

LESSON PLANS

SESSION I:

About Youth, About Caring Adults, and About Current Roles

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

Activities

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

GROUP PROCESS

Getting Acquainted

Activity: Fantasy Vacation (30 min.)

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

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

Materials List

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

Participant page –
17 Getting Acquainted

What to do-

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

What to say-

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

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

What to do-

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

What to say-

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

- Tahiti
- Alaska
- Disney World

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

- Airplane
- Sailboat
- Train
- Automobile

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

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

- Steak
- Lobster
- Pasta

Record your choice beside number three.”

“With your meal, you may order:

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

Record this choice beside number four.”

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

- Souvenirs for yourself
- Gifts for friends
- Entertainment

Record this final choice beside number five.”

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

What to do-

Demonstrate the seating arrangement by pulling two chairs into a facing position.

Call time after most participants are seated and assist those still standing in finding a partner. Lead partners through a “getting acquainted” process.

You may want to have these three topics listed on overhead, poster, or flip chart as a reference for participants for their interviewing process.

Monitor progress in the room and call time when most seem to have completed the task. Ask the pairs to join with two other pairs near them to become a small group of six and to form a circle of chairs with this new group.

You may need to help groups form a circle. If space is unwieldy or if some in the group are not comfortable in circles they may have difficulty doing this. Explain that it will be easier to hear each other in this configuration since the size of the large group will mean that many people will be talking at the same time.

What to say-

two do not. When you have found a close match, sit with that person with your chairs (knees) facing each other so that I can tell when everyone has found a partner.”

“Take about three minutes to find out three things from each other.

- Why you each made these choices for a vacation.

- What you would like others to know about you.

- What you hope to learn at this training.”

“I would like you to introduce your partner to this small group based on the information you have just acquired from them about the three topic areas. For instance, if I were someone’s partner I could start by saying — this is my partner (name), etc.”

What to do-

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

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

Review and combine appropriate items.

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

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

What to say-

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

SESSION I: This Training Is About Youth

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

- Objectives:** To identify specific successes, big challenges, and exciting, fun times of growing up.
To establish that participants know a lot about being a youth from their own experiences as adolescents.
- Focus:** Reinforcing why they are at the training and why they are in youth work.
Affirming that they know about and care about kids.

Materials List

Flip chart and easel
Markers

What to do-

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

What to say-

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

- a. You know a lot about being a young person — you’ve been one!
- b. Your lived experience — your life experience counts. It is an important source of understanding. It influences how you do your work with young people.

What to do-

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

What to say-

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

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

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

“Relax.”

“Close your eyes.”

“Let your arms go limp.”

“Breathe easily.”

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

“Picture where you lived.

See the rooms where you lived.

Picture the people, the family, you lived with.

Visit your favorite place in your home.

Remember what you did there.

Picture a holiday you liked a lot.

Who was with you? What did you do?

Walk to your school. What did you see?

Walk in the front door of the school.

How do you feel? What does it smell like?

Wander down the hallways... “

What to do-

Divide the group into smaller groups of 5–6 people to share their experience.

Ask participants to share their memories with their team. Allow 10 minutes for this.

Ask volunteers to share feedback on this exercise.

Emphasize:

- There are some differences as well as similarities between the way that each of us experience growing up. There are differences as well as similarities in the lives of the young people with whom they work.

Help the group process the experience.

Ask each group to report a story from their group with which they could all identify.

Post responses on flip chart.

Help the group make some generalizations of their experience.

Emphasize:

- There are similarities and differences in behaviors, humor, fear, and challenges of being a teenager.

What to say-

“Open your eyes and return to the present.”

“Spend some time reacting to the movie in your mind. Share your reactions with this smaller group. Talk about what you felt, what you thought.”

“Now expand on these memories. Take turns sharing some stories about some successes, big challenges, and exciting, fun times for you in growing up.”

“Please share with the rest of us some highlights – some sharp memories you found especially interesting.”

“What did you learn from these stories? What did you learn about adolescents?”

“Several themes run through this discussion. What do we learn from these stories?”

What to do-

- Teenagers grow up in social, cultural, economic, and historical contexts as well as in neighborhoods, different regions of the country, and different countries (Hamilton et al., 2006). It is important to remember the special influences of these contexts and environments on how individuals experience adolescence.
- There is a common experience of youth.
- Some remembered fearful experiences.
- There is hard work involved in being a child. It is not all fun and games.
- Participants know a lot about young people — about what it means to be a kid.”

Emphasize:

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

Emphasize:

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

What to say-

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

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

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

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

What to do-

Emphasize:

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

Emphasize:

Youth need:

- active programming — a range of things to do

- individual counsel, one-on-one attention

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

What to say-

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

“We call on our past experiences every-day — sometimes to enlighten our work — sometimes to blind us to issues.”

LESSONS: SESSION I^{continued} About Caring Adults

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

- Objectives:** To identify specific characteristics of powerful adults in the lives of youth.
To recognize the critical components of youth development.
- Focus:** Remembering influential adults in our lives. Identifying characteristics that made them important to us. Correlating those characteristics with components of positive youth development.

Materials List

Flip chart and easel
Markers
Masking tape
Projector and screen
Master Slides –
(masters following lessons)
Meeting Needs
Building Competencies
Participant pages:
20 Meeting Needs
21 Building Competencies
Supplemental/Reference pages:
22–26 Understanding Youth Development
27 Key Youth Development Concepts

What to do-

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

What to say-

What to do-

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

Allow time for this reflection.

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

Post the lists around the room.

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

Read the list generated by the group.

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

What to say-

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

“Describe the adult you identified to your group.”

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

“Let’s review the characteristics you have identified in the important adults in your lives.”

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

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

What to do-

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

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

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

Show overhead of "Basics of Youth Development."

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

(Lerner et al., 2005). It is not
What to say-

something we do to youth. It is what they are doing.

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

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

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

What to do-

Indicate the positive youth development poster.

Introduce the work of the youth development professional.

What to say-

“Youth development is an ongoing process through which young people attempt to meet their basic needs and to develop the competencies that they perceive as necessary for survival and transition to adulthood.”

“Note that we said the competencies they perceive as necessary. All youth develop competencies. It is up to us, as caring adults, to ensure that the competencies they develop are those that will help them to become productive members of our communities.”

“When they are learning competencies that will help them become productive, they are engaging in positive youth development. So that is our definition of positive youth development.”

“Read this definition aloud with me:

Positive youth development is development that is healthy and productive for both youth and their communities.”

“Who does the work of youth development? Youth — youth development is the work of youth. They are the ones who are growing and developing and adults can’t do this work for them. However, adults can and must support youth in their efforts to grow and develop into healthy and productive adults. Caring adults can play an important role in assisting young people to reach their full potential.”

“How can we do that through our youth development programs? What do youth development professionals do?”

“Read this definition aloud with me:

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

What to do-

Indicate that you want them to read the definition again.

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

What to say-

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

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

“So what do youth development professionals do?”

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

CRITICAL COMPONENTS OF YOUTH DEVELOPMENT

Meeting Needs + Building Competencies

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

Safety and structure

Belonging and membership

Self-worth and an ability to contribute

Independence and control over one's life

Closeness and several good relationships

Competence and mastery

Self-awareness

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

Physical Health

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

Emotional Health

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

Personal/Social

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

Knowledge, Reasoning, and Creativity

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

Vocational

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

Cultural

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

Civic

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

Basics of Youth Development Programs

Meeting Needs

+

Building
Competencies

Meeting Needs

Safety and structure

Belonging and membership

Self-worth and an ability to contribute

Independence and control over one's life

Closeness and several good relationships

Competence and mastery

Self-awareness

Building Competencies

Physical Health

Emotional Health

Personal/Social

Knowledge, Reasoning, and Creativity

Vocational

Cultural

Civic

SESSION 1 continued

About Current Roles

Youth Development in the Nonformal Setting

Activity: Categorizing Educational Experiences (30 min.)

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

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

Materials List

Flip chart and easel
Markers

What to do-

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

Formal
Nonformal
Informal

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

Some responses could be:

In school, in a building, in a classroom.

During set hours and set months.

What to say-

“Where are these experiences held?”

“When or in what time frame are they conducted?”

What to do-

Primarily the teacher.

A degree and certification.

A teacher, school board.

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

A grade. A diploma.

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

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

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

During free time — year round.

The young person.

Whoever surfaces.

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

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

What to say-

"Who leads the experience?"

"What qualifies the leader to do this?"

"What is taught? Who determines this?"

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

"What do they get for attending?"

"Where are these experiences held?"

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

"Who leads the experience?"

"What qualifies the leader to do this?"

"What is taught? Who determines this?"

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

What to do-

Fun, sense of independence.

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

Some responses could be:

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

During out-of-school time.

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

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

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

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

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

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

What to say-

“What do they get for attending?”

“Where are these experiences held?”

“When or in what time frame are they conducted?”

“Who leads the experience?”

“What qualifies the leader to do this?”

“What is taught? Who determines this?”

“Who attends? Are they required to attend? How are they grouped?”

“What do they get for attending?”

What to do-

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

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

What to say-

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

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

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

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

“What is the role of the youth development professional?”

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

“And where do we do our work?”

“In the nonformal setting.”

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

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

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

LESSONS PLANS

Lessons: Session II:

About You:
Personality I.Q.[™]

Activities
• Personality I.Q.[™]

SESSION II

About You: Personality I.Q.™

Activity: Personality I.Q.™ (3 hours)

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

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

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

Materials List

One Personality I.Q.™ booklet for each participant

Available from: Personality I.Q.™
International Training Insights
1-800-779-9779

Props for skits:

Bandanna, sun visors, plastic leis,
sunglasses, etc., in gold, blue,
green, and orange

Flip chart and easel

Markers

Projector and screen

Master Slides

Available from Personality I.Q.™

Participant pages:

30–31 Personality I.Q. notes

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

What to do-

Introduce the activity.

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

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

Form groups by colors.

Facilitate the integration of all four styles in the individual.

What to say-

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

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

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

What to do-

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

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

Hand out flip chart paper to each group.

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

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

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

Emphasize:

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

Direct each group to design a training experience.

What to say-

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

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

What to do-

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

Emphasize:

- Groups need to work with blending the colors in the group.

Lead a discussion on leadership:
Summarize, present information in determining:

How can you succeed with your:

Gold — Supervisor

Orange — Co-workers

Blue — Young people

Green — Parents

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

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

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

Note what “grabs” each group.

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

What to say-

“It is important to remember the needs of all color groups when you are designing an experience — especially a training experience — for the group. To practice doing this, we want your group to design a training experience that addresses all four color groups, and to prepare a three-minute skit to tell about their design. The presentation could include: title, theme song, mascot, motto.”

“Be aware of colors other than your own. It is easy to weigh your planning in favor of your own style preferences.”

What to do-

C. Facilitate discussion of the styles related to self esteem.

What to say-

“What threatens your self esteem?
How do you act?
What brings you back?”

LESSON PLANS

Session III:

Setting Ground Rules – Establishing Norms

- Establishing norms and defining purpose

LESSONS: SESSION III

Setting Ground Rules

Activity: Group Consensus (10 min.)

Objectives: To determine expectations from group members regarding behaviors that foster positive social interaction within the group.
To set boundaries for working together that will assure an environment that is comfortable and conducive to learning for all members.

Focus: Continuing to build upon concepts of positive group environments.

Materials List

Flip chart and easel
Markers

Participant page:
35 Establishing Norms and Defining Purpose

What to do-

Introduce concept of ground rules and norms.

What to say-

“Norms are the unspoken rules of conduct or values held by a group. Groups are seldom aware of norms until someone breaks one and then conflict will occur.”

“It is helpful for a group to decide consciously on the norms it will operate with. Then members can be clear about behaviors that are appropriate and behaviors that are not. To do this we need to decide as a group what our ground rules for working together will be.”

“Think about the social environment that would be the most comfortable for you to work and learn in.”

What to do-

Facilitate a rule-generating process. Help the group condense their ideas to five or six rules.

Note:

You may need to help them get started by suggesting a rule you need such as “no put downs.”

Refer to participant page 35:
Establishing Norms and Defining Purpose.

What to do-

“What does it look like? What are some of the factors that make that environment good for you?”

“I’m going to record these as ‘rules’ for our group. After we have gotten your ideas on paper we can decide which ones are most important to all of us.”

LESSON PLANS

Reflection Page

Day One:
It's in Every One of Us

REFLECTING & APPLYING

Day One

Activity: Daily Reflection Page (30 min.)

Objectives: To integrate the day's experience with the participants' work with youth.
To bring closure to the day's experiences.

Focus: Recapping the day's events and applying thoughts to paper.

Materials List

LCD and screen
Post-it notes

Make an overhead and handouts of:
Reflection Page Day One
(following the lessons)

Have the handouts printed on carbonless, three-part NCR paper so they will have a copy and you will have a copy of their reflection page for your files.

What to do-

Bring the total group together and offer a brief recap of the day's experiences.

Hand out the Reflection page.

Discuss the rationale for personal reflection at the end of each day.

What to say-

"This is a daily briefing paper designed to help you remember what was covered each day, what was beneficial, or what has created questions or confusions for you. It is designed to help you find ways to apply your experiences here each day to the

What to do-

Using an overhead transparency, demonstrate possible entries as each section is discussed.

Ask participants to work on their reflections alone, but advise that they will be asked to share those comments with their teams.

Allow 15 minutes to work as a team.

Monitor progress and move teams together to share their pages. Suggest using Post-it notes for the group concerns that need to be placed in the “parking lot” (issues board).

What to say-

responsibilities you will have with the youth in your program when you return. By your sharing of some of these reflections, we can get daily feedback regarding this training which will help us tailor the days to meet your needs.”

“When you are finished you will need to KEEP the top white copy for your files and turn in the yellow and pink copies as you leave.”

“These forms will be helpful when you begin to build plans of action next week. They also will help to create a final briefing paper to take home. You have space in the pocket of your handbook to store these pages.”

“Some ideas you might include are:

- Ah-hah’s you experienced.
- Skills you were glad to practice.
- Something that you already knew that you were pleased to have reinforced.
- Points at which you said,
 - ‘Yes, that is right on.’
 - ‘How can that be?’
 - ‘That won’t work for me.’
 - ‘I can see merit, but there are some issues that really get in the way for me.’
- Ideas that you think apply to your program.
- Things to do.
- Things to remember.
- Skills you could use.”

DAILY REFLECTIONS TO:

- Make Meaning of the Day
- Apply to My Work Back Home

Day One: It's in Every One of Us

Personal Reflections

What did I learn today that is important for me personally?

What did I find significant in the discussion of the role of the youth development professional?

Taking Action

How will what I know about my colors affect or change the way I work?

My Role as Youth Worker/Advocate

What did the stories about being a kid tell me that would be useful in my work?

What are my strengths as a caring adult?

How do the needs and competencies we discussed relate to my program?

