



Supervisor Guide
Meeting Plans
Overview of Positive Youth Development Approach



What's changed?

Prep time: 15 minutes

Activity time: 40-60 minutes

Guide staff through two reflections: one, on their own childhood, and two, hypothesize what the childhood of your program's youth is like. What has changed? Discuss the differences and gaps in young people's lives today. Investigate how the positive youth development approach can be a useful way to bridge some of the gaps.

Outcomes

Core outcomes met:

- Familiarize staff with the 40 developmental assets:
- Understand strategies for building positive youth development in programming

In this exercise you want the participants to recognize that:

- Children do not have the same freedoms/ fun/ access to community/ safe places to go to that some staff may have experienced as a child
- The children in your program might have obligations that staff members did not have when they were young.
- The young people may have more privileged lives or experiences than staff members had while growing up.

In this exercise participants should discover:

- What could have changed to make the youth's childhood differ from their own
- That positive youth development focuses on making experiences positive and supportive!

BE SURE: This exercise does require that you know a little about the background of your staff members. It is assumed in this exercise that staff had a relatively good childhood. However, if you know that some staff members did not have a constructive/ fun childhood, you may have to alter questions in this section.

Prepare before meeting:

- copies of the 40 Developmental Assets for each participant
- Pencils/pens for each participant
- Large index cards (3 for each participant)
- **Get 5 index cards for yourself**, and on each card write down one developmental asset that you believe your program supports (i.e. through service learning, we support youth in creating understanding for others life situations; through our soccer program, youth are supported to help boost self-esteem and peaceful conflict resolution; etc).
- **Get 2 index cards for yourself**, and write down one way that you think your program could infuse another developmental asset (i.e. in small groups, youth could script a chapter of our read aloud book into a play and perform them in class for one another, which can help support a pleasure for reading)

Step-by-Step

Opener: In the Overview of Positive Youth Development Approach course, you learned about the history of how we have worked with youth to help them succeed. Today we are going to investigate how we have traditionally worked with youth, the prevailing theory on working with youth and how it relates to you and your work with youth.

Explain:

First Step: get a pencil/pen and on one of the three index cards (in front of them) write or list the fun things you used to do as a kid – it could also be a description of one memory of a fun time when you were young. (Give them 30 seconds to complete)

Second Step: on another index card, list the people that you used to play with as a kid. (Give them 30 seconds to complete)

Third Step: on the last index card list as many things as you can – what do you think the kids in your program like to do for fun? What have you seen or heard or imagined?

Discuss: have an open sharing about this last question. Ask for people to read what they wrote or have a shout out.

Then compare this to what they wrote on their first index card – the list of things they did as a youth. Compare.

You're looking for people to speak about *differences* and *similarities*. Participants might find striking differences between their childhood and the childhood of the youth they work with. Or you could find that participants' childhood is very similar—both are good!

If they are not coming up with any answers, ask some follow-up questions:

- How was your environment different from the youth's environment? Neighborhood, home/apartment, animals/no animals, etc.
- How much time is free time in youths' lives today?
- Is supervision a concern now more than it was when you were young?
- Did you have rules about television viewing? Do you think kids today have time limits on TV watching?
- Did your family do a lot of things together? Do you think these youth have the same access to their parents?



TIP: Another great way to exemplify this is to show a short clip from an episode of an old TV series like “Leave it to Beaver” or “The Andy Griffith Show”. These youth have a very different environment from what we do today, and probably very different from even the participant's childhood. Participants can speak about difference between the show and their own childhood, and the differences between the show and the lives of the young people that they work with today.

TIP: You could do this part as a shout out to get the crowd thinking!

Activity
5-7 min.

Discuss
This!
10 min

Step-by-Step

After the discussion of difference and similarities...

Ask: Why do you think some of these differences exist?

Responses could be centered on these concepts:

- higher rate of family mobility
- greater anonymity in neighborhoods
- extensive media exposure to themes of violence and heavy use of drugs and alcohol
- deterioration and disorganization of neighborhoods
- increasingly complex, technical, and multicultural world
- extended length of adolescence; pathways to adulthood less clear and more numerous
- these youth live a more privileged life where concerns of modern world do not impact them
- these youths are not able to relate to other people's experience

If these or similar concepts are not brought up, guide participants to these ideas.

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Explain: These differences happen with each generation. Your childhoods were probably very different from your grandparent's childhood. Children learn differently today than in the past. The problem becomes how do we ensure that youth get what they need?

In the course Overview of Positive Youth Development Approach there is information about how programs changed in the past to accommodate the changes they saw in behavior. They could either punish or they would try to prevent.

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Read the situation below and have participants answer how we have tried to punish and prevent this type of behavior

A youth stole an iPod from a store, and was caught. How have we punished this behavior? How have we historically tried to prevent this type of behavior?

Answers could be: calling parents, jail, intervention, counseling, social services, shoplifting counseling, scare tactics, etc.

A girl at age 15 becomes pregnant. How have we punished this type of behavior? How have we tried to prevent it?

Answers could be: social isolation, shame, health classes, abstinence theory, etc.

Discuss
This!
continued
10 min.

Exemplify!

Step-by-Step

Explain: The purpose of a punishment approach was to prevent the poor behavior from reoccurring in the future. The prevailing belief that if the youth is scared and knows the consequences of his/her actions, then that would be enough to prevent him/her from repeating the behavior. The purpose of a prevention approach was to catch youth before they exhibited these behaviors. This approach was selective. It tried to find those populations that are most susceptible to a problem behavior and they would treat that selective group. However, it turns out that all youth can be exposed to risk factors that contribute to problem behaviors.

Ask: Who can tell me the purpose of positive youth development approach?
Responses should be something to the affect of: positive youth development approach focuses on building all around skills in youth so that they can have tools to avoid a multitude of risky behavior before the behavior manifests. If they don't get there, lead them there.

Explain: Look at the 40 Developmental Assets. These assets were developed to promote positive development for all youth. There are 40 concrete, positive experiences and qualities, referred to as "Developmental Assets," that have a tremendous influence on young people's lives.

Ask: How do the developmental assets fit in to positive youth development approach?

Responses could include: the assets are the identified tools that youth should develop in order to help them make appropriate choices in life.

Ask: What assets do you believe our program helps youth build?
This might be a challenging concept for staff. Give them one of your examples from your prep work. The discussion will become more specific to your organization.

Ask questions to get the discussion going

- How do we use positive youth development approach in our program?
- Do you think we use a positive youth development approach?
- In what ways could we change our program to help youth develop more assets?

GO BEYOND!

To go beyond learning and discussing, have the staff create a plan on how their program, on a day-to-day basis, support one to two additional developmental assets. When you go to their site, or when you do an evaluation, ask questions about how they have included these assets.

Five-
minute
teach!

Discuss
This!
5 min.

Here is a
way to
make this
lesson
apply to
your
program.

Freedom Writers

Prep time: 5 minutes

Activity time: 45-60 minutes

Or: 3, 15-30 minute sessions

Based on the first Freedom Writers video, this exercise (or series of exercises)** leads staff through the history of youth development approaches, individual strength building, and how our own mental approach to youth development is critical in achieving outcomes with youth!

Outcomes

Core outcomes met:

- Understand the history and evolution of positive youth development
- Recognize the core constructs of youth development
- Recognize the essential elements of youth development

**This lesson is written as one lesson, however, there are places indicated where you could split this lesson into smaller lessons. Here is how they can be broken down!

Lesson One: watching the first Freedom Writers clip to focus discussion on how our own mental approach to working with youth is key to achieving outcomes with youth.

Lesson two: focuses on the history and progress of youth development, touching on character building, intervention, prevention and ultimately the positive youth development approach.

Lesson three: is an activity that focuses participants on the importance of seeing people's strengths and interacting with them based on those strengths not on their weaknesses.

The lessons are focused around learning these fundamental principles of positive youth development:

- ✓ Young people are our most valuable resources.
- ✓ Youth make genuine and significant contributions to their peers, schools, communities, and to society. They should be encouraged to contribute and be given every opportunity to do so.
- ✓ All young people have positive traits and skill that enable them to survive and even thrive in confusing and often difficult circumstances. Those attributes must be maximized.

Young people's problems and successes are interrelated. If they experience success in one area of their lives, the likelihood will increase that they will experience success in other areas. They need the opportunities to

- ✓ experience success in many areas of their lives.

Young people need the opportunity to be part of caring and supportive communities that allow them to

- ✓ grow socially and emotionally and to develop behavioral and cognitive skills.

Young people need to connect with their peers, school, community and culture.

Prepare before meeting:

- Pencils/pens for each participant
- 1 index card per participant
- Bring a bowl

Audio/Visual equipment needed:

- Computer and projector
- Audio

(If don't have audio/visual that can be used for a large group, that's ok. Have staff watch the video beforehand and complete the activity before the meeting. At the end of this meeting plan, there is a worksheet with the activity questions on them. Just start the first lesson with a debrief based on the worksheet).

Step-by-Step

Opener: It is important how we approach youth with services and even in the classroom/program each day. Our opinions and beliefs are what we react from - and this can have an impact on others. When working with youth, we need to be aware of what we are projecting and our approach, whether it is how we greet them in the hallway or how our services are offered, and we need to be focused on supporting each young person as an individual. These activities and discussions will help us do that.

Activity: Have everyone write down and complete these two sentences on their index card: (the context can be made up, either professionally or socially. The emphasis should be on something they really like about their character. No names are necessary on the card.)

I am really, really good at _____.
I am very, very bad at _____.

Then have participants fold their index card and place it in a bowl/hat.

Show the Freedom Writers clip #1

Ask for initial feedback—but don't go too long, the discussion session is coming up!

Explain: Split the room in half, ask one half to pay attention to what the English Department head is saying. Have the other half focus on the teacher. Participants should not only pay attention to the words, but also to the way they act, the way they smile or don't, etc.

Show the Freedom Writers clip #1 again.

Discuss the results. Take observations from both sides of the room. You can write these observations down on a poster board or a white board, but you don't have to.

You are looking for participants to describe these characters as:
The head of the English Department views the youth as a problem, unintelligent, disconnected from school, etc. If it is not brought up then bring the group to see that the department head might not believe that they have anything to contribute to society. This may be implied when the department head mentions the children's criminal records, and says the teacher shouldn't give them homework because they won't do it. For the teacher, you are looking for such answers as: the teacher sees them as valuable resources to the community, and if given proper instruction they will hopefully avoid risky behavior.

TIP! If you are working with a large group, this can become a nightmare! So instead, ask participants to do this before hand, and as they walk into the training room they can place cards in the bowl/hat

SHOW TIME!
Clip:
6 minutes

Discuss This!
10 minutes



Step-by-Step

Here are some questions you can ask to get the group going and to focus them on the ideas you want them to grasp:

- How do you feel the department head character views the students?
- How do you think the teacher views the current student body?
- Do you think the department head is giving the teacher the information she will need to instruct these students, or is she giving this information to the teacher for another reason?
- What does the teacher expect from the youth?
- What does the department head expect from the youth?

If you would like to split the lesson then try this ending discussion questions!

Which approach do you think will support these youth as they develop? Why? (Really focus on the “why”, because this will help them deconstruct positive youth development approach and will make the lesson in the next section easier!

If you are not splitting the lesson, then continue on to the 5-minute teach!

If you have split the lesson then try this introduction before jumping into the 5-minute teach!

Opener: At our last meeting we viewed a clip from the Freedom Writers (you could even view the clip again at the begging of this meeting). We talked about the differences that we saw between the teacher and the English Department Head.

Ask: Who can tell me what we thought about the Department Head? And the Teacher?

Ask: What did we think were some of the differences in the way that they approached youth?

Continue on with the lesson

Explain: Just as the Department Head and Teacher differ in their views of and approach to youth, so did the youth service field. There has been an evolution in the way we have addressed youth and risky behavior. It really started out as “character development” approach.

Five-
minute
teach!
*continued on
next page*

Step-by-Step

Ask: Who can explain the principles behind character development?

(You are looking for answers that express: in reaction to children's poor behavior, it was believed that if we develop character, then problems would go away.)

Ask: Why doesn't the character development approach work as a stand-alone approach?

(You are looking for answers that express: because this approach often happens after the problem behavior arises, and the character development meant more discipline than actual counseling or solving the root causes of youth's poor behavior.)

Explain: Then the youth development approach moved to an intervention model – which can be defined as intervening or getting involved when bad behavior is exhibited. But this had the same challenges of child character building. So the youth development approach started prevention programs.

Ask: Who can explain the principles behind prevention programming?

(You are looking for responses that express: prevention programs tried to treat problem behaviors before they began.)

Ask: And why doesn't this approach work so well for all youth?

(You are looking for responses that express: because this focused on only a select group of youth. However, all kids are susceptible to risky behavior.)

Ask: So what does the positive youth development approach do?

(You are looking for responses that say: positive youth development approach focuses on building assets for all youth so that every young person will possess skills that will help them develop into successful adults.)

If you would like to split the lesson then try to extend this question and answer time!

Ask follow up questions, like asking participants to share if they were in any programs, and what approach they think their program took. Or if they have children in programs and what type of approach is being used.

Ask them about programs they may be familiar with, like juvenile justice programs, and take some time to analyze these programs.

Talk about how programs could take on a more youth development approach.

If you are not splitting the lesson, then continue on to the discussion role play exercise!

Five-minute
teach!
*continued from
last page*

Step-by-Step

If you are splitting these lessons into sections, then you will need this opener to review what you did in the last activity. Otherwise, go ahead and skip to the discussion section!

Opener: At our last couple of meetings we watched a clip from the movie *Freedom Writers*. This clip exemplified some of the lessons about the history and progress of youth services.

Ask: Can anyone tell me what we thought about the English Department Head? And the Teacher?
(You want a summary of the previous discussion. You can pick out some key points that were brought up in the discussion).

Ask: Can anyone tell me what the youth development approach is all about?
(You want a summary of the previous discussion. You can pick out some key points that were brought up in the discussion).

Continue on with lesson

Opener!

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Explain: Over the years, we have progressed in how we treat youth. Think about the English Department Head's vision.

Ask: How do you think she would provide services to these youth? (looking at the ideas of youth development) And how do you think the teacher would provide services?
(Responses could include intervention.)

Have a **discussion** about the responses from the last question.

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Ask: Do you think that the attitude we use to approach young people can have effects on their development? If we approach youth as "problems" versus individuals, are we affecting their behaviors and outcomes?

Give an example: (remember those cards you had everyone fill out at the first lesson? Here is where you will use them).

Role Play: Grab a few of the index cards from the bowl/hat. Approach someone in the audience and pretend to introduce yourself to them (as though you had never met them before). Shake their hand and say, "Hello, my name is (your name), and I am really, really good at (and then state what someone wrote on the card)."

Then walk over to another person and say, "Hello my name is (your name), and I am just awful at (and read what someone wrote on their card)."
You can do this a few times if you would like.

Discuss
This!
5 minutes

Role Play!

TIP: This role play can also work if you ask people to turn to their neighbor and introduce themselves, one time telling the other about their strength, the other time about their weakness. This will be awkward, and that is good. You can use this awkwardness to ask more questions—why was it awkward— is it because we don't want others to know our weaknesses? Could it be the same for youth?



Step-by-Step

Explain: These are two very different ways to meet someone. The first time, is an introduction where someone's strength is put forward. The second introduction placed emphasis on the person's weaknesses.

Ask: Think about what you wrote on your card. Imagine you were meeting someone for the very first time. Would you introduce yourself with your strength, or your weakness? Why? (Responses should include: because I would want to present myself well, I would want them to know my strengths, etc.)

Ask: So, let's return to the question: Do you think that your attitude and perception of youth affect their behavior and outcomes? Do you think that approaching a youth as a "problem" instead of as an individual would affect behavior and outcomes?

(This discussion could take many forms. *The theme should center around how people, including young people, have positive traits and skills.* It is these skills that should be maximized to help youth develop positively.)

Discuss
This!
5 minutes

Explain: In the movie, this teacher is able to give the students an opportunity to succeed, in small ways and large ways. The more success that a youth experiences in one area, the more likely it is that he or she is able will achieve successes in other areas of life. In our programs we can provide a caring environment. The youth in our program also contribute to the caring environment. We also provide a supportive space for children to develop. By focusing on their skills instead of their weaknesses, we can help bolster their development.

Write: Have participants write about where they are in terms of using positive youth development approach. Have them write about if they think the organization's approach is and why (i.e. prevention, child development). The participants could write about how their own beliefs have affected youths' behavior. Have they approached young people based on their strengths? Could they write about a youth they have had difficulties with and find that youth's strengths instead of his/her weaknesses?

GO BEYOND!

This writing could be turned in at the end of the session, which could provide some feedback for the organization on how well staff members are incorporating the positive youth development approach in their programs.

Conclusion

Application
to your
organization

Worksheet for Freedom Writers Clip Discussion

Watch the Freedom Writers clip #1 (on page 4 of the course Overview of Positive Youth Development Approach)

What is your initial reaction to this clip? What do you think and feel about it?

Watch the Freedom Writers clip #1 again – EXCEPT this time pay very close attention to the English Department Head; what is she saying? What is her attitude? Etc. Take notes below.

Watch the Freedom Writers clip #1 one more time – EXCEPT this time pay very close attention to the Teacher; what is she saying? What is her attitude? Etc. Take notes below.

How do you feel the department head character views the students? How about the Teacher?

Do you think the department head is giving the teacher the information she will need to instruct these students, or is she giving this information to the teacher for another reason?

What does the teacher expect from the youth?

What does the department head expect from the youth?

What's the Factor?

Prep time: 10 minutes

Activity time: 45-60 minutes



Staff members are asked to focus on one youth and identify what contributes to the way he or she behaves. This will make risk and resiliency skills come to life.

Outcomes

Core outcomes met:

- Understand risk and protective factors
- Understand strategies for building positive youth development in programming

In this session participants will learn about risk and resiliency skills in youth.

This session will focus on the ecological model for each individual youth and not just “youth” in general.

Ask staff to pay particular attention to one child a few days prior to the meeting and answer these questions about the youth:

1. What do you know about this young person's background?
2. What factors help contribute to his or her engagement in positive behavior?
3. What risks are in this youth's life? (The risk has the potential to create poor/ unhealthy behavior in the youth)
4. How are you working with this young person to support and increase his or her positive behavior?

This is in a worksheet at the end of this lesson

Prepare before meeting:

- Copies of the survey sheet
- Pencils/pens for each participant
- Create posters with the risky behavior/risk factors (or you can hand out the sheet, located at the end of this meeting plan)
- Answer sheet to risky behavior/ risk factors sheet (located at the end of this meeting plan)

Audio/Visual equipment needed:

- Projector (not integral)

To get the best results, have participants use the survey sheet during the program and before this meeting, researching one young person over a few days.

If this is not possible, it is ok. You can have them think of a youth when they get to the meeting. You will have to factor in more time for this.

Step-by-Step

Opener: Youths are not only influenced by our program, but there are many factors that contribute to a young person's development. We are among many who have contact with youths and who have the potential to help build their assets. There needs to be a collaboration with young people's other spheres of influence to help achieve positive youth development.

Explain: Going thorough the worksheet will help focus discussion.

Ask: Who thought the survey sheet was challenging? Why?

Ask: How many of you have thought about the background of the youth you work with?

They might say yes or no. If they respond YES:

Ask: What made you think of their backgrounds?

(Responses could vary, but hopefully they speak to how backgrounds can contribute to youth's positive or negative behavior.)

Ask: Do you think it is important to know the background of young people in your program?

(Hopefully the answer is yes, however, people may not think so. If there are people on both sides, yes it is important /no it is not, ask someone from each point of view to share their thoughts. But don't get sidetracked by this. This process, will, however, help people feel that their voice and opinions are heard.)

Explain: Knowing a child's background can help us understand their behavior. It is important to know their background so that we can make sure that in our program we are reinforcing those skills that they are learning at home and help them become more resilient.

Ask: Who will volunteer to give us ideas on what factors contribute to your particular youth's positive behavior?

(What you are trying to get out of this conversation is the idea that you are one among many factors in a child's life that can and do help to develop resiliency factors. There are outside influences that you as a youth worker must contend with, whether that is parents' ideals, school ideals, etc.)

Here are some follow-up questions if participants are not getting to the main idea.

- Do you think we do anything to help them behave positively?
- If a kid has a bad day at school, do we see it in our program?
- Are there parents who tell you that they like the work that you are doing?
- These are only a few follow-up questions that could lead participants to the main idea. You will have to think on your feet!

TIP: You can ask for sharing; a shout out to get the crowd thinking!

Discuss This!
10 min.

Step-by-Step

Explain: There are many factors that contribute to a child's behavior in general. There are limits to what our program can deliver and how it can impact youth. Some of the behaviors are learned from other spheres of influence: peers, family, community, and school. However, there is a need for all of these sectors to work together for the benefit of the youth to build resiliency. Resiliency is all about giving young people the skills they need to make positive behavior choices a habit. Building resiliency can mean teaching/building, social competencies, problem-solving skills, and autonomy – a strong sense of independence, a sense of purpose and direction. Programs provide a caring and supportive community - adults who have high expectations of them and opportunities to participate in learning and extracurricular activities. Positive youth behavior and positive choices need to be modeled, practiced, praised, and taught in order to make good behavior a habit.

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Explain: Refer participants to the posters that you created (or the sheets you have handed out) that show risky behavior at the top and risk factors along the left side of the grid. Working in groups, participants should walk around the room (or work at their table) and mark down what problem behaviors might come from these risk factors. This activity is supposed to show the interconnectedness of the influences in young people's lives.

Activity: Have the groups work on this for 5-10 minutes (depending on the size of the group). After they are done, they should return to their tables, or indicate somehow that they have finished the exercise.

Discuss: As you project the answer sheets (if you have a projector) or read from the answer sheet, lead participants through each chart.

Explain: Youths' lives operate in a system of influences. In order to support their needs and build resiliency, it is important to be aware of what their influences are in their lives and what they are learning. The background of a youth is important to know.

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Ask: How is our program working with young people to support and increase their positive behavior?

Here are some follow up questions:

- Knowing that you are working in a system, how do you think knowing about a child's background plays into the work that you do with the child?
- All too often we are not left with one child, so how do we build resiliency within a group?
- Do you think there is a way to incorporate resiliency skills into what your program provides now? Or will provide? For example, teaching social skills.

Activate!
10-15
minutes

Application
to your
organization

GO BEYOND!

It would good to have some follow-up questions of your own to best guide this discussion towards your ends.

Survey Sheet

Pay attention to one child for a few days and answer these questions about the youth:

1. What do you know about this young person's background?

2. What factors help contribute to his or her engagement in positive behavior?

3. What risks are in this youth's life? (The risk has the potential to create poor/ unhealthy behavior in the youth)

4. How are you working with this young person to support and increase his or her positive behavior?

Ecological Model

Prep time: 15 minutes

Activity time: 45-60 minutes

Staff members will work with the theoretical aspects of risk and resiliency. They will identify risks and protective factors for each category in the ecological model.

Outcomes

Course Outcomes met:

- Understand risk and protective factors
- Understand the concept of resiliency

In this exercise you want the participants to be able to:

- Identify aspects of how individual, peer, family, school and community impact the youth in their program
- Understand the environment of the youth in their program
- Find how within their program they can meet the needs of the youth based on a deep understanding of the youths' background

Prepare before meeting:

- Create posters with the five categories of the ecological model: individual, peer, family, community, school (at least one for each category)
- Sticky notes, one for every group (see the last activity)
- Pen/Pencil for each group

Audio/Visual equipment needed:

- Projector (not integral)

Step-by-Step

Explain: Identifying factors that influence young people in their daily lives can be challenging. As children have more access to supportive and safe environments, they can develop skills that can help them make positive choices in life. Having confidence in themselves, and support from family, peers, school, and the community, young people have less opportunities to encounter risk factors.

Ask: What are protective factors?

There might be some people who can give you this definition. The definition your looking for is, *protective factors are a group of factors that create resiliency in youth.* Or, protective factors are things that kids learn to support positive youth behavior.

Ask: Can anyone tell me what protective factors have to do with this ecological model? (You can display the ecological model.)

Explain: The categories of individual, family, peer, school and community offer their own protective factors and risk factors. Take, for example, community: it can offer youths opportunities to participate in activities where they have choices, decision-making power, and shared responsibility. Such experiences help them to develop new skills, increase self-confidence, and offer them a chance to make a difference in their communities. Access to risk factors in the community can have the opposite effect on youth. If a community has low neighborhood attachment, a youth could become susceptible to substance abuse, delinquency, and violence.

Explain: These variables were shown to prevent or increase youths protective or risk factors. (Point out a few.)

Activity: Ask participants to partner-up. Ask them to focus their attention on the youth in their program, their environments and the different influences they may have. There should be posters around the room that have each of the 5 categories listed at the top. They are to stop at each paper and post an answer to the questions (listed on the next page) regarding the particular category.

The purpose is to get participants to understand the theoretical concepts of risk and resiliency by applying them to things that they know and see in their own community or the community of the youth in their program.

This may be challenging, so as a facilitator, walk around and help groups who are having some difficulty! It might be a good idea to post these questions, project them, or hand them out for groups.

TIP! This activity works great if you can send staff out into the community and find answers! This will help them truly see what is helping/deterring positive youth development

2 minute
Teach!

Activate!

Group
work!
30-35min

Step-by-Step

- What is there (in the community, family life/structure, peer groups and schools) that could build protective factors in youth?
(Example: we have a skate park in the neighborhood that both youth and adults can enjoy - this gives youth a safe and supervised place for them to play in.)

- What is there (in the community, family life/structure, peer groups and schools) could be potential risks to youth?
(Example: there is a lot of peer pressure to be thin, and the girls and boys in our program are developing very bad eating habits)

- What would need to change in order to eliminate this risk? (Example: if you are thinking about community influence: the community could take a more active role in providing health and nutrition education to parents and youth - or our program could provide body image workshops.)
(These question are listed at the end of this meeting plan so that you can project them if you can - otherwise these can be handed out or even rewritten on to poster boards.)

At the end of this activity, pairs should have spoken about positive, negative and constructive factors in each category that are posted on these larger poster boards around the room.

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Explain: Not every problem is solvable! In some ways we can build resiliency by acknowledging that there are outside influences on youth, and knowing about these influences can help us better respond to their needs.

Discuss: Ask participants to discuss this exercise. Here are some lead-in questions:

- Who thought trying to find things that support our youth was challenging?
 - What are some of the things that you and your partner thought of that you would like to share?
 - Did you see someone else's posting that you thought was creative, interesting?
-

Explain: There are implications for us if we work with young people who might lack many resiliency skills. But our place in their lives is important and we do have the ability to help.

Ask: How do the insights gained form this activity impact our programs? How are our programs responding to the needs of our youth? What can we do on a daily basis that would support protective factors in youth?
(It would good to have some follow-up questions of your own to best guide this discussion towards your ends.)

Group
work!
continued



Discuss
This!
10 min.

Application
to your
organization!

1) What is there (in the community, family life/structure, peer groups and schools) that could build protective factors in youth?

(Example: we have a skate park in the neighborhood that both youth and adults can enjoy - this gives youth a safe and supervised place for them to play in.)

2) What is there (in the community, family life/structure, peer groups and schools) could be potential risks to youth?

(Example: there is a lot of peer pressure to be thin, and the girls and boys in our program are developing very bad eating habits)

3) What would need to change in order to eliminate this risk? (Example: if you are thinking about community influence: the community could take a more active role in providing health and nutrition education to parents and youth - or our program could provide body image workshops.)