before approaching businesses individually.

Facilitator Tips

1. Review material and practice slides beforehand. Although the presentation does not require a lot of business knowledge, you might be more comfortable by doing a few practice presentations.
 2. This activity works well in combination with activity 6.2.
-

Community Involvement and Collaboration

6.5 Understanding Collaboration

Objective: Participants will learn about the collaboration continuum.

Participants will explore effective collaboration strategies.

Materials: Newsprint, markers, tape

Slides: Collaboration Continuum

Handouts: 6.5.A Ugli Orange Case

6.5.B Collaboration Continuum (visual)

6.5.C Collaboration Definition & Continuum

6.5.D Collaboration Strategies That Work

Time: 40 minutes

Audience: General

Lesson plan

Working within a partnership or working with different community sectors requires collaboration. What does collaboration mean though? If I ask all of you to define collaboration, I am fairly certain that the definitions will vary. One definition in the dictionary is “working with the enemy”. Isn’t that the truth?! It often feels that way; because collaboration is not an easy process. It takes time and effort. If we are honest, we probably would say that we are only doing it because we can’t get there (our goal) by ourselves. Let’s try it out.

Step 1 > Team activity (15 min)

Ask participants to team up with a neighbor. Use handout: 6.5.A Ugli Orange Case. One person is Dr. Roland, the other is Dr. Smith. Each doctor gets a different handout.

First read your handout – you cannot share the paper with your partner. Once you both have read your paper, start talking to each other.

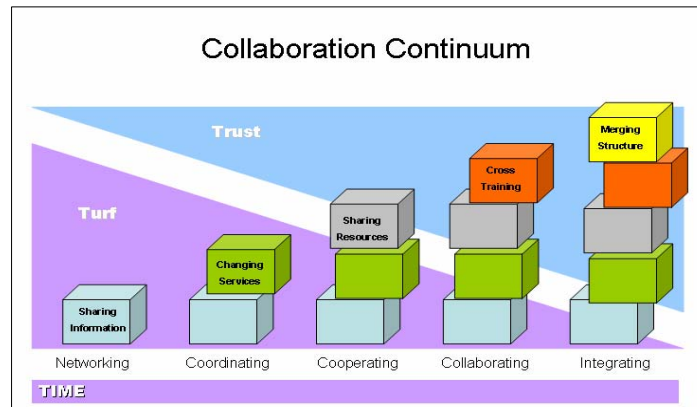
After 5-7 minutes most teams should have come to a solution. Process the solution and their observations. Possible answers - Effective strategies: willing to listen, looking for common threat, clarified goals and needs. Barriers: assumptions, not listening, competition, lack of trust

This activity demonstrates the important role of communication in collaboration. Language we use is another important issue. I believe that clarifying what we mean by collaboration will help us in the process.

Step 2 > Brief lecturette (15 min)

I would like to introduce to you to a collaboration framework, the collaboration continuum. Let me walk you through this; then we can discuss it.

Slides - Collaboration Continuum



Review interactive slide using information from handout: 6.5.C Collaboration Definition and Continuum.

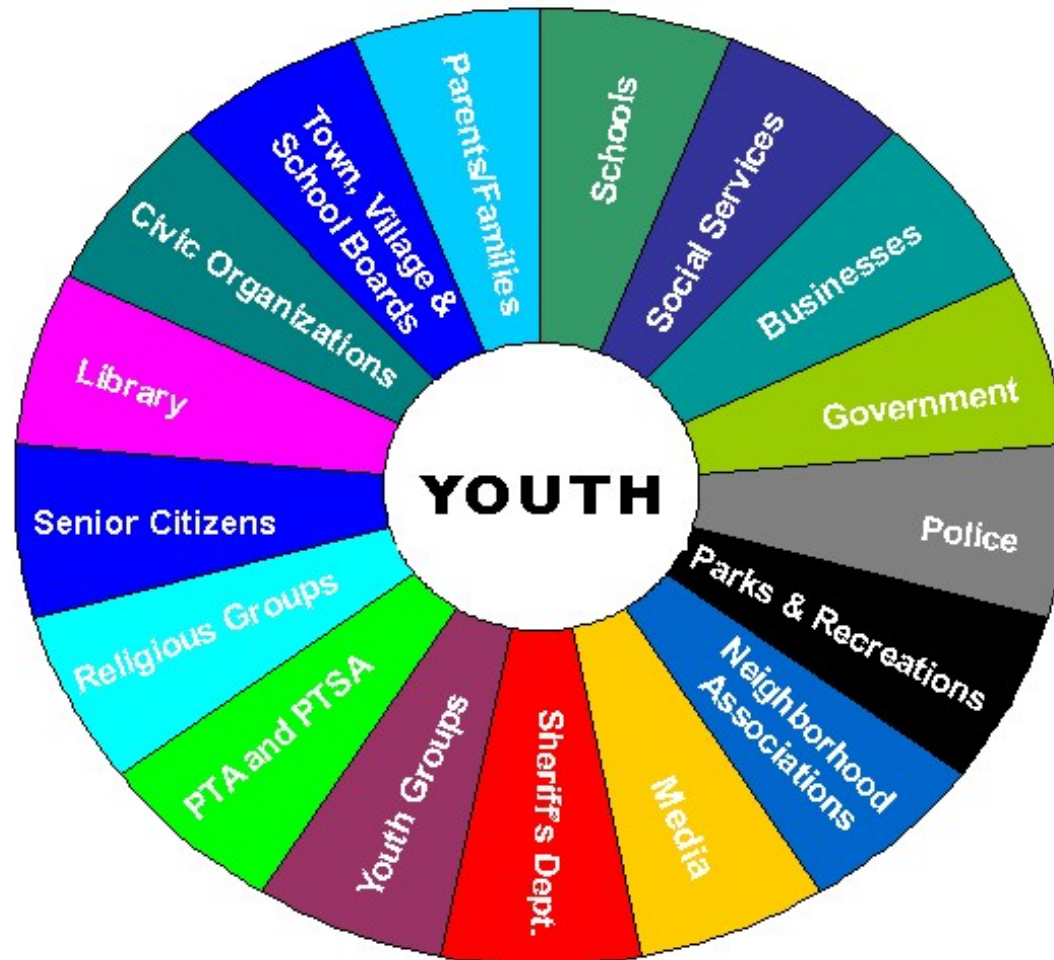
This model helps understand some of the conflicts that arise when we try to work together i.e., if I talk about cooperation and sharing of resources but my partners think at the networking level, we will have a conflict because they are not prepared to share resources. The clarification of terms will help clarify expectations. One level is not better than another level; networking is a good level if it serves us in reaching our common goal. This model also demonstrates that mandates to collaborate do not work if the level of trust is not there, or the turf issues have not been addressed. To get to a higher level of collaboration, we need to build on where we are – most often networking. It takes work and time to develop higher, more complex levels of collaboration. This holds up for inter-agency collaboration as well as intra-agency collaboration.

Process questions and observations. Distribute handouts: 6.5.B, 6.5.C and 6.5.D

Facilitator Tips

1. Practice interactive slide using information from handout: 6.5.C. If possible, add examples for each level of collaboration from your experience.
2. This activity works well on its own to reflect on inter-agency collaboration and its challenges.
3. Activity can be combined with activity 6.2 Knowing Your Community.

Community Groups and Organizations



Models of Community Mobilization

Currently there are three popular community mobilizations models that focus on young people. As community mobilization efforts they pursue three objectives:

- to develop broad, community wide coalitions with the goal to improve youth outcomes;
- to increase public awareness around healthy and positive youth development;
- to increase community capacity to implement effective strategies.

Search Institute's Healthy Communities – Healthy Youth Initiative

The theoretical framework of this initiative is the 40 developmental assets young people need to thrive and develop to their full potential. The focus is on positive development, not on prevention and risk reduction. Grounded in the current research on adolescent development, assets are the experiences, skills, opportunities, and values young people need to be healthy and productive. Assets are external, opportunities and supports provided by community, school, family and peer group as well as internal, values, commitment, competencies and identity. Using a student self-reflection survey, the Search Institute has found that typically in most communities barely 50% of high school students have 20 assets or more. This determines the intervention strategy - communities have to do more to help young people build more assets.

Search Institute promotes a social marketing approach to community mobilization. The asset framework provides a positive vision communities can rally around to build the foundation young people need. The student survey serves as a catalyst to reach out to, engage and commit all community sectors to building assets.

For more information: www.search-institute.org

Communities That Care (CTC)

The theoretical framework for this mobilization model is the science of prevention that simultaneously promotes positive development and prevention of negative behavior. Based on prevention and resilience research the framework identifies 20 risk factors that are linked to 5 problem behaviors (teen pregnancy, school drop out, delinquency, substance abuse, violence) as well as protective factors (broad categories are healthy beliefs and clear standards, bonding, and individual characteristics such as intelligence). Originally developed by Drs. Hawkins and Catalano of the University of Washington, CTC is a prevention planning system that guides community partnerships step by step through a strategic planning process from identifying risk and protective factors to identifying resources, priorities, measurable goals and to finally developing a community action plan that implements best practice strategies/programs.

CTC uses a student perception survey along with archival data to assess risk and protective factors. The CTC process is very research and data driven.

For more information: www.channing-bete.com/positiveyouth/pages/CTC/CTC.html

America's Promise – The Alliance for Youth

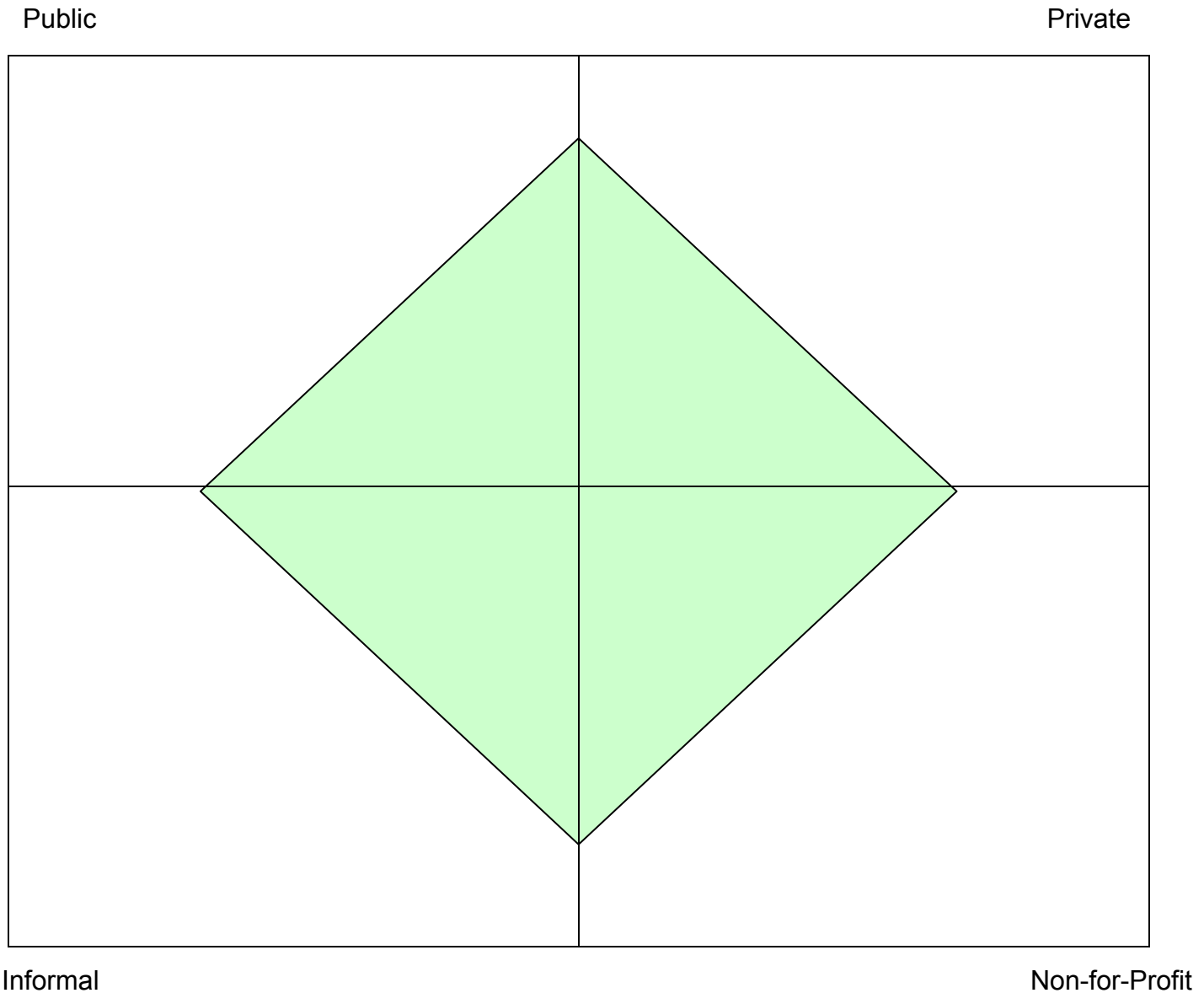
Conceived at a political summit, the 1997 Presidents' Summit for America's Future, this community mobilization model is theoretically anchored in positive youth development and resiliency research. It is a national call to action that aims to mobilize local social and economic capital to provide children and adolescents with fundamental resources (five promises)

- ongoing relationships with caring adults
- safe places with structured activities during non-school hours
- healthy start and future (e.g., access to healthcare, good nutrition)
- marketable skills through effective education
- opportunities to give back through community service

America's Promise focuses its efforts on raising public awareness and commitment, obtaining endorsement from national organizations (private, public and non-for-profit) to develop large scale youth initiatives centered on the five promises, and finally creating local alliances (neighborhoods, towns, counties) to fulfill the 5 promises.

For more information: www.americaspromise.org

Community Sectors



Here is a description of each sector:

Public Sector: Institutions and organizations supported by the public (schools, government, libraries, etc)

Private Sector: For profit organizations and businesses

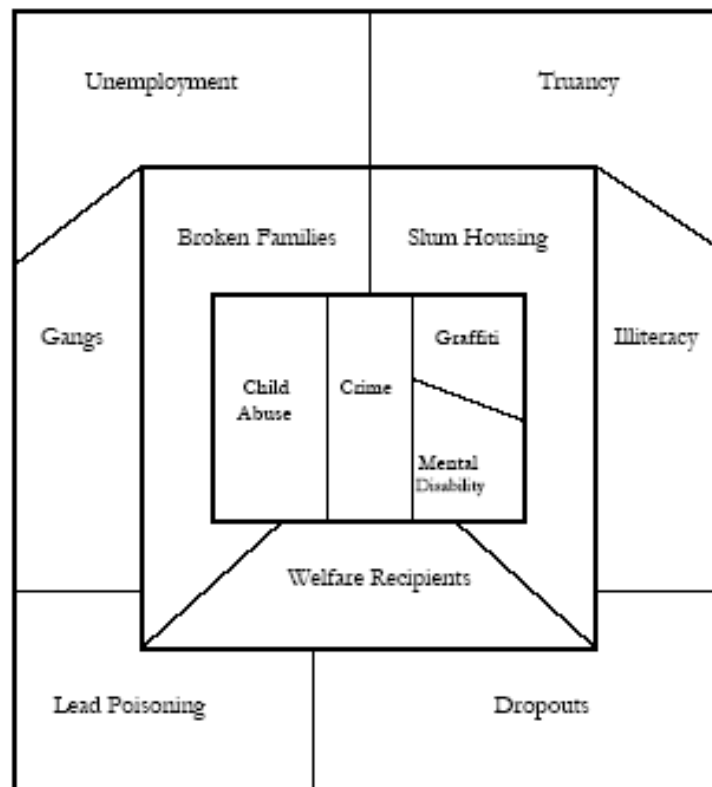
Non-for-profit
Sector: Human and social service agencies, religious organizations

Informal

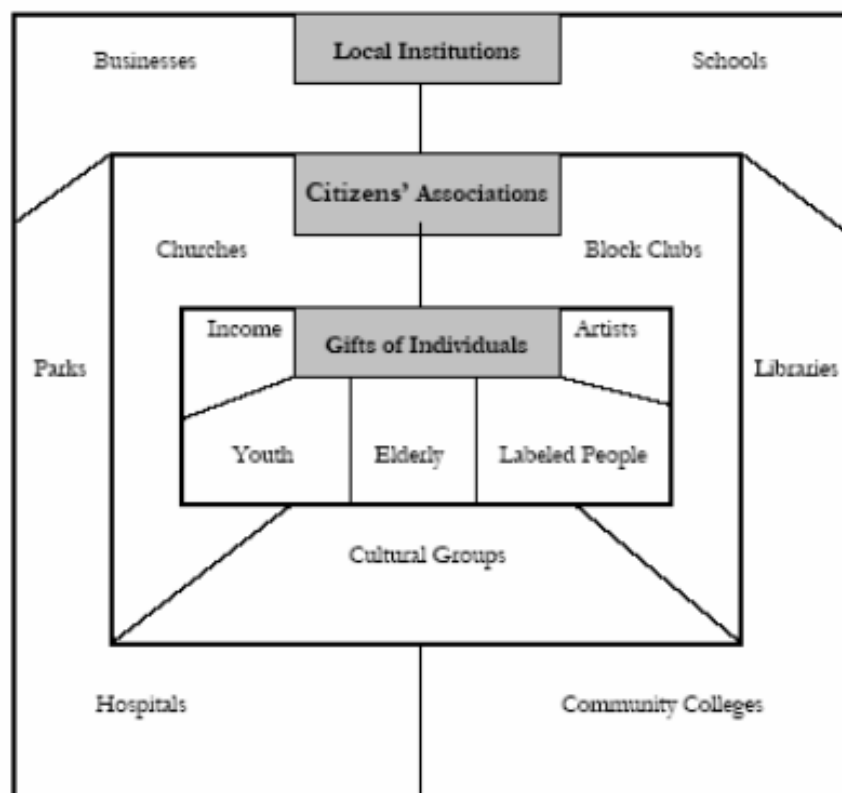
Sector: Groups that are organized around a common interest, not affiliated with organizations or government (sport teams, card clubs, neighborhood groups, etc)

Adapted from the Resource Map, Innovation Center 2001. Building Community. www.theinnovationcenter.org

Neighborhood Needs Map



Community Assets Map



Individual Assets

Manual Skills



Knowledge



Passion



Connections



Involving Businesses

Potential Roles

Convener

Inviting other businesses to participate and sponsor the goals of the initiative

Leader

Becoming a champion in promoting Youth Development

Spokesperson

Using his/her prominent position to become a public spokesperson (public forums, press conferences, etc.)

Program Manager

Developing and administrating a youth development project/program

Supporter

Providing financial and in-kind support to the initiative

Presentations to Businesses

Practical Tips

Points to cover:

- This is what we are about.
- This is what we want from you.
- This is what is in it for you.

The delivery needs to be:

- Brief
- Simple
- To the point
- Include easy-to-read material

Make the business case:

- Recognition and Visibility
- Vital community
 - Competent Workforce
 - Attractive to young families
 - Economic Development

Preparing Easy-To-Read Materials

Write easy-to-read materials

- Use active voice
- Put your messages in the subheadings
- Vary sentence length, but keep most sentences fairly short (8-10 words)
- Summarize frequently and repeat your main points to enhance comprehension

Clear graphics

- Emphasize important points without detracting from their readability.
- Use large, easily readable type.
- Use an inviting format (don't run text across the page, use white spaces, uneven right margin)
- Don't let the graphics dilute the message (use good contrast, avoid reverse lettering or vertical alignment)
- Show pictures only of what you want readers to do (avoid negatives, use visuals to enhance your points).

Resource: Technical Assistance Bulletin: You can Prepare Easy-To-Read Materials. The National Clearinghouse for Alcohol and Drug Information. 1994. <http://www.health.org/govpubs/MS499/>

Business Contributions to Youth Development Projects/Initiatives

Large - National Businesses

☐	Financial Contribution	☐	Convener
☐	Create Youth Foundation	☐	Coalition Spokesperson
☐	Stipends/scholarships	☐	Advertising Youth Development
☐	Co-Sponsor Community Event	☐	Encourage Mentoring/Volunteering
☐	Adopt-A-School/Program	☐	Workplace Initiative (ex: parent education)
☐	Capital Improvement Funds (ex: new building)	☐	Youth Employment
☐		☐	Space for Program/Event
☐		☐	
☐		☐	

Business Contributions to Youth Development Projects/Initiatives Small - Local Businesses

MONETARY

☐	Financial Contribution
☐	Youth Awards
☐	Stipends/Scholarships
☐	Sponsorship of Events/Programs/Clubs
☐	Equipment/Supplies
☐	Support a Youth Program
☐	
☐	

IN KIND

☐	Non-Monetary Support (i.e. Services, T-Shirts, Food)
☐	Job shadowing/Apprentices
☐	Mentoring/Volunteering
☐	Volunteer for Board/Committee
☐	Use Workplace to Promote Youth Development
☐	Create Youth Program (i.e. Teen-Bowling Night)
☐	
☐	

RECOGNITION

☐	Visibility in Media (One Time Listing: Newspaper, Radio, TV)
☐	Regular Newsletter Articles
☐	Advertise Sponsors in Brochures and Other Publications
☐	Advertise Sponsors During Events (Local, Statewide)
☐	Sponsor Awards
☐	Advertise Sponsors on Web Site (i.e. Links)
☐	
☐	

UGLI ORANGE CASE

ROLE FOR DR. ROLAND

You are Dr. P.W. Roland. You work as a research biologist for a pharmaceutical firm. The firm is under contract with the US Government to do research on methods to combat enemy uses of biological warfare.

Recently several World War II experimental nerve gas bombs were moved from the US to a small island just off the US coast in the Pacific. In the process of transporting them, two of the bombs developed a leak. The leak is presently controlled, but government scientists believe that the gas will permeate the bomb chambers within two weeks. They know of no method of preventing the gas from getting into the atmosphere and spreading to other islands, and very likely to Los Angeles as well. If this occurs, it is likely that several thousands of people will incur serious brain damage, or die.

You've developed a synthetic vapor which will neutralize the nerve gas if it is injected into the bomb chamber before the gas leaks out. The vapor is made with a chemical taken from the rind of the Ugli Orange, a very rare fruit. Unfortunately, only 4000 of these oranges were produced this season.

You've been informed, on good evidence, that a Mr. R.H. Cardoza, a fruit exporter in South America, is in possession of 3000 Ugli oranges. The chemicals from the rinds of this number of oranges would be sufficient to neutralize the gas if the serum is developed and injected efficiently. You have been informed that the rinds of these oranges are in good condition.

You have also been informed that Dr. J.W. Jones is urgently seeking purchase of Ugli oranges and is aware of Mr. Cardoza's possession of the 3000 available. Dr. Jones works for a firm with which yours is highly competitive. There is a great deal of industrial espionage in the pharmaceutical industry. Over the years, your firm and Dr. Jones' firm have sued each other for violations of industrial espionage laws and infringement of patent rights several times. Litigation on two suits is still in process.

The federal government has asked your firm for assistance. You've been authorized by your firm to approach Mr. Cardoza to purchase the 3000 Ugli oranges. You have been told he will sell them to the highest bidder. Your firm has authorized you to bid as high as \$250,000 to obtain the rind of the oranges.

Before approaching Mr. Cardoza you have decided to talk to Dr. Jones to influence the doctor not to prevent you from purchasing the oranges.

ROLE FOR DR. ROLAND

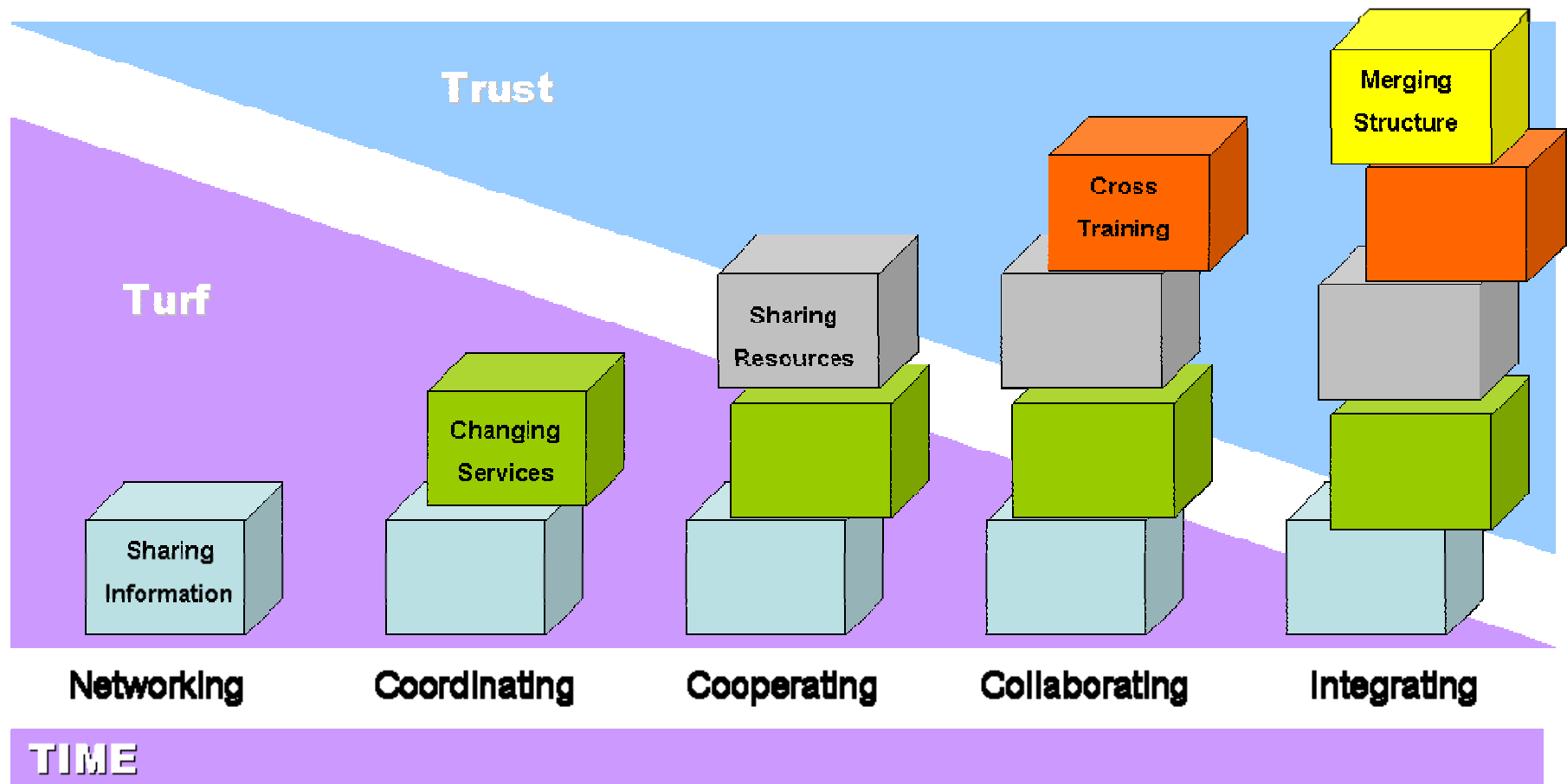
You are Dr. John W. Jones, a biological research scientist employed by a pharmaceutical firm. You have recently developed a synthetic chemical useful for curing and preventing Rudosen. Rudosen is a disease contracted by pregnant women. If not caught in the first four weeks of pregnancy, the disease causes serious brain, eye, and ear damage to the unborn child. Recently there has been an outbreak of Rudosen in your state and several thousand women have contracted the disease. You have found, with volunteer victims, that your recently developed synthetic serum cures Rudosen in its early stages. Unfortunately, the serum is made from the juice of the Ugli orange, which is a very rare fruit. Only a small quantity (approximately 4000) of these oranges were produced last season. No additional Ugli oranges will be available until next season, which will be too late to cure the present Rudosen victims.

You've demonstrated that your synthetic serum is in no way harmful to pregnant women. Consequently, there are no side effects. The Food and Drug Administration has approved of the production and distribution of the serum as a cure for Rudosen. Unfortunately, the present outbreak was unexpected and your firm had not planned on having the compounded serum available for six months. Your firm holds the patent on the synthetic serum and it is expected to be a highly profitable product when it is generally available to the public.

You have recently been informed that Dr. P.W. Roland is also urgently seeking Ugli oranges and is also aware of Mr. Cardoza's possession of the 3000 available. Dr. Roland is employed by a competitor pharmaceutical firm. The doctor has been working on biological warfare research for the past several years. There is a great deal of industrial espionage in the pharmaceutical industry. Over the past several years, Dr. Roland's firm and your firm have sued each other for infringement of patent rights and espionage law violations several times.

You have been authorized to approach Mr. Cardoza to purchase the 3000 Ugli oranges. You have been told that he will sell them to the highest bidder. Your firm has authorized you to bid as high as \$250,000 to obtain the juice of the 3000 available oranges.

Collaboration Continuum



Collaboration: A Definition

Collaboration shall be defined as a process to reach goals that cannot be achieved by one single agent. It includes the following components:

- Jointly developing and agreeing on a set of common goals and directions;
- Sharing responsibility for obtaining those goals;
- Working together to achieve those goals, using the expertise and resources of each collaborator.

Collaboration stresses **sharing** risks and responsibilities towards a jointly defined goal such as preventing a stressed out caretaker engaging in child abuse. It increases the likelihood that the goal can be met. However, three powerful, common barriers that might impede collaborative efforts or working together of agencies are **time**, **trust** and **turf**.

Time: Collaborative efforts take time to develop. Short-term, collaboration will take more time and effort than providing services independently; however, long-term it will save time.

Turf: Turf issues surface when an imbalance, perceived or real, of benefits to the collaboration partners occurs. For example, one agency might see that another agency reaps more benefits from the collaborative effort; or, one agency takes on less responsibility, or has more decision making power. Partners do not see each other as equally involved in benefiting of the collaboration.

Trust: Lack of trust becomes a barrier in collaborative efforts. Trust can be influenced by prior or current troubled working relationships, or by lack of understanding on how agencies or disciplines operate, or by personal factors such as personality or temperament of an agency representative.

Collaboration Continuum

To the degree that agencies are able to overcome the three main barriers: time, turf and trust, they will engage in collaborations of different complexity and commitment. The ability to overcome barriers will be reflected in the progressive continuum of collaborative strategies:

Networking	—	Coordinating	—	Cooperating	—	Collaborating	—	Integrating
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Networking: Exchanging information for mutual benefit. This is easy to do; it requires low initial level of trust, limited time availability and no sharing of turf.

Coordinating: Exchanging information and altering program activities for mutual benefit and to achieve a common purpose. Requires more organizational involvement than networking, higher level of trust and some access to one's turf.

Cooperating: Exchanging information, altering activities and sharing resources for mutual benefit and to achieve a common purpose. Increased organizational commitment, may involve written agreements, shared resources can involve human, financial and

technical contributions. Requires a substantial amount of time, high level of trust and significant sharing of turf.

Collaborating: Exchanging information, altering activities, sharing resources and enhancing each other's capacity for mutual benefit and to achieve a common goal. The qualitative difference to cooperating is that organizations and individuals are willing to learn from each other to become better at what they do. Collaborating means that organizations share risks, responsibilities and rewards. It requires a substantial time commitment, very high level of trust, and sharing turf.

Integrating: Completely merging two organizations in regards to client operations as well as administrative structure.

It is important to understand that each of these strategies can be appropriate for particular circumstances. It can be sufficient for some service providers to network and consequently provide youth and families with correct and updated information on available services. In other circumstances, agencies might work on developing more complex linkages to be able to meet youth and family needs more effectively. These definitions will help agencies make appropriate choices about the working relationships they want to develop or strive towards in their communities.

Collaborative efforts are only successful in facilitating change if they are supported from the top down and the bottom up. Administrative support is needed to allow front line staff to make decisions about agency resources shared in a collaborative effort. Both, front line and administrative staff must be open and willing to go beyond "business as usual."

Sources:

Bruner, Charles, 1991. Thinking Collaboratively: Ten Questions and Answers to Help Policy Makers Improve Children's Services. Washington, DC. Education and Human Services Consortium.

Himmelman, Arthur T. 1995. On the Theory and Practice of Transformational Collaboration. Draft. The Himmelman Consulting Group. Minneapolis, MN

McClintock, Charles. 1998. Cross-Agency Collaboration: Research Findings and Practitioner Experience. Policy Perspectives. New York State College of Human Ecology. Cornell University.

Collaboration Strategies That Work

Key Requirements

- Collaboration only works if its foundation is clear. What is the purpose of the collaboration? What are the goals? What are the expectations, roles and responsibilities?
- Collaboration takes time. It helps to have time management skills. It greatly helps to distinguish between short-term investments and long-term gains.
- Collaboration takes personal commitment and confidence. Many people do not believe that collaboration works. It takes a positive attitude and commitment to overcome this hurdle.
- Personal contact is essential to collaboration. Partners need to make a personal connection; they need to feel comfortable with each other; they need to trust each other.
- Clear and open communication is critical. This requires that all participants understand each other's language. Each service system (i.e., health, social services or justice) has its own technical language and acronyms. Lack of clarity can lead to serious misunderstandings and conflict.
- Front line staff can only collaborate successfully if supported by supervisory and administrative staff.
- Collaboration requires maintenance. Just like a car, any collaborative effort needs regular tune-ups, adjustments and re-fueling to run well.
- Collaboration Strategies That Work

Samples Strategies

Staff to staff meeting

Front line and supervisory staff of two agencies arrange a meeting to share information about their services and the clientele they serve. This will improve their understanding of each other's service. It also allows them to correct misconceptions they might have had. Staff to staff meetings can be enhanced by written information material such as organizational charts, agency phone directories and brochures. Working with large agencies it is helpful to develop a lead contact.

Identify roles and responsibilities

The coalition or collaborating partners need to clarify roles, expectations and responsibilities. If participants do not have consensus about the expected outcomes/gains and responsibilities, the collaboration will not work.

Share leadership

Collaborative efforts are often chaired by strong leaders. Initially, this may lead to short-term successes, however, in the long run it may alienate some members. To maintain the buy-in from all members it may be helpful to alternate leadership and provide other members with the opportunity to fill this role. Some participants will gain new experiences and new skills.

Conflict resolution mechanism

It is natural and expected that agencies and/or partners that come from different backgrounds will encounter conflicts while working together. It is extremely helpful to develop a process to handle conflict from the beginning. Conflict needs to be seen as productive and energizing, conflict resolution as creative problem solving.

Identify and celebrate positive outcomes/success

Given that collaboration takes time, effort, personal commitment, it is essential to celebrate achievements and positive outcomes to demonstrate the benefits of working together. Celebrating short-term successes and milestones will maintain participants' motivation to stay involved. Celebrations can range from graduation parties, award ceremonies, news releases to notes of appreciation to participating partners.

Mutual and joint training

Inviting partners to trainings or organizing joint trainings are two effective strategies to improve collaboration by sharing resources and knowledge, while at the same time increasing personal contact among partners and thus increasing the trust level between partners.

Establish communication procedures

Clear communication is of great importance to any collaborative effort. Initially, it will take time to clarify technical jargon, acronyms and core terms that everybody uses with slightly or very different meanings. Partners should never assume that everybody uses and interprets common terms the same way. To speed up the communication and coordination between partner agencies, it is helpful to develop one set of tools to share information such as release, intake and referral forms.

Social meetings/outings

Personal contacts and relationships are driving forces in successful collaborations. Partners that can relate to each other are much more likely to trust each other and work together effectively. Occasional social gatherings or outings will make partners more comfortable with each other and re-energize and motivate them to stay involved.

Source: Cornell Collaboration and Community Building Curriculum, Final Report 2000

References and Resources

Handout: Positive Youth Development Web Sites (in back)

Section 1 - What is Positive Youth Development?

Hamilton, Stephen F., Hamilton, Mary Agnes & Pittman, Karen. Principles for Youth Development, in: Hamilton, Stephen F. & Hamilton, Mary Agnes (eds) 2004. The Youth Development Handbook. Sage Publications. Thousand Oaks

Pittman, Karen et al. 2005. Preventing Problems, Promoting Development, Encouraging Engagement. www.forumfyi.org/files/PPE.pdf

Whitlock, Janis. 2004. Understanding Youth Development Principles and Practices. *ACT for Youth Research Facts & Findings*. www.actforyouth.net/documents/Sept_facts.pdf

Search Institute's Developmental Assets Framework - www.search-institute.org

Communities That Care Model - www.channing-bete.com/positiveyouth/pages/CTC/CTC.html

Resiliency Research:

Werner, Emmy E. & Smith, Ruth S. 1992. Overcoming the Odds. High Risk Children from Birth to Adulthood. Cornell University Press, Ithaca, NY

Benard, Bonnie. 2004. Resiliency. What We Have Learned. WestEd. San Francisco

Henderson, Nan. Resiliency in Action Web Site: www.resiliency.com

Circle of Courage:

Brendtro, Larry K. et al. Revised 2002. Reclaiming Youth at Risk. National Education Service. Bloomington, IL

Reclaiming Youth Network Web Site: www.reclaiming.com

Additional Resources

Fund of the City of New York. 1998 (2nd edition). A Guided Tour of Youth Development. www.fcny.org/portal.php/syd/pubs (click on icon).

Section 2 – Positive Youth Outcomes

2.1 Adolescent Development

American Psychological Association. 2002. Developing Adolescents. www.apa.org/pi/pii/develop.pdf

Spano, Sedra. 2004. Stages of Adolescent Development. *ACT for Youth Research Facts & Findings*. www.actforyouth.net/documents/fACT%20Sheet05043.pdf

National Campaign to Prevent Teen Pregnancy. 2005. Freeze Frame: A Snapshot of America's Teens. www.teenpregnancy.org/works/pdf/FreezeFrame.pdf

National Adolescent Health Information Center. 2005. A Health Profile of Adolescent and Young Adult Males: 2005 Brief. <http://nahic.ucsf.edu/downloads/BoysBrief.pdf>

Child Trends. 2003. American Teens. Child Trends. Washington, DC.

Research briefs and “What Works” tables can be downloaded from the web site: www.childtrends.org

Garbarino, James. 1995. Raising Children in a Socially Toxic Environment. Jossey-Bass Publishers. San Francisco, CA

2.2 Positive Outcomes

Pittman, Karen et al. 2000. Unfinished Business: Further Reflections on a Decade of Promoting Youth Development. www.forumfyi.org/files/unfinishedbusiness.pdf

Pittman, Karen et al. 2005. Preventing Problems, Promoting Development, Encouraging Engagement. www.forumfyi.org/files/PPE.pdf

Pittman, Karen. 2002. What Youth Need: Services, Supports and Opportunities. Ingredients for Youth. www.forumfyi.org/Files/WhatYthNeed.pdf

2.4 Building on Strengths

Saleebey, Dennis. 1992. The Strengths Perspective in Social Work Practice. Longman. NY

2.5. A Typical Day

National Institute on Out-of-School Time. 2005. Making the Case: A Fact Sheet on Children and Youth in Out-of-School Time. www.niost.org/publications/Factsheet_2005.pdf

National Campaign to Prevent Teen Pregnancy. 2005. Freeze Frame: A Snapshot of America's Teens. www.teenpregnancy.org/works/pdf/FreezeFrame.pdf

Additional resources

Adolescent (Sexual) Health:

National Adolescent Health Information Center (NAHIC): <http://nahic.ucsf.edu>

National Campaign to Prevent Teen Pregnancy – www.teenpregnancy.org

Advocates for Youth – www.advocatesforyouth.org

Adolescent Brain Development:

Weinberger, Daniel R. et al. 2005. The Adolescent Brain: A Work in Progress.
www.teenpregnancy.org/resources/reading/pdf/BRAIN.pdf

PBS Frontline Special. 2002: Inside the Teenage Brain.
www.pbs.org/wgbh/pages/frontline/shows/teenbrain

Adolescent Development:

Frankel, Loren. 2002. Identity Formation in Adolescence. *ACT for Youth Research Facts & Findings*.
www.actforyouth.net/documents/gender_identity.pdf

Frankel, Loren. 2003. Adolescent Self-Esteem. *ACT for Youth Research Facts & Findings*.
www.actforyouth.net/documents/june_self_esteem.pdf

Section 3 – Youth Involvement

3.1 Meaningful Roles for Young People

Hampton Youth Commission, www.hampton.va.us/foryouth

3.2. Youth Involvement: A Challenging Notion

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Section 5 – Effective Youth Development Programming

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5.4. Intentional and Engaging Youth Activities

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Public/Private Venture - <http://www.ppv.org/ppv/youth/youth.asp>

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www.actforyouth.net/documents/may_factsheet_web.pdf

Hamilton, Mary Agnes & Hamilton, Stephen F. 2005. Mentoring.
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Child Trends – www.childtrends.org
'What works' series, new data bank on evaluated after school programs

Blueprints for Violence Prevention – www.colorado.edu/cspv/blueprints/index.html
Best practice programs

National Institute on Out-of-School Time – www.niost.org

Harvard Family Research Project – <http://www.gse.harvard.edu/hfrp/>
Of particular interest: Out-of-School Time Program Evaluation Database & the new initiative on
Complementary Learning (Closing the Achievement Gap)

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Section 6 – Community Involvement and Collaboration

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Griffin-Wiesner, Jennifer. 2005. The Journey of Community Change. A How-to Guide for Healthy Communities Healthy Youth Initiatives. Search Institute, Minneapolis

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Kretzmann, John P. et al. 1996. A Guide to Mapping Local Business Assets and Mobilizing Local Business Capacities. A Community Building Workbook. The Asset-Based Community Development Institute. ACTA Publications. Chicago, IL www.northwestern.edu/ipr/abcd.html

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Workgroup for Community Health and Development, University of Kansas. ***Community Tool Box*** – <http://ctb.ku.edu/about/en/index.jsp>

Resources and tools on community building, partnership development, collaboration

Helping Americas Youth is a website for young people and adults designed to assist with the practical steps involved in effective community mobilization <http://www.helpingamericasyouth.org>

Winer, Michael & Ray, Karen (5th printing) 2000. Collaboration Handbook. Creating, Sustaining, and Enjoying the Journey. Amherst H. Wilder Foundation. St. Paul, MN
www.wilder.org

Evaluation and Data Bases

Planning and Evaluation Resource Center (PERC) – www.evaluationtools.org
Tools, training and expert advice on program planning and evaluation

Chinman, Matthew et al. 2004. Getting to Outcomes 2004. RAND Corporation. Santa Monica, CA
www.rand.org/pubs/technical_reports/TR101/

Child Trends – www.childtrends.org

NYS Youth Risk Behavior Surveillance System – www.cdc.gov/HealthyYouth/states/ny.htm

NYS Kid's Well-Being Indicator Clearinghouse (KWIC) – www.nyskwic.org

National Campaign to Prevent Teen Pregnancy – www.teenpregnancy.org

Annie Casey Foundation. KIDS Count State-Level Data Online –
www.aecf.org/kidscount/sld/

Positive Youth Development

Informative Web Sites and References

ACT for Youth

www.actforyouth.net

ACT for Youth—Assets Coming Together for Youth—aims to strengthen community partnerships that promote positive youth development and prevent risky and unhealthy behaviors among young people, aged 10 to 19. The ACT for Youth initiative is a project of the New York State Department of Health, and was developed in cooperation with the Partners for Children, a collaboration of public and private sector organizations committed to improving the health and education of children and adolescents throughout New York State.

Children, Youth and Families Education and Research Network (CYFERNet)

www.cyfernet.org

CYFERNet's web site brings together the best of children, youth and family resources of all public land-grant universities in the country. Materials are carefully reviewed by college and university faculty. Through CYFERNet you can also interact with your colleagues and share your work nationally.

Child Trends

www.childtrends.org

Child Trends is a nonprofit, nonpartisan research organization dedicated to improving the lives of children by conducting research and providing science-based information to improve the decisions, programs, and policies that affect children and their families. In advancing its mission, Child Trends collects and analyzes data; conducts, synthesizes, and disseminates research; designs and evaluates programs; and develops and tests promising approaches to research in the field..

Connect for Kids

www.connectforkids.org

Connect for Kids, an award-winning multimedia project, helps adults make their communities better places for families and children. The web site offers a place on the internet for adults – parents, grandparents, educators, policymakers and others – who want to become more active citizens, from volunteering to voting with kids in mind.

Forum for Youth Investment

www.forumforyouthinvestment.org

The Forum's staff (including Karen Pittman) collectively represents decades of knowledge about youth research, programming and policy. Knowledge not just of issues and institutions involved, but of individuals with breakthrough ideas. Because of that knowledge, we have advised many foundations and national organizations in the process of creating, assessing and improving their organizations' policies and programs.

FUND for the City of New York

www.fcny.org

The Fund for the City of New York is a private operating foundation launched by the Ford Foundation in 1968 with the mandate to improve the quality of life for all New Yorkers. Through centers on youth, government and technology as well as core organizational assistance, the Fund introduces and helps to implement innovations in policy, programs, practice and technology in order to advance the functioning of government and nonprofit organizations in New York City and beyond. Of particular interest is the Youth Development Institute.

Innovation Center for Community Youth Development

www.theinnovationcenter.org

*The Innovation Center for Community and Youth Development works to foster and strengthen the best thinking and practice in the field of youth development. The Innovation Center's network of youth and adult staff and partners seek, test, and promote innovative concepts and practices, providing cutting edge tools for youth workers in diverse setting. They offer resources including the *At the Table: Youth Voices in Decision-Making* video and the *Creating Youth/Adult Partnerships* curriculum.*

National Youth Development Information Center

www.nydic.org

NYDIC, The National Youth Development Information Center, is a project of The National Assembly through its affinity group, the National Collaboration for Youth. NYDIC provides practice-related information about youth development to national and local youth-serving organizations at low cost or no cost.

Public/Private Ventures

www.ppv.org

Public/Private Ventures is a national nonprofit organization whose mission is to improve the effectiveness of social policies, programs and community initiatives, especially as they affect youth and young adults. In carrying out this mission, P/PV works with philanthropies, the public and business sectors, and nonprofit organizations.

Search Institute

www.search-institute.org

Search Institute is an independent, nonprofit, nonsectarian organization whose mission is to advance the well being of adolescents and children by generating knowledge and promoting its application. To accomplish this mission, the institute generates, synthesizes, and communicates new knowledge, convenes organizational and community leaders, and works with state and national organizations.

Youth on Board

www.youthonboard.org

*Youth on Board works to change attitudes and strengthen relationships among youth, and between young people and adults; prepares young people to be leaders and decision makers in all aspects of their lives; and ensuring that policies, practices and laws reflect young people's role as full and valued members of their communities. The site offers valuable reference materials on involving youth in decision-making. Publication: Young, K.S. & Szama, J. 1999. 14 Points. *Successfully Involving Youth in Decision Making*.*
