

DAY FOUR

Understanding Needs to Support Youth & Partnering with Youth Groups



DAY FOUR

Understanding Needs to Support Youth & Partnering with Youth Groups

Focus: Reinforcing concepts of basic youth needs and their relationship to risk taking behavior. Working with groups of youth in ways that promote development and partnership. Understanding and applying the elements of successful programs to youth development programming. Applying skill and knowledge gained during training to local programming. Sharing ideas and learning from colleagues. Celebrating the training experience.

8:00 Group Process

8:30 Session X: Understanding Risk Behavior of Young Adolescents

Objectives:

- To distinguish between risk behaviors that are examples of typical adolescent experimentation and risk behaviors that are signs of dangerous behavior.
- To understand the needs that young adolescents attempt to meet through risk behavior.
- To examine the unique developmental characteristics that make adolescents especially vulnerable to both positive and potentially dangerous risk behavior.

10:00 BREAK

10:15 Session X continued...

11:00 Session XI: Youth and Adults as Full Partners

Objectives:

- To provide participants with a common understanding of youth/adult partnerships.
- To increase awareness of similarities and differences in youth and adult perceptions about each other.
- To formulate group consensus on contributions and challenges brought to youth/adult partnerships

by youth and adults.

12:00 LUNCH

- 1:00 Session XII Characteristics of Programs That Work
Objectives:
- To understand the components of successful programs.
 - To be able to apply these components to school-age and teen programs.
 - To be able to apply the concept of risk and protective factors to individual communities/ programs.
 - To identify potential community collaborators.
- 1:45 Session XIII: Putting the Pieces Together to Work for Your Team
Objectives:
- To build action plans for local programming.
 - To share ideas and plans with colleagues.
 - To apply skills and knowledge gained to current work with youth.
- 2:45 BREAK
- 3:00 Team Reports
- 4:00 Final Evaluation
Closure and Celebration
- 5:00 Close for the Day



"These materials are produced as part of the Interagency Agreement between the U.S. Army Community and Family Support Center and the U.S. Department of Agriculture, Cooperative State Research, Education, and Extension Service under Kansas State University Project # 95-EXCA3-0378."



SESSION X:

Understanding Risk Behaviors of Young Adolescents

- Teenagers need to experiment and take healthy risks
- Risk behaviors related to needs and competencies
- Developmental needs of young adolescents
- Programming to meet needs – worksheet
- Risk taking: what you can do
- Potential signs of serious disturbance
- How to make a referral

SESSION X

Teenagers Need to Experiment and Take Healthy Risks

According to Steinberg (2004), adolescent risk taking may be the result of a discontinuity among developmental systems. Specifically, he suggests that during adolescence, young people experience an increase in their desire for novelty and sensation seeking but no increase in their ability to control their impulses. This ability to self-regulate usually does not fully mature until early adulthood. Thus, risk taking and experimenting are a developmentally necessary and normal part of growing up. But there's no denying that some risks are more dangerous than others. Getting drunk, driving fast down a highway, or having sexual intercourse are a few examples of risks that teens sometimes take that can have disastrous consequences. The challenge for adults is to find a way to help teenagers learn to weigh the possible consequences of the risks they take. This can be difficult because youth are inexperienced, highly influenced by peers, and often lack the thinking skills to make sound judgments. Here are some ways adults can support positive risk taking in youth:

Support healthy experimentation. It's healthy for teenagers to try out all kinds of possibilities in the process of finding out who they are. Much of this experimenting (particularly when it involves "weird" fashions, hairstyles, fads, and jargon) can be bewildering to adults who have forgotten how exhilarating it can be to do and say outrageous things. Instead of criticizing or insulting teenagers for their taste, back off and give them the room to experiment and try new things.

Support healthy risk taking. In addition to experimenting with the way they look, teenagers need activities and experiences that are "risky" in a positive sense. For example, running for a class office, trying out for a school play, learning to rock climb, or volunteering to be in charge of an event can be extremely risky for a teenager. There's also risk involved in participating in classroom or small-group discussions, getting involved in team sports, and participating in any kind of competitive event or activity. It's important for adults to support and encourage teens to get involved in activities that enable them to take risks and test out their new physical and mental abilities while minimizing potential dangers.

Know when to intervene. There's no denying that many of the risks some teenagers take are dangerous. Parents and other adults need to be alert to the warning signs that indicate a teenager has moved from healthy into harmful risk-taking. Sudden and unexplainable mood swings or personality changes; a sudden drop in grades; isolation or acting as if there's something to hide; as well as more obvious signs of trouble, such as being caught with alcohol or other drugs, are all clues that a young person may be in over his or her head and needs parental or adult intervention.

SESSION X

Risk Behaviors Related to Needs and Competencies

This handout lists some potentially dangerous risk-taking behaviors related to the needs and competencies these behaviors might meet. There is obviously not a single need for each behavior. For one individual, an act may satisfy several different needs. The same act may meet different needs for different people.

Behavior	Need
Bicycle racing on a busy street	<ul style="list-style-type: none"> • Independence • Competence and mastery <ul style="list-style-type: none"> • Creative • Physical
Rock climbing	<ul style="list-style-type: none"> • Independence • Self-awareness • Competence and mastery <ul style="list-style-type: none"> • Physical • Creative
Sexual intercourse	<ul style="list-style-type: none"> • Independence • Self-awareness • Closeness • Competence and mastery <ul style="list-style-type: none"> • Personal/social
Drinking alcohol	<ul style="list-style-type: none"> • Independence • Belonging and membership • Competence and mastery <ul style="list-style-type: none"> • Personal/social
Putting graffiti in public places	<ul style="list-style-type: none"> • Independence • Self-awareness • Competence and mastery <ul style="list-style-type: none"> • Creative

SESSION X

Developmental Needs of Young Adolescents

Self-awareness and physical activity

Young adolescents' spurts of boundless energy are as well-known as their periods of dreamy lethargy. They need time to stretch and exercise rapidly growing bodies; they also need time to relax. Parents of young adolescents need to remember the diversity in strength, dexterity, and size of youth in this age group. Intensely competitive physical activity often places an unnecessary burden on late-bloomers who cannot compete successfully. Early-bloomers who are pressured into conforming to sexual stereotypes that reward athletic prowess rather than intellectual or social development also can be harmed by stressful sports competition.

Rapidly changing bodies and minds require time to absorb new ways of thinking, new mirrored reflections, and new reactions from others. To accommodate the new selves that they are becoming, young adolescents need chances to consider what it means to be a man or a woman and to belong to a race or ethnic group. They need privacy. They need time to find a friend and share a secret, or to have a good talk with their parents or other adults. They need opportunities to explore their widening world and to reflect upon the meaning of new experiences so they can begin to consider themselves not just observers, but participants in society.

Competence and mastery

Because young adolescents experience extraordinary self-consciousness about their own new selves and the attitudes of others toward them, it is easy to understand their overwhelming desire to do something well and to receive admiration for achievement. Young people hunger for chances to prove themselves. They need to know that what they do is valued by their parents and others whom they respect.

Independence and creative expression

Opportunities to express creatively their new feelings, interests, abilities, and thoughts help young adolescents to understand and accept the new people they are becoming. Performing and being exposed to drama, literature, and musical works of others help them see that people before them have felt the emotions and have thought the ideas that are new and confusing to them. In addition to the arts, young adolescents can find opportunities for creative expression in sports, such as synchronized swimming and roller skating, and in activities like tending a garden or painting a wall mural.

Closeness and belonging

Young adolescents' parents and other family members remain of primary importance in setting values and giving affection. Their peers offer needed support, companionship, and criticism. In addition, adults other than parents

have an effect on the lives of young adolescents, who are eager to understand the possibilities of adulthood. Young adolescents need relationships with adults who are willing to share their own experiences, views, values, and feelings with young people. These adults can also encourage young adolescents to develop positive relationships with peers.

Safety and structure

Young adolescents live in a society of rules, and they know and understand their own limits within that system. Clear expectations are crucial to insure self-critical young people. Their search for security in a world of conflicting demands is helped by defining explicit boundaries in areas where they legitimately seek freedom to explore. They differ in areas where they may legitimately seek freedom to explore. They differ from younger children, though, in that they are increasingly capable of participating with adults in framing their own rules and limits.

Self-worth and meaningful participation

Youth need to participate in the activities that shape their lives. Successful events are planned with, not for, young adolescents. As they develop a mature appearance and more sophisticated social and intellectual skills, they want opportunities to use their new talents. And by learning that their actions can affect the world around them, they gain a sense of responsibility. Parents can help young adolescents see themselves as citizens by providing them opportunities to make meaningful contributions to their communities. Parents need to modify these opportunities to the short-term attention span characteristic of early adolescence and to select varied tasks that enlist diverse interests and abilities.

SESSION X

Programming to Meet Needs

worksheet

Developmental Needs:

Safety – Belonging – Self-worth – Independence – Closeness –
 Competence (physical, creative, personal/social, cognitive) – Self-awareness

Risk Behavior	Needs Met	Youth Program (that meets these needs)

SESSION X

Risk Taking: What You Can Do

This handout lists things you can do to help protect adolescents from dangerous risk taking (Huyter, 2003; Tavaré, 2004). There are no foolproof approaches. Parents and other adults want young people to be confident of their emerging abilities, but they do not want them to take harmful risks.

1. Learn about the normal changes young people experience as they move from childhood to adulthood. Understand that they go through physical, intellectual, social, and emotional changes during early adolescence.
2. Try to identify the needs young adolescents are trying to meet through risk behavior. Understanding the needs that underlie risk taking can help you to respond to risk behaviors.
3. Support young adolescents to take risks that will meet their needs in positive and safe ways. Encourage young teens to do things that contribute to learning, but are unlikely to result in harm. Get involved by doing things like discussing how difficult it can be to stand up for what you believe or encouraging teens to get involved with a new activity or skill-building interest.
4. Work with youth to create an appropriate balance between freedom and clear limits. Young people seek and sometimes demand increased independence in such areas as selection of friends, music, clothes, and setting curfews. At the same time, they look to adults to set the limits within which they manage these increased freedoms. If you feel an activity is too risky and potentially harmful, say no. At the same time, give youth the room to learn responsibility. Being overprotective can produce strained relationships, rebellious behavior, or unhealthy dependence or fear.
5. Be a good example. Remember that young teens want and need the guidance of adults whom they like and respect. Since adults also meet needs through risk taking, be sure your activities are safe and promote your own growth.
6. Work in your community to create a range of safe and structured activities that will attract youth. The activities should help them learn how to make decisions about risks. Activities should be available that challenge their thinking, social, and physical skills.

7. Help youth get the facts about the risks involved in certain behaviors. Get reliable material on topics like adolescent pregnancy, suicide, accidents, and tobacco, alcohol, and other drug abuse. Talk to knowledgeable people in your community. Beware of sensationalized reports and distorted “facts.” Young adolescents have access to both accurate and inaccurate information on their own. If they question your “facts,” you should be able to back them up with reliable sources. Lectures and scare tactics don’t work very often. Don’t expect adolescents to look at the facts and be able to say, “Yes, it can happen to me.” It’s difficult for many young people to link risks to their own lives. Don’t forget that they are still developing their thinking abilities. Sometimes, young teens weigh the facts more heavily when they come from an older brother or sister, friend, or other adult whom they like, trust, and respect.
8. Make sure youth have opportunities to practice making decisions. Young people lack experience in facing different social situations and making decisions. Help youth to identify and evaluate choices. Help them predict consequences and learn from both positive and negative outcomes.
9. Talk to youth about risk taking. Young people may not be able to explain an action or decision because they honestly do not understand it themselves. At the same time, they may be so affected by media messages about what it means to be “grown up” or by peer influence that they lack a sense of control. Talking with a trusted adult whom they feel understands and respects them can help them discover the strengths to think independently and to make wise decisions. Sometimes this adult is a parent. Sometimes it is another adult, such as a teacher, counselor, coach, religious youth group leader, neighbor, or volunteer youth worker.
10. Be able to recognize signs of possible serious disturbance in youth. Having some guidelines for when to be concerned will help you keep things in perspective. Remember that the frequency of behavior and drastic changes in behavior patterns often indicate serious disturbance.

SESSION X

Potential Signs of Serious Disturbance

Some adolescent behavior, while irritating or worrisome to adults, is not dangerous for a teenager. Other behavior may be harmful to a young teen but is typical of young adolescents' normal behavior. However, if intense and persistent, it can be a sign of deeper and more severe problems with serious consequences for a young person's well-being. Serious disturbance, evident only in about 20 percent of all adolescents, sometimes has its roots in childhood. However, some disturbances, such as anorexia nervosa, appear for the first time during adolescence. The following are some signs of emotional disturbance in adolescents (SAMSHA, 2003):

1. The adolescent is withdrawn for long periods of time and shows no interest in others.
2. The adolescent has no friends of approximately the same age and is not integrated into a peer group.
3. The adolescent is docile, never acts independently, never initiates activities.
4. The adolescent continually runs away from home or school.
5. The adolescent frequently gets into fights, physically abuses others, and shows unrelenting anger over minor irritations.
6. The adolescents' emotional state moves between high and low without any intervening leveling off.
7. The adolescent is consistently depressed, preoccupied with death, or threatens or attempts suicide.
8. The adolescent engages in indiscriminate sexual activity with a number of partners.
9. The adolescent is often drunk or under the influence of drugs.
10. The adolescent loses a dangerous amount of weight or engages in food binges, frequent vomiting after meals, and alternate bouts of excessive eating and starving out of excessive concern for appearance.

A young person who exhibits these behaviors will not stop or change as a result of lectures, strict rules, or punishment. These behaviors are frequently symptoms of serious disturbance. Professional help is necessary.

SESSION X

How to Make a Referral

1. Validate the Person for Trusting You

The person needs to know that you care (e.g., “I’m glad you talked with me…”).

Situation One: If the person comes to you for help and you realize immediately that you will need to refer him or her, then:

Validate the person for trusting you with this information.

Situation Two: If you have been talking with the person for some time but you have recently begun to feel that he or she needs to be referred, then:

Besides validating the person, honestly share your feelings and observations from your talks about why you now think he or she could benefit from seeking help from someone else.

2. State Your Limits

The person needs to know that this problem is beyond your capability to help.

Share the limits of your training and knowledge. Tell the person that he or she has shared a very serious concern with you and that you feel an adult who is trained in the area would be better able to offer important help. (In the second situation above, the person may say you have been very helpful and he or she does not want to see anyone else. Restate that you will keep talking to him or her, but you can no longer accept being the only person to whom he or she is speaking.)

3. Suggest a Referral Resource

The person needs to learn about a specific alternative referral.

Ask if there is an adult with whom he or she would feel comfortable talking. If the answer is no, then suggest someone to the person.

When possible, suggest more than one resource with whom you are familiar.

4. Describe the Referral Resource

The person needs to trust the referral place or person.

To help the person feel more comfortable about speaking to someone he or she does not know, describe whatever you know about the person or agency you are suggesting.

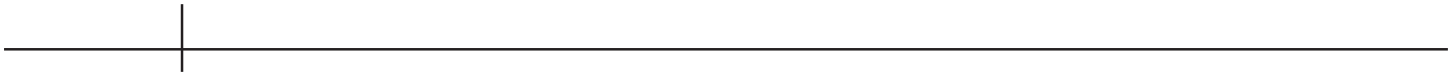
5. If Appropriate, Offer to Go with the Person

The person needs your support.

It is always appropriate to offer to go with the person to see a resource. You can offer to stay with the person or to wait for him or her.

6. Keep in Touch

The person needs to know that you continue to be supportive.





SESSION XI:

Youth and Adults as Full Partners

- Group process: group leadership skills
- A continuum of attitudes toward young people
- Elements of effective youth involvement programs
- Partnering to meet developmental needs
- Youth participation
- Youth/adult partnership
- Facilitating youth participation - worksheet
- Teenagers need to take responsibility for and develop accountability to other people
- What teenagers need from parents, teachers, and other adults
- Teenagers need to take responsibility for themselves
- Teenagers need to share beliefs and opinions and form their own values



GROUP PROCESS

Group Leadership Skills

The following are some practical suggestions to guide staff members in developing their own and young adolescents' group leadership skills:

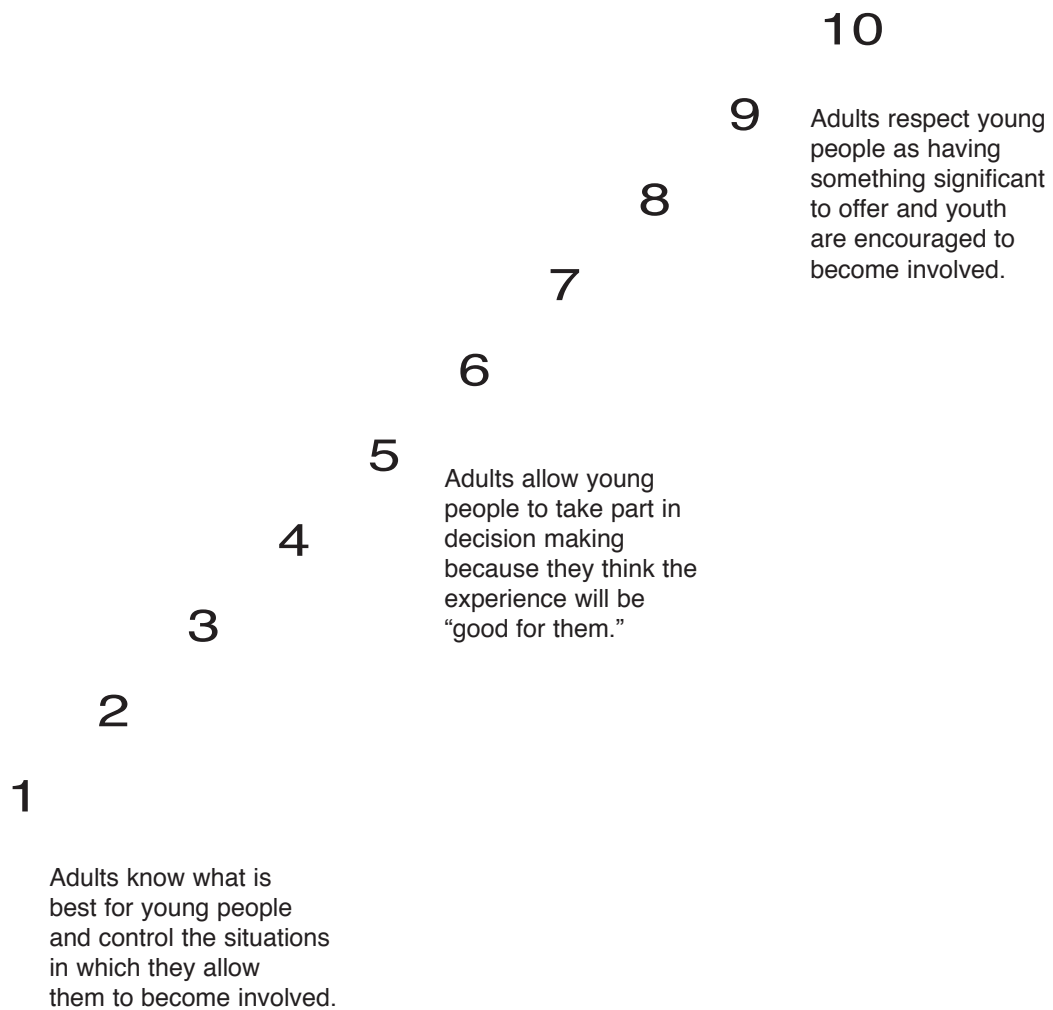
1. Start where the group is.
Do not try to make changes overnight. A youth who has ten years of experiences of negative self-worth needs time to replace feelings of insecurity with a positive self-image.
2. Remember that all behavior has meaning.
It is helpful to identify behavior and have some general understanding of it in order to work through growth-facilitating action.
3. Keep in mind members' previous experiences with others.
A person entering a new group brings the effects of all previous relations with other people. These are manifested in the person's attitudes, interests, and behavior.
4. Remember that everyone has anxiety in new situations.
People moving into new situations usually are anxious and need help to feel comfortable. A friendly welcome, a smile, a word of encouragement, or an introduction to another member may put youth at ease.
5. Be ready to set the stage.
Your expectations for the group probably center around providing opportunities to help young people grow. Their expectations most likely center around having fun. Try to combine these two desires by fostering new relationships and experiences and by focusing on group members planning their own programs.
6. Work closely with the natural leaders.
Identify natural leaders by observation: Who does the most talking? Who is listened to most frequently? Who seems to have a following within the group? Give these leaders responsibilities while helping other members experience and practice leadership skills.
7. Consistently be a guide.
Seize opportunities to be a motivator (show your enthusiasm, encourage group members, give praise), simulator (generate ideas, draw out the more quiet group members, promote the discussion, suggest alternatives), teacher (go into new ideas carefully, make certain all members understand), and interpreter (explain what is

going on and what to expect, prevent misunderstandings, clarify and summarize as the need arises).

8. Be prepared when meeting a group.
Give all group members a share in the planning and decision making, but do not abdicate your responsibility to see that the program develops and members have a good experience. Be a catalyst for interesting and appropriate programs. Help the group establish sensible, fair, and firm group rules.
9. Don't be surprised by a period of testing.
In every new group there is a period of testing — members test each other and the advisor to find out what the limits are and how far they can go.
10. Be flexible.
Effective leadership is a fitting together of your own work style and that of others and the tasks to be accomplished. Your role changes as do the needs of group members and the tasks. Because different situations demand a variety of leadership styles on the part of young people, advisors must be aware that a variety of leadership styles are demanded of them.
11. Be aware of your own contributions.
Be sensitive and aware of your role in meeting the needs of youth for leadership development.
12. Be evaluative and give positive reinforcement.
Analyze progress and discuss with the group the advances made by giving positive reinforcement.

SESSION XI

A Continuum of Attitudes Toward Young People



SESSION XI

Elements of Effective Youth Involvement Programs

Research suggests that there are several important elements of a successful youth involvement program (Johnston et al., 2004; Larson et al., 2005; Zeldin, 2004). A few of these elements are listed below.

- Young people are responsible for significant decision making. In other words, they are involved in identifying issues of importance to them, developing plans of action, and implementing those plans.
- Young people have an opportunity to develop new knowledge and practical skills as a result of their involvement.
- The activities undertaken address real issues and needs of young people or the community. They are not contrived for the purpose of giving youth practice for adulthood.
- Youth and adults have opportunities to explore what each “bring to the table.” They also have an opportunity to express what they need and expect from each other. In that manner, each comes to recognize and value the positive contributions of each.
- Young people are engaged in “collegial” relationships with adults. The relationship is a partnership focused on a common goal. Neither is subordinate to the other.
- The experiences provide young people with an opportunity to realize successes and believe that they can make a difference. They develop a feeling of efficacy.
- Advisory boards, councils, and committees are composed of equal numbers of adults and young people.

- Both young people and adults experience a feeling of “synergy.” They believe that they accomplish more together than they can accomplish alone.
- The focus of the activity is at the community level (as opposed to the individual club or school). By focusing on the community the young people are true participants in real rather than artificial societies created for them to “practice in.”
- Regular opportunities are provided for young people to reflect on their work.

SESSION XI

Partnering to Meet Developmental Needs

As young people grow and develop, their ability to be involved in making decisions about programs that affect them increases. Research suggests that there are appropriate ways for adults to partner with youth to help them to meet their developmental needs through participation in the decision making process (e.g. Johnston et al., 2004, Larson et al., 2005; Zeldin, 2004). Unfortunately, all too often young people are systematically excluded from such participation. When young people are excluded from decision making they feel a lack of bonding to society. That lack of bonding to conventional social institutions can be a predictor of what many refer to as “problem behaviors.” According to Dr. Stephen Glenn, “youth participation is an opportunity for young people to experience meaning, purpose, and significance in their lives. This is the biggest issue facing young people today. Our failure to provide these kinds of opportunities has contributed to increasing dropout rates, pregnancy, delinquency, and substance abuse.”

Developmentally, young people are ready for this expanded role. Adolescents are gradually developing the ability to think about the abstract, not just the concrete and specific. Adolescents can think about future consequences, can compare observations with what they think is possible, and can think about themselves and others in more complicated and differentiated ways. They are also able to defend their own positions and offer sophisticated explanations for their beliefs and actions (Byrnes, 2003).

They are also ready from a social and emotional perspective. Middle and older teens are capable of understanding what other people feel. They are ready to express themselves as unique individuals within a group rather than always conforming to group norms. They can set their own priorities and base actions on those priorities. This necessitates a need for the relationship they have with adults to change (Darling, Hamilton, Shaver, 2003).

When systematically excluded from participation with adults, many adolescents fail to build competencies such as developing strong interpersonal skills with peers as well as adults; investing in the role of “citizen” within their immediate community and the broader society; understanding and contributing to the integration of adult and adolescent worlds in the realm of work, community, and family; and fostering self-directed learning, creativity, and leadership skills (Raymond & Betts, 1995).

SESSION XI

Youth Participation

Youth participation is the involving of a youth in responsible, challenging action that meets genuine needs. It includes opportunities for planning and/or decision making in an activity whose impact or consequence is extended to others.

SESSION XI Youth/Adult Partnership

The essence of youth participation is a partnership between adults and young people which supports joint efforts toward solving community problems and acknowledges the contributions of both parties.

SESSION XI

Facilitating Youth Participation – worksheet

1. Which of the elements of effective youth involvement programs do you wish to strengthen?

2. What are some things that you might be able to do to strengthen that element of your program?

SESSION XI

Facilitating Youth Participation – worksheet

3. What are the barriers that must be overcome if you are to successfully implement your ideas?

4. What strategies would you employ to overcome those obstacles that might stand in the way of meaningful youth participation?

SESSION XI

Teenagers Need to Take Responsibility for and Develop Accountability to Other People

To grow up to be dependable adults, workers, and citizens who are responsible for the welfare of themselves and others, teens need to experience what it means to be accountable to others. Learning how to become the kind of person other people can depend on takes time. Here are some things adults can do to help teenagers develop this quality:

Help youth develop organizational skills. Countless school and community settings provide opportunities for developing leadership skills. Getting involved in youth groups, volunteer organizations, and after-school jobs all give young people a chance to learn how to express themselves, use their talents and skills, get organized, manage their time, and follow through on commitments. Encouraging and supporting the efforts of youth who participate empowers them to succeed.

Encourage youth to volunteer in their communities. To grow into caring and nurturing parents and citizens, young people need opportunities to learn how to care for and nurture others, especially those who are less able or mature. Teens need a chance to learn these skills by responding to people in their families, schools, and communities who need them. Through helping the elderly, taking care of younger children, tutoring the less capable, or getting involved in peer support programs, teens learn how to care for and be accountable to others.

SESSION XI

What Teenagers Need from Parents, Teachers, and Other Adults

Developing into mature and responsible adults is a complex task for teens today. The normal changes that have always been a part of adolescence are tough.

- Adjusting to major physical changes in one's body can be strange and stressful.
- Renegotiating relationships with parents make some parent-teen relationships more strained.
- Facing important questions about the present and future (such as succeeding in school and making career choices) can be frightening.

Teachers, parents, and other concerned adults often wonder what they can do to help teenagers deal with the challenges they face. One approach is to keep in mind that youth need a chance to develop values, social skills, self-esteem, responsibility, and a sense of belonging. The following is a framework for looking at what teenagers need from the adults who care about them.

Teenagers Need Respect from Adults

No one would deny the important role self-esteem plays throughout life. How adolescents feel about themselves is crucial to their healthy development. The messages they receive from other people carry a lot of weight. Since respect has been defined as the "quality or state of being esteemed," it's especially important for youth to know that they are valued by adults. Here are some ways adults can communicate respect to young people (Johnston et al., 2004):

Take them seriously. Adolescents need to be seen as mature, unique people — equal to adults in their worth and dignity. Unfortunately, some adults tend to brush off what adolescents are going through with comments like "It's only puppy love," "You're just going through a stage," or "You don't know how easy you've got it, just wait until you're an adult." Instead of trivializing teenagers' experiences and feelings, make an effort to be more understanding and accepting.

Keep in mind that teenagers are not children. Teenagers are encountering an amazing array of changes in all areas of their lives — physically, intellectually, emotionally, and socially. For this reason, some of the ways you've interacted with them in the past need to change too. One of the most degrading things a parent, teacher or other adult can do is to treat teenagers like children. Comments such as "Don't be such a baby!" "Act your age!"

or “Why don’t you just grow up?” are demeaning and insulting to teenagers in the process of leaving childhood behind.

Treat teens the way you expect to be treated. Adolescents have much to offer—provided they are given a chance. One way is simply to ask for their opinions and suggestions—and then pay attention to what they have to say. You also can demonstrate respect for teenagers by extending basic courtesies (using please and thank-you, for example) instead of issuing orders, demands, and ultimatums.

Recognize their talents, abilities, and efforts. Instead of assuming teens already know when they’ve done a good job, tell them so. This means providing specific feedback about what they’re doing, as well as telling them that their contributions and actions are appreciated. Honest praise is a good way to let teens know you respect them; and don’t reserve praise for only outstanding achievements. Teens live in a terribly competitive world. Sometimes they feel that no matter what they do, it’s just not good enough. Look for ways to let teens know they are valued and respected because of who they are and the qualities that make them unique and special — not just for how well they measure up to other’s standards. Help teenagers learn to believe in themselves by recognizing that effort and progress are often as valuable as awards and winning.

Teenagers Need Positive Adult Role Models

Teenagers look up to adults whom they like and respect. Such adults are usually respectful to teens and are fair and consistent in their own actions. Remember that when it comes to influencing teenagers, the things you say probably aren’t as important as the things you do. You can have a powerful, positive influence on teens by cultivating supportive and respectful relationships.

SESSION XI

Teenagers Need to Take Responsibility for Themselves

By the time teenagers reach young adulthood, they are expected to be ready to leave home and take charge of their own destiny. This doesn't happen overnight. During the years prior to leaving home, young people need opportunities to assume some responsibility for their actions. And that won't happen if you insist on being in control of all decisions and behaviors. But trying to figure out just how much responsibility a teenager is able to assume can be a dilemma. It's particularly difficult when you don't want to see teens make mistakes that could lead to harmful consequences. But there's a big difference between offering guidance and support and trying to be in control of all decisions. Here are some guidelines (Johnston et al., 2004; Zeldin, 2004):

Consider the amount of control you use. Expecting your orders to be carried out simply because "I said so" is setting the stage for trouble. Telling a teenager "Don't ever let me catch you doing such and such" doesn't automatically prevent irresponsible behavior. It often means the teen will simply be careful you don't find out about it. On the other hand, assuming teenagers can be left entirely on their own isn't the answer either. Adults who tell teenagers what and how they should be acting usually have good intentions. But adults who have all the answers (even if they're good ones) and who insist on imposing them on young people aren't really doing them any favors. That's because teenagers need to gain experience thinking and choosing for themselves.

Provide opportunities to choose. Young people often appear to make choices without really thinking about what's involved or the consequences of their actions. It's frustrating to watch teens do things that appear ill-advised — such as refusing to wear hats in cold weather to preserve their hairstyles. But for teens to develop the ability to make decisions, they must be given opportunities to make up their own minds without someone else trying to do it for them. A good place to start is by giving teenagers more freedom to make day-to-day choices — how to spend their allowance, what clothing and hairstyles to wear, and how thoroughly to clean their rooms, for example. Often these decisions will not reflect your own. Ask yourself what would be gained — or lost — by trying to insist that your teenager do things your way. Constantly trying to control teens by insisting they do what they're told prevents them from learning how to think and choose for themselves.

Involve teens in decisions about the rules they're expected to follow. Adults have a tendency to dispense advice pretty freely because they feel they know what's best, and often they do. For example, to prepare a teenager for future

options, an adult may try to influence a teenager's choice of classes or extracurricular activities. Or, parents may attempt to control a teenager's social life out of a desire to prevent him or her from getting involved in hurtful or problematic relationships. But young people need opportunities to learn to handle themselves in a variety of situations involving choices and decisions, and that can't happen if adults insist on having things done their way. Involve teens in whatever process is used to make decisions about rules, policies, procedures, and guidelines that affect them. This is one way to give teenagers an opportunity to assume more responsibility for themselves. Psychologists who study adolescent behavior find that when teens understand why a rule is necessary and have had a voice in determining it, they are more likely to comply.

Understand the difference between discipline and punishment. While young people need to be given increasing opportunities to assume responsibility for themselves, they also need adults to provide enough structure to insure that their efforts are met with success rather than failure. This means parents must be able to follow through with discipline strategies that help teens learn from the mistakes they make. While punishment often implies a judgment on the teenager, discipline focuses on the misbehavior and separates the deed from the doer. Parents who punish teens are usually meeting their own needs — venting their anger, demonstrating who's boss, or acting out of revenge. By contrast, effective discipline strategies help teenagers accept the consequences of their misbehavior. For example, if a teenager's grades drop because of a job or too much social activity, he or she should be required to quit the job or limit socializing until the grades improve.

SESSION XI

Teenagers Need to Share Beliefs and Opinions and Form Their Own Values

In a complex society like ours, teenagers face many conflicting values and opinions. To form consistent and healthy values, youth need to share their views and opinions with others, consider the pros and cons of issues, and experience how others react to what they say. These experiences give teenagers a chance to take a well-examined personal stand (Zeldin, 2004). Here are some suggestions for parents and other adults:

Listen to them. One of the most important things any adult can do to help teenagers form healthy values is to listen to the things they have to say. During adolescence, teenagers develop new intellectual abilities such as abstract thinking. Discussing and exploring new ways of looking at the world gives teenagers outlets for these new abilities. Adults sometimes have a difficult time listening to what teenagers have to tell them — especially if they disagree or the topic is highly sensitive or controversial. When you talk with teenagers, try not to impose your own values on them. Instead, share how you feel and why you feel that way, while at the same time encouraging teens to explore and express their own feelings and beliefs.

Provide opportunities for youth to share their values with each other. Young people need to share their perspectives and ideas with one another. But this can be threatening if they fear being criticized, insulted, or belittled for what they have to say. Teachers and other adults who work with youth can help foster a sense of openness and trust that will enable teens to feel comfortable sharing thoughts and feelings. Camp and retreat-like settings can provide excellent opportunities for creating this kind of climate.

SESSION XII:

Characteristics of Programs That Work

- Components of a successful program
- Ecological model of youth development
- Features of successful youth organizations
- Developmental opportunities and supports
- How to promote positive group interaction

SESSION XII

Components of a Successful Program

Staff

- trained staff and volunteers
- include developmentally appropriate practices
- include culturally appropriate practices
- use community resources

Audience

- serve many individuals
- target a young population
- reach high-risk youth

Program

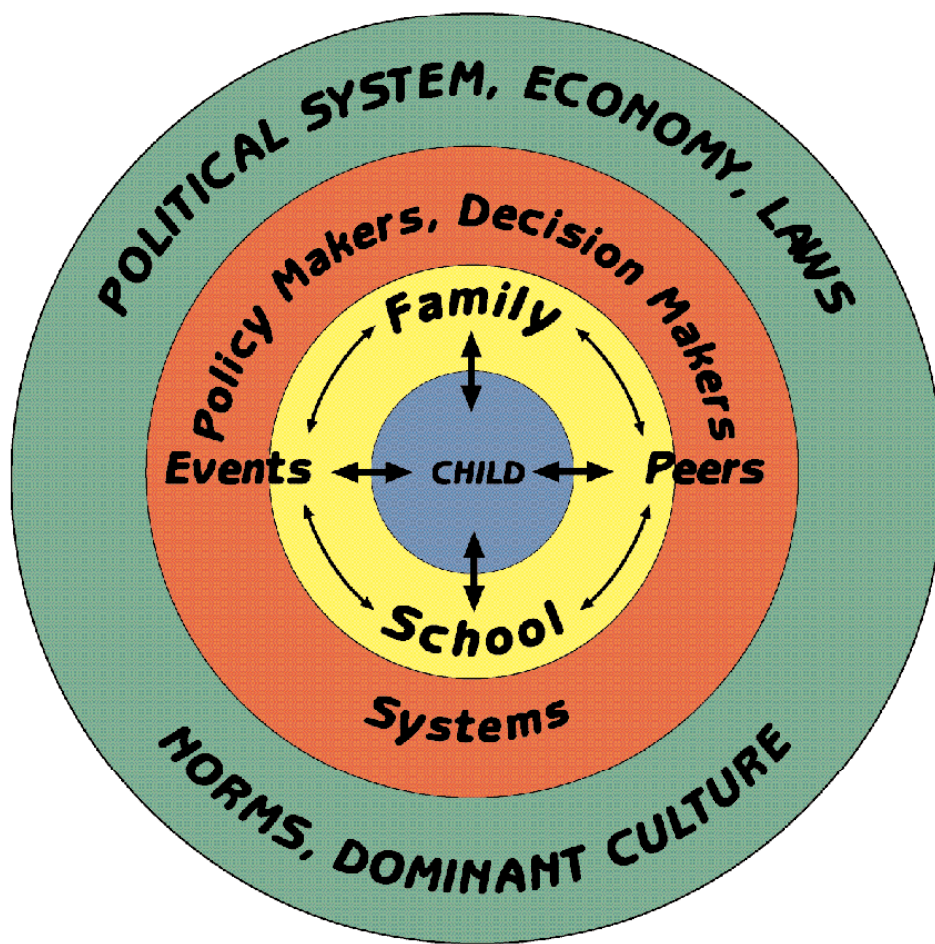
- is comprehensive
- focuses on prevention/positive youth development
- promotes competence, character, and connection
- uses participants' input
- involves and empower participants

Outcomes

- include clearly defined change objectives
- collect and use evaluation information
- have the ability to become self-sustaining
- are sustained over time

SESSION XII

Ecological Model of Youth Development



SESSION XII

Features of Positive Developmental Settings

The Committee on Community-Level Programs for Youth, Heath and McLaughlin (1991) studied community youth organizations. Calling successful youth organizations “family-like,” they compared neighborhood organizations (or neighborhood branches of national organizations) in inner-city communities to successful settlement houses of the late 19th century in their commitment to neighborhood, their focus on the positive (wellness), their multigenerational services, and their racial and ethnic sensitivity.

No particular organizational type or national affiliation was found to be more successful than others. No particular program type or special mission was more successful than others. The successful organizations had these things in common:

- (a) a positive, hopeful vision of the future,
- (b) a clear, focused mission,
- (c) a dedicated staff who value youth and were dedicated to their success, and
- (d) an identification not linked to social institutions or social problems (i.e., an after-school or pregnancy prevention program).

Additionally, organizations succeeded when they were relevant, respectful, and hospitable to young people, and when they were not centered on prevention or remediation, which was viewed as demeaning and punitive.

Pittman (1992) espouses caring organizations, and she writes that organizational caring is conveyed to young people in four important ways:

- (1) Environments are created in which youth feel welcome, respected, and comfortable.
- (2) Opportunities are structured to stimulate caring relationships with adults and peers.
- (3) Information, counseling, and expectations enable young people to define what it means to care for self.
- (4) Opportunities, training, and expectations encourage young people to contribute to the greater good through service, advocacy, philanthropy, and active problem solving.

In a study of “third educational environments” (the first two being family and school), Kleinfeld and Shinkwin (1982) identified five benefits well-run youth organizations provided for young people:

- (1) increased contact with adults,
- (2) teaching and learning of useful, practical skills,
- (3) practice in formal leadership and organizational roles,
- (4) opportunities to practice community responsibility, and
- (5) increased family involvement in the education of adolescents.

Characteristics of Successful Programs

Marsland (1993) notes that organizations with a strong capacity to meet the needs of young people offer programs that are active, emphasize social group experiences, and provide individual attention and counsel. Other researchers and observers have focused on these features as well.

Active Programming

Programs offering developmentally appropriate, adult-monitored activities that draw and maintain the involvement of young people provide diverse opportunities for activities, varied rhythms of work and play, opportunities to value different talents and ages, and approaches that are firm and flexible (Heath and McLaughlin, 1991). They engage youth as resources to be developed rather than problems to be managed. Often these programs yield a recognizable “product” such as a performance, team record, newspaper, video, or service project.

Active programs invest significant energy in the process of developing youth (not just the product), and they do this by turning over the planning, leadership, and responsibility to young people. Such programs invest in their neighborhood or community, and they are grounded in the local ecology, responding to the untapped resources and unmet needs where children live. Such programs listen and respond to the changing needs of the children, their families, and the community (Heath & McLaughlin, 1991).

Individual Attention

One-to-one relationships are essential. An adult friend and counselor is an important person in the life of a young person. In this context, a counselor is not a trained clinician or therapist, but an advisor, guide, and mentor. Pittman (1992) found that young people overwhelmingly defined their attachment to youth programs in terms of their relationship with a caring adult in that program. The opportunity to interact one-to-one and in small groups with adults of the same and opposite gender is one of the greatest advantages youth programs offer to children and teens. A sustained relationship of mutual trust and respect enlarges the young person’s circle of support and offers models for success, vocation, lifestyles, career options, and sound decision making.

Social Group Work

Dean and Yost (1991) note that youth programs can be structured in many different ways. Structures include membership groups; formal instructional settings; large group intergenerational activities; residential experiences at camps, conferences, or retreats; leadership practice in the community; community service; and significant one-to-one relationships with adults. The most common structure for religious instruction, and probably for most active youth programs, is the youth group, a club-like gathering of youth who see themselves as members who belong.

Group work brings young people together around a common cause or a commitment to a common goal or purpose. Social group work builds community and opportunities for interpersonal relationships through affiliation or group membership. Successful youth programs create a sense that members belong to an intimate group. They give power to young people rather than treat them like infants. These groups have clear goals and rules of belonging, often ones the youth had a role in establishing. Whether they are dance troupes, drill teams, tumbling groups, soccer teams, or theater groups, their range of developmentally appropriate activities is overseen by consistent and reliable adults who send the message that everyone involved is responsible for enforcing the rules and taking leadership for pieces of the program.

In a review of Protestant, Catholic, and Jewish religious youth programs (Dean and Yost, 1991), responsive religious youth programs were described in a way that seems to apply to most social group work programs. These programs provide a comfortable setting in which young people can explore the basis of their faith — the beliefs, values, ideas, and identity they discover in their faith. They connect religious traditions with opportunities for self-discovery and self-definition. (The same applies to the connection of cultural, racial, ethnic, family, or community traditions with understanding of self.) They involve youth and their parents, and they have clearly articulated rules that members appreciate and accept.

These programs are guided by mature adults comfortable with young people and willing to explore sensitive issues with them. Young people grow in competence as they get involved in meaningful tasks for their communities and congregations.

SESSION XII

Developmental Opportunities and Supports

Desirable youth outcomes are promoted by organizations and youth workers when young people are provided with ongoing:

Opportunities for “positive adult relations”

- high expectations and clear standards
- monitoring through “non intrusive” strategies
- authoritative supervision
- respect, caring, and friendship
- quality assistance, including instruction and training

Opportunities for “positive peer relations”

- fun and friendship
- taking multiple roles and responsibilities
- cooperative learning
- group discovery and problem solving
- community involvement
- interacting with diverse persons
- involvement in social networks

Opportunities for “engagement and empowerment”

- voice in program planning and implementation
- choice in level of participation/involvement
- relevancy to daily and future life
- continuity of experience and incremental challenge
- reflection

Access to learning in a variety of “content” areas

- health
- leisure
- academics
- vocational
- social
- cultural

SESSION XII

How to Promote Positive Group Interaction

Use What You Know about Group Dynamics

1. Activities match the degree of cohesion present in the group.

Determine the type of group (i.e., collection of individuals, informal grouping, loosely organized group, or formal group) that currently exists among the young adolescents you want to involve in a specific activity. Then decide if the activity you are planning requires youth to function at a higher level of group cohesiveness. If so, adapt the activity to begin at the group's current step and build toward the desired level.

For example, suppose the young adolescents currently spend their time in open gym activity and you want to offer more structured and diverse experiences for them, such as teams, arts and crafts activities, and short-term classes. You determine that they are now functioning in informal groupings, but in order for the planned activities to be successful they must function as loosely-organized groups. Therefore, you build toward offering structured activities by watching and listening to young adolescents to find out what activities they might enjoy. As you begin to offer those activities and young adolescents self-select to participate, you structure the activity so that collaboration among participants is required and an immediate success is likely. You also set parameters for acceptable behavior, begin to teach group decision-making skills, and give the youth constant and specific feedback on their behavior. Gradually, loosely-organized, activity-oriented groups will emerge.

2. Youth worker's leadership style is appropriate to the activity.

Decide which leadership style, or combination of styles, is most likely to promote positive group interaction in the specific activity being planned. Then define specific youth worker behavior and responsibilities.

For example, if the activity is a dance class, both autocratic and democratic leadership styles will be used. The youth worker will be autocratic in enforcing safety rules and in instructing young adolescents on injury prevention and specific movements. At the same time, the youth worker will draw out the interests and talents of youth and engage them in making decisions about how group time should be spent.

3. Leadership is shared by youth workers and young adolescents.

Except for the few situations when autocratic youth worker leadership is appropriate — as in handling emergencies and giving directions, young adolescents are capable of assuming various leadership functions. Young people and youth workers must realize that leadership is not the responsibility of one person but the shared responsibility of all group members. First, youth must be trained to recognize and fulfill leadership roles and to recognize dysfunctional roles group members can play. Then young adolescents need opportunities to practice and receive feedback on their newly learned skills. The youth workers' responsibility is to diagnose the group situation, give feedback on behavior, and fulfill the functions lacking in the group.

Use What You Know About Young Adolescents

4. Rules and expectations for behavior are clearly defined.

In the early stages of group development, it is up to the youth worker to define broad parameters within which young adolescents are expected to function. Within these parameters, young people can begin to make decisions for themselves about specific codes of behavior that all participants understand and have a voice in shaping. As adolescents practice new cognitive skills by asking “why” and “what if” questions, youth workers can expect rules to be challenged by both words and behaviors. When rules are seen as clear, logical, and fair to young adolescents, they can reinforce each other's positive behavior and monitor unacceptable behavior by giving messages that say, “This is the way we do things here and this is why.” Most groups of young adolescents will need some adult-imposed limits, but most 10- to 15-year-olds are increasingly capable of monitoring their own behavior if the rules are clear and make sense to them.

5. The purpose of the activity is clearly understood.

Before joining a group activity, adolescents need enough information to decide whether they want to spend their time and energy on that activity. If adolescents “buy into” the group's purpose and have opportunities to shape the activity into what they want it to be, they have a personal investment in the group's behavior and productivity. They also will be more likely to understand and more able to explain the group's rationale to others.

6. The responsibilities and limitations of young adolescents who participate in the activity are clearly defined.

Both the teenage group members and the adult youth workers must have the same understanding about the power the group holds. Does the youth board advise the staff or do they make decisions? Is the drama group responsible for everything related to a production, from choice of the

play to casting to cleanup, or are all roles assigned by the youth worker? Whatever the answers to questions like these, adolescents must get clear, consistent messages about the responsibilities and limitations of the group. Otherwise, they may begin to feel manipulated and disenfranchised or they may become overwhelmed by responsibility they were unaware belonged to them and for which they are unprepared. Then, the situation is ripe for negative peer group interaction.

7. The activity gives young adolescents opportunities to do things that are really meaningful to them and to others.

Activities can give adolescents chances to do things they want to do, like cook a meal, canoe down a river, or be a dancer. But the activities take on special importance when they provide youth with ways to gain positive recognition and make meaningful contributions to the community; for example, a meal cooked for the agency's board of directors, a canoe trip that includes a clean-up effort at an embankment, and dance performances for children in a hospital. Adolescents are more likely to give their best, and expect others to give their best, if they see that their actions really make a difference in either their own or others' lives.

8. Young adolescents are able to see products of their work together.

The product may be a playground, a magazine, a buffet dinner for parents, a computer program, a play, or a winning basketball team. Adolescents want and need to be recognized for their achievements but have few opportunities to do things that result in products both they and others can appreciate. When given such an opportunity (along with the resources and adult support to make it successful), they can bring out the best in the group. When adolescents experience the double payoff of saying with pride, "We did that!" and of hearing others voice appreciation for the product, they are eager to undertake new projects.

9. Opportunities are provided for adolescents to learn the skills necessary to be successful in accomplishing the group's purpose.

Few things will cause a group of adolescents to revert to bickering, hostility, and general rowdiness more than the realization that their efforts are destined for failure because they lack the prerequisite skills for successfully completing an activity. Youth workers should carefully define the social and practical skills necessary to complete a task and assess the group's mastery of those skills before plunging into the activity. All adolescents can benefit from workshops on interpersonal relationships, group skills, decision making, and planning. Specific skills required by the activity (like interviewing, making "cold" telephone calls, or baking bread) can be taught and then practiced as a part of the activity. As adolescents become more competent and confident, they invest more of themselves in an activity. As they invest more of themselves, they expect other group members to do the same.

10. There are opportunities for many adolescents to participate in contributing and leadership roles.

Trouble may erupt when some adolescents are left on the sidelines in activities that showcase a few “stars.” A complex activity like painting a mural or a simple activity like a relay race can be broken down into components that require a wide variety of skills and interests. Youth workers can recognize, and help adolescents recognize, that the person who makes sure the proper paint and brushes are available is just as much a leader as the person who sketches the mural on the wall.

11. Activities require collaboration rather than competition among adolescents.

When activities are designed so that young people must work together and depend on each other to accomplish a goal, the stage is set for them to encourage and monitor each other. The young people may all be doing the same task or many different tasks, but they know that everybody must be successful if they are to complete the activity. The prevailing attitude becomes “Everybody’s contribution is important and essential,” rather than “I (or we) are better than you.”

12. Activities are fun for adolescents and give them opportunities to spend time with adults and peers they like and enjoy.

Young adolescents are no different from adults in this area; we all are more positive and productive when we are with people we like, doing things we enjoy. Many young adolescents spend the better portion of their days doing things they may not particularly enjoy, like schoolwork and household chores, and being separated from their best friends. They come to youth programs to relax, enjoy themselves, do interesting things, be with their friends, and spend time with adults whose company they enjoy.

13. The physical surroundings are conducive to the task at hand.

The youth worker who attempts to hold a planning session for a camping trip on the gym floor or in the front yard as other program participants pass by will probably be beset by nonproductive, disruptive behavior from the group. The young adolescents would be less distracted from the task at hand in a small room with comfortable chairs and a big work table. The physical surroundings can set the tone for group interaction by communicating the message that “this is important and deserves our fullest attention.”

14. Negative group interaction and negative peer pressure is dealt with sensitively but firmly.

Few program activities, no matter how well-planned and staffed, are totally

free of disruptive or counterproductive behavior. Ultimately, it is the youth worker's role to halt and redirect young adolescents' negative behavior. Young adolescents can take some responsibility for monitoring each other's behavior once they have invested themselves in the group and see the behavioral expectations as clear, logical, and fair. Because of young adolescents' authoritarianism and frequent inability to appreciate extenuating circumstances, youth workers need to guide them to temper their perceptions of justice with mercy.

Cliques that exert negative power in the group and scapegoat or exclude a particular young person are a problem that occurs frequently in groups of young adolescents and must be handled with care. Youth workers can set and enforce behavioral limits, talk about and model kindness, and, if the group can handle it, put the responsibility back on the group to monitor its own behavior. Some activities should allow friends to be together and others should involve structured mixing of cliques. Diverse activities can give more young people the opportunity to show their strengths. A youngster who is excluded from sports may be a talented dancer, or a youngster who is abrasive and ill-at-ease socially may be able to gain her peers' acceptance through her talented photography. Youth workers should pay close attention to the young person who is excluded. Sometimes clique members pick on the person who is simply a little different from them; but sometimes the excluded young person is accurately diagnosed by the group as having serious problems. It is the youth worker's responsibility to try to get help for the disturbed youth and to help the group respond in a kinder way to people who either are simply different or who have serious problems.

Young adolescents should always know that the youth worker is ultimately in charge and will not allow group members to hurt each other physically or emotionally.

15. Mistakes are seen by adolescents and youth workers as learning experiences.

Activities encourage young adolescents to try new things and assume truly meaningful roles when the stakes are not too high nor the repercussions of failure too serious. Young people know that mistakes in judgment and behavior have a direct effect on the activity and on others and therefore are not simply excused. But they also know that their mistakes are not irreparably damaging to either them or the program. There are consequences for mistakes, but there are also opportunities to learn from mistakes and to try again. When young adolescents know that all will not be lost because of one mistake, they are less defensive, more willing to participate, and more compassionate with each other.

SESSION XIII:

Putting the Pieces Together to Work for Your Team

- Five basic premises about what youth need to develop
- Features of successful youth organizations
- Action Plan – worksheet
5 P RAP
- Evaluation

SESSION XIII

Five Basic Premises About What Youth Need to Develop

1. **P**ossibilities and Preparation
2. **P**articipation
3. **P**eople
4. **P**lace and Pluralism
5. **P**artnerships

SESSION XIII

Features of Successful Youth Organizations

Identifying the Key Types of Premises That Define the Principles and Practices that Promote Development

Previous work done by the Center for Youth Development and Policy Research to identify the common principles and practices of community organizations that promote youth development identified five areas in which programs and organizations made conscious efforts to link practice to five basic premises about what youth need to develop. Continuing the alliterative theme, these five premises can be summed up as recognition of the fundamental importance of: (1) progressive possibilities and preparation, (2) participation, (3) people, (4) place and pluralism, and (5) partnerships.

Premise 1. Possibilities and Preparation: The goal is development, not simply problem reduction. The pace and direction of development is directly linked to the range and quality of appropriately challenging and supportive opportunities for exploration, learning, and individually paced growth.

Premise 2. Participation: Development only occurs when young people are engaged and actively involved in the activity.

Premise 3. People: Engagement is mediated through relationships with people. Relationships have to be established before progress can be made.

Premise 4. Place and Pluralism: Development occurs within and is profoundly influenced by environmental contexts. Environments include physical, cultural, philosophical, and social dimensions.

Premise 5. Partnerships: Development occurs within multiple contexts and therefore requires partnerships among the players—youth, family, service providers, community.

Acting under the assumption that principles are the foundation for practice, Center for Youth Development staff reviewed lists of “guiding principles” developed by individual organizations, service networks, and coalitions that focus practice in diverse areas such as youth work, family support, service learning, and systems change, to assess the degree to which their principles were consonant with the premises of development. The review was selective. Specifically, twelve organizations that were explicitly rejecting a “treatment” service approach and were seeking to use “development” as the guiding premise were chosen. Two findings emerged:

1. Similar and complementary principles exist across organizations. Despite the differing “constituency focus” — children and youth, youth only, families — the principles of the different organizations are highly consistent. Almost all the principles stem from the premises of the 5 P’s: possibilities and preparation, participation, people, place and pluralism, and partnerships.

2. Frequent references to the interrelatedness of youth, families, and communities. Each organization had a different purpose and different audience(s) for their lists of guiding principles. But on closer inspection, the lists showed many commonalities. For example, while many of the organizations consider themselves “youth-focused,” they still have principles for community practice. It appears, therefore, that since young people grow up in families, and since families live in communities, these organizations are choosing to enact principles that serve as guides to implement practice at three different ecological levels.

SESSION XIII

The 5 “P’s” Rap



Pro gress ive Poss i bil i ties and prep a ration



Ac comp lished thru en gage ment and par tic i pa tion



With peo ple from the space and place of con gre ga tion



Sup por ted by some part ners in the pop u la tion

SESSION XIII

Action Plan

– Worksheet

What goals do we/I want to set for our youth program as a result of this week?

What supports are already in place for these goals?

SESSION XIII

Action Plan

– Worksheet

What roadblocks may exist?

How will we move around them?

How will we know we have reached our goal?

PREPARING THE YOUTH DEVELOPMENT PROFESSIONAL

Evaluation

Section 1:

I was able to...	Before I attended the PYDP training:				After I attended the PYDP Training			
	No	Sometimes	Usually	Yes	No	Sometimes	Usually	Yes
1. Understand the needs and competencies critical to youth for healthy growth and development	1	2	3	4	1	2	3	4
2. Articulate my role as a youth professional working in the area of nonformal education.	1	2	3	4	1	2	3	4
3. Understand the steps of experiential education.	1	2	3	4	1	2	3	4
4. Apply the steps of experiential education.	1	2	3	4	1	2	3	4
5. Understand my preferred "style" of working (Personality I.Q.™).	1	2	3	4	1	2	3	4
6. Understand how to work more effectively with other styles.	1	2	3	4	1	2	3	4
7. Develop age-appropriate activities and programs based on my knowledge of the characteristics and behaviors of youth ages 6-19.	1	2	3	4	1	2	3	4
8. Recognize the stages of group formation (forming, storming, norming, and performing).	1	2	3	4	1	2	3	4
9. Understand the concepts of risk and protective factors.	1	2	3	4	1	2	3	4
10. Map the risk and protective factors found in multiple ecological levels of my community (individual, family, friends, school, etc.).	1	2	3	4	1	2	3	4
11. Increase my awareness of diversity issues.	1	2	3	4	1	2	3	4
12. Think of ways to improve the way I deal with those who are different from myself.	1	2	3	4	1	2	3	4
13. Listen and communicate more effectively with adults and youth.	1	2	3	4	1	2	3	4
14. Understand the positive and negative influence of peer pressure.	1	2	3	4	1	2	3	4
15. Develop programs that meet developmental needs in exciting yet safe environments.	1	2	3	4	1	2	3	4
16. Involve youth as partners in program	1	2	3	4	1	2	3	4

Section 2:

1. I am: female male
2. My primary position is:
3. I would describe myself as: African-American American Indian Asian American
 Hispanic White/Caucasian Racially mixed

Section 3:

1. The most important thing I have gained from my experience is ...

2. The one thing I would change about my experience is ...

3. Other comments I would like to make ...

