

LESSON PLANS

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

Activities

- Group process: ten-member pyramid
- Partnership continuum

GROUP PROCESS

Group Leadership Skills

Activity: Ten-Member Pyramid (30 min.)

Objectives: To recognize the dynamics of leadership skills in a group experience.
To identify opportunities to help teens use these skills in leadership roles.

Focus: Learning and applying basic group leadership skills.

Materials List

Projector and screen
Slides:
(master following lesson)
Key Concepts of Group Leadership

Participants page:
175 Group Leadership Skills

What to do-

Assist participants in forming groups of ten people. Conduct the ten-member pyramid activity.

After 5 minutes (or sooner if all groups have completed the task), walk to each pyramid and ask the group to explain their pyramid. Let that group disassemble their pyramid

What to say-

“I am going to give your group a task that will require participation from all ten members of your group. I will give you 5 minutes to form a 10-member pyramid. Once formed, stay in place until I have rated you. Begin.”

What to do-

and move to the next group. When all groups are “released,” ask participants to form a circle to discuss the activity.

Facilitate the discussion using some of the following questions.

What to say-

- “What did you observe about the pyramids in this room?
- How did groups differ in the pyramid they created?
- Did some of the groups feel limited to the ‘cheerleader’ style pyramid?
- Did the past experiences of members of your group shape the outcome of your pyramid?
- What happened in your group as you determined how you would build your pyramid?
- Did any members of your group feel uncomfortable or anxious about participating?
- What kinds of leadership behaviors occurred in your group?
 - Shared decision making?
 - Drawing out ideas of group members?
 - Interpreting, clarifying, or summarizing ideas presented?
- Was there disagreement about how or what you should build? How was that disagreement handled?
- Did my reference to ‘rating’ influence your outcome?”

“We have used a very simple exercise to introduce 12 basic skills needed to work effectively with groups. Obviously, the leadership roles involved in the activity are limited by the time and goals of the exercise, but in observing the dynamics involved in your group as you created your pyramid, you can gain insights into the kinds of behaviors that assist groups in meeting goals, as well as the behaviors that hinder group progress.”

Display poster or overhead of the twelve basic skills.

What to do-

Expand upon the twelve skills.

1. Start where the group is.
2. Remember that all behavior has meaning.
3. Keep in mind members' previous experience.
4. Remember that everyone has anxiety in new situations.
5. Be ready to set the stage.
6. Work closely with natural leaders.
7. Consistently guide.
8. Be prepared for your meeting with the group.
9. Remember that testing is normal.
10. Be flexible.
11. Be aware of your own contributions.
12. Be evaluative and give positive reinforcement.

Facilitate a brief discussion of ideas for involving youth in learning leadership skills. Refer the group to page 175, Group Leadership Skills.

What to say-

“Here is a list of the twelve skills common to effective leadership. You may recognize some of the concepts we have just covered in our discussion of the process your group used to build a pyramid.”

“How might you work with teens in your program to help them recognize and use these skills with their peers.”

“As your team works on developing action plans today, practice these skills that promote the most effective working conditions for your team group.”

Group Leadership Skills

1. Start where the group is.
2. Remember that all behavior has meaning.
3. Keep in mind members' previous experiences with others.
4. Remember that everyone has anxiety in new situations.
5. Be ready to set the stage.
6. Work closely with the natural leaders.

Group Leadership Skills

7. Consistently be a guide.
8. Be prepared for your meeting with the group.
9. Don't be surprised by a period of testing.
10. Be flexible.
11. Be aware of your own contributions.
12. Be evaluative and give positive reinforcement.

SESSION XI

Youth and Adults as Full Partners

Activity: Partnership Continuum and Partnership Workshop Method Exercises (90 min.)

Objectives:

- To understand the need for young people to be involved in making decisions about programs that affect them.
- To recognize that young people have significant contributions to make to society now as well as in the future.
- To learn the definition of youth participation.
- To understand how youth involvement supports several developmental needs of young people.
- To understand why full participation of young people is essential to program design.
- To articulate desired changes in the way their organization involves young people in decision making.

Focus: Increasing youth involvement in determining the direction and nature of programs that exist for their benefit.

Materials List

Laminated 8 x 5 cards with the numbers 1 thru 10
3 laminated 8 x 11 – one each of the words
BIG, ONE IDEA, HARD IDEAS
100 sheets of 4 different colors 8 x 5 paper
Markers
Tape
Flip chart and easel
“Sticky Wall” (refer to page LP115)
Projector and screen

Slides –
(masters following lesson)
Continuum of Attitudes Toward Young People
Adult Perceptions 1
Adult Perceptions 2
Youth Participation
Youth/Adult Partnerships

Participant pages:
177 A Continuum of Attitudes Toward Young People
179 Elements of Effective Youth Involvement

Programs

- 181 Partnering to Meet Developmental Needs
- 182 Youth Participation
- 183 Youth/Adult Partnership
- 184 Facilitating Youth Participation – worksheet
- 186 Teenagers Need to Take Responsibility for and Develop Accountability to Other People
- 187 What Teenagers Need from Parents, Teachers, and Other Adults
- 189 Teenagers Need to Take Responsibility for Themselves
- 191 Teenagers Need to Share Beliefs and Opinions and Form Their Own Values

What to do-

Place the numbered continuum cards 1–10 on a long wall in the meeting room with the numbers approximately two feet apart. Place the “Continuum of Attitudes” overhead on the projector before starting the activity.

Introduce the session by saying something like this:

What to say-

“The purpose of this workshop is to help you assess the degree to which young people in your organization have an active voice in making decisions about programs that affect them. In some organizations young people are actively involved with adults in making important decisions. In other organizations, adults make most of the decisions for the young people. Unfortunately, society in general tends to underestimate the potential of young people to make positive contributions to improve the community. In some cases

What to do-

Project overhead "Perceptions 1."

Read the following statements on the transparency...

... young people should be seen and not heard

... young people should speak when spoken to

... because of their experience, adults know what's best for young people

... young people have no place in adult society

Facilitate a discussion over these statements.

Industrial Revolution – enactment of child labor laws, protection from harm; Civil rights and anti-war protests of the '60s, disturbances led by youth

Adult sentimentalization – "economically worthless, emotionally priceless"

Enculturation theories – "youth are learning appropriate culture"

Focus on academic achievement in an artificial system

What to say-

young people can even be viewed as threats to society or as the source of many of the problems that exist."

"Take a look at the following statements about young people (on the overhead transparencies)."

"Can you think of some events in history that have caused some adults to view young people in a fashion represented by these statements?"

What to do-

Project overhead "Perceptions 2."

Contrast the four previous statements with the statements on the second overhead transparency...

...the opinions of young people should be welcomed and valued.

...young people should be viewed as resources to their community.

...young people should be involved in making decisions about programs that affect them.

Project overhead "Youth Participation" and read the statement.

Project overhead "Youth/Adult Partnerships" and read the statement.

This next part of the activity requires the use of the "sticky wall." Prepare the room so that there is space for participants to sit in groups of four to five people.

This activity is designed to be used with groups of adults and youth together. If you are training a group that is not a mix of ages, you will need to divide the group in half and designate one group as adults

What to say-

"How are the attitudes represented here different from those on the previous transparency?"

"By challenging some of the conventional assumptions about the appropriate role of young people in society and changing how we interact with young people, we can make significant impacts on their growth and development while simultaneously reducing community problems. Let's take a look at what we mean by the term "youth participation."

What to do-

and one as teens. Ask participants in the age group that does not represent their real age to role-play the part.

Ask the “adults” to move to one side of the room and to form groups of four to five people. Ask the “teens” to move to the other side of the room and to form group of four to five people.

Introduce the activity:

As you explain this process, reinforce the instructions by placing large laminated cards that say “BIG”, “ONE IDEA,” and “HARD IDEAS” on the sticky wall.

Distribute colored sheets in one color to the teens and in a different color to the adults. Place a half sheet with a large “minus” sign on it at one end of the sticky wall.

Give the group time to complete this task. You will need to move about the room to verify that groups understand the instructions and perhaps to assist the role-play groups. When the groups are ready, ask the teen groups to select one idea from their four that they believe to be the most significant and to place it on the sticky wall. Read these aloud.

What to say-

“In order to work effectively as partners, adults and youth need to be aware of the perceptions they have of the strengths and weaknesses of one another. This exercise will provide an opportunity to talk about these factors and the issues that may arise in creating true partnerships.”

“I would like the adults groups to spend some time with your small group talking about the factors that make it difficult to work with teens. Teens, I would like your small groups to talk about factors that make it difficult to work with adults. When you have brainstormed a number of ideas, I want you to select the four that you believe are the most significant.”

“I am going to distribute four half sheets of colored paper to each group. I want you to write one idea on each half sheet of paper. Write big so that we can read these from a distance. Be very clear about your ideas — make them hard ideas that are so concrete that there is no problem interpreting what you mean.”

“Do you see any similarities in these ideas? Do any of these go together? How could we group these?”

What to do-

Categorize the ideas by moving them on the sticky wall (under the minus sign) as directed by the group.

NOTE: It is important to monitor this process by not allowing the adult groups to respond defensively to the ideas put forth. Remind the group that these ideas are perceptions and not necessarily fact, but that it is necessary to understand perceptions, whether true or false, if we are to relate effectively to others.

Categorize these ideas by moving them on the sticky wall as directed by the group. Continue this workshop method for the remaining two ideas.

When all of the teen group ideas have been categorized on the wall, repeat the process for the adult groups.

Read these aloud and facilitate categorizing them.

Categorize the ideas by moving them on the sticky wall (under the minus sign but in a separate area from the teen ideas) as directed by the group.

NOTE: It will again be important to monitor this process by not allowing the teen groups

What to say-

“Now bring me the next most significant idea.”

“Do any of these next ideas belong with those from our first batch? How should we organize these?”

(for idea 3) “Bring me another idea that is not already on the wall.”

(for idea 4) “Bring me anything else that is not yet on the wall.”

“I want the adult groups to select one idea from their four that they believe to be the most significant and to place it on the sticky wall.”

“Do you see any similarities in these ideas? Do any of these go together? How could we group these.”

What to do-

to respond defensively to the ideas put forth. Remind the group again that these ideas are perceptions and not necessarily fact, but that it is necessary to understand perceptions, whether true or false, if we are to relate effectively to others.

Read each idea aloud and categorize as directed.

Categorize these ideas by moving them on the sticky wall as directed by the group. Continue this workshop method for the remaining two ideas.

Read each idea aloud and categorize as directed.

When all of the adult group ideas have been categorized on the wall, move to the positive aspects of working together.

Distribute half sheets of paper using the same color designation for adults and teens that you did before. Place a large "Plus" sign on the sticky wall. Give the group time to complete this task. You will need to move about the room to verify that groups understand the instructions and

What to say-

"Now bring me the next most significant idea."

"Do any of these next ideas belong with those from our first batch? How should we organize these?"

(for idea 3) "Bring me another idea that is not already on the wall."

(for idea 4) "Bring me anything else that is not yet on the wall."

"Now I would like you to brainstorm the factors that make it easy to work with the other age group. Adults, what is it about teens that makes working together better than working alone? Teens, what is it about adults that makes working together better?"

"I will give you four new colored half sheets and I would like you to write one idea on each of these sheets."

What to do-

perhaps to assist the role-play groups. When the groups are ready ask the teen groups to select one idea from their four that they believe to be the most significant and to place it on the sticky wall. Read these aloud.

Categorize the ideas by moving them on the sticky wall (under the “plus” sign) as directed by the group.

Categorize these ideas by moving them on the sticky wall as directed by the group. Continue this workshop method for the remaining two ideas.

When all of the teen group ideas have been categorized on the wall, repeat the process for the adult groups.

Read these aloud and categorize as directed.

Categorize the ideas by moving them on the sticky wall (under the “plus” sign) as directed by the group.

Read each idea aloud.

What to say-

“Do you see any similarities in these ideas? Do any of these go together? How could we group these.”

“Now bring me the next most significant idea. Do any of these next ideas belong with those from our first batch? How should we organize these?”

(for idea 3) “Bring me another idea that is not already on the wall.”

(for idea 4) “Bring me anything else that is not yet on the wall.”

“I want the adult groups to select one idea from their four that they believe to be the most significant and to place it on the sticky wall.”

“Do you see any similarities in these ideas? Do any of these go together? How could we group these.”

“Now bring me the next most significant idea.”

What to do-

Categorize these ideas by moving them on the sticky wall as directed by the group. Continue this workshop method for the remaining two ideas.

Read each idea aloud and categorize as directed.

When all of the adult group ideas have been categorized, facilitate a discussion of what the factors on the wall might tell us.

Help the group recognize that the weaknesses in one group are offset by the strengths in the other group. The concept to focus on is that both groups need each other to be effective and that each group brings special strengths to any task or process.

Additionally, the positive ideas may come as a surprise to either group. This positive reinforcement always strengthens a partnership.

Refer group to pages 182 and 187-188, Elements of Effective Youth Involvement Programs, and Facilitating Youth Participation.

Introduce this section by saying something like this:

What to say-

“Do any of these next ideas belong with those from our first batch? How should we organize these?”

(for idea 3) “Bring me another idea that is not already on the wall.”

(for idea 4) “Bring me anything else that is not yet on the wall.”

“What do you see here?
What kind of generalizations could you make about these ideas.”

“Now it is time to see if we can take some of the concepts we have been talking about and put the words to action. This worksheet will assist you in developing strategies for strengthening your youth programs. First, I would like for each group to select one of the elements of effective youth involvement

What to do-

Allow 5–7 minutes for this exercise.

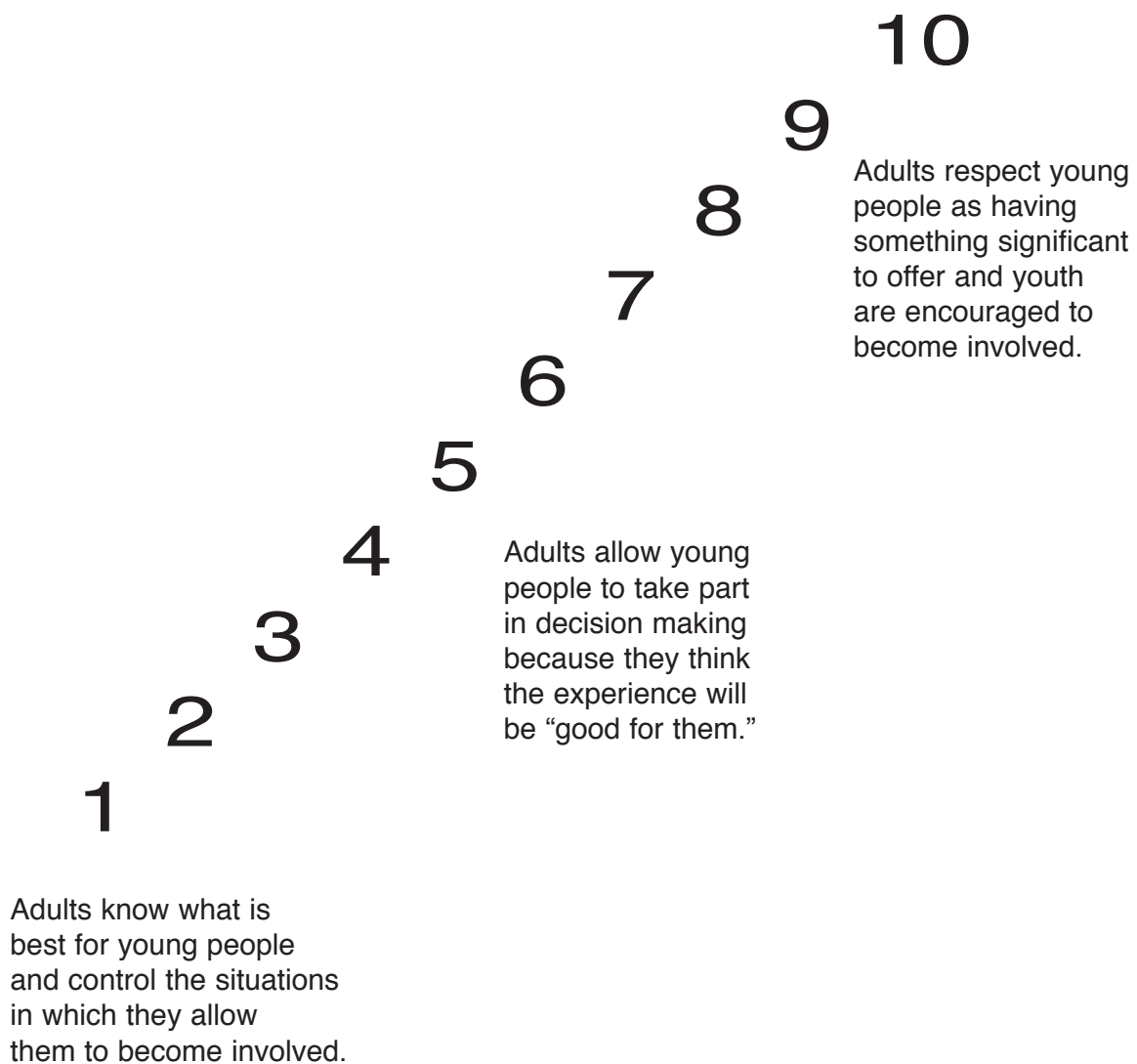
Close the session.

What to say-

programs from page 179 that you want to focus on to strengthen. Then, answer the questions on the worksheet as they relate to strengthening that particular element of the successful program.”

“Today we have examined how young people can take a greater role in decision making by applying what we know about youth development, community development, and program development.

A Continuum of Attitudes Toward Young People



Adult Perceptions 1

- ...young people should be seen and not heard
- ...young people should speak only when spoken to
- ...because of their experience, adults know what's best for young people
- ...young people have no place in adult society

Adult Perceptions 2

...the opinions of young people
should be welcomed and valued

...young people should be viewed as
resources to their community

...young people should be involved in
making decisions about programs
that affect them

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.

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.

LESSON PLANS

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

Activities

- Characteristics of programs that work

SESSION XII

Characteristics of Programs That Work

Activity: ORID Method (60 min.)

- Objectives:** To understand the components necessary for delivering successful out-of-school youth development programs.
To identify methods for implementing these components in current program planning and delivery.
- Focus:** Preparing staff to implement effective youth development programs.

Materials List

8 x 5 cards for each of the 15 components
(masters following lesson)
Poster of Ecological Model
“Sticky Wall” – refer back to page LP115
Projector and screen

Slides –
(masters following lesson)
Characteristics of Programs that Work
Ecological Model

Participant pages:
198 Components of a Successful Program
199 Ecological Model of Youth Development
Supplemental/Reference participant pages:
200 Features of Positive Developmental Settings
203 Developmental Opportunities and Supports
204 How to Promote Positive Group Interaction

What to do-

Introduce session:

Place component cards randomly on the “sticky wall.”

Arrange and rearrange cards as directed by the group.

Display overhead of Components of a Successful Program.

What to say-

“Now that you have learned about positive youth development, the ecological model, risk and protective factors, and youth and adult partnerships, we’re finally going to talk about programs. More specifically, we’re going to talk about components that are necessary to ensure a successful program and about how we can implement those components in our own work.”

“The components listed here are based on research and evaluations of programs that have proven to be successful. Such programs include teen pregnancy prevention programs, drug and alcohol prevention, drop-out prevention, etc.”

“We’ve made up cards which illustrate all of these components. We need to spend a little bit of time looking at the components and figuring out the commonalities between them. Let’s take a few minutes to see which ones seem to go together. Any suggestions?”

“One of the things that program evaluations have revealed is that many of the programs that are being used today can be considered “feel good” programs rather than effective programs. In other words, many programs invest a great deal of time and money on organizations in which the participants and the leaders have a wonderful time but experience no tangible outcomes. Researchers have known for years that some drug and alcohol prevention programs are good at increasing participants knowledge about drugs and alcohol but have little effect on behaviors. Despite this knowledge, millions of dollars continue to be poured into such programs.”

What to do-

Guide discussion using the ORID (Objective Reflective, Interpretive, Decisional) Method developed by the Institute of Cultural Affairs (1994) to process the information.

ORID:

Do they make sense?

Which one grabs your attention?

Which one gets you excited?

Which one seems impossible to do?

Which one are you already doing?

Which one seems easy to incorporate?

Which one would be a first priority for you?

How will knowledge of these components change your program?

Display overhead of Ecological Model.

Divide group into 5 sub-groups.

What to say-

“These components are listed in your handout. They have been shown to be present in effective programs.”

“Now we’re going to think about these components as they relate to the ecological model we talked about earlier in the training. Looking at where they fit should give us a better ‘big picture’ view of how our programs fit into young people’s lives. Where in the model do each of these program components fit?” [Lead group in mapping them onto the ecological model.]

“Now we need to come up with a clever way to remember this information. Because we all respond to different ways of remembering, I’m going to divide you into 5 groups with 5 very important tasks.”

“Group #1: Your task is to come up with ‘a way to remember’ (i.e., an acronym or mnemonic device) these components.”

What to do-

Emphasize the context of risk and protective factors.

Allow 15 minutes for groups to design their presentation. Call the total group back together and facilitate the presentations.

Refer participants to the reference pages in their handbook.

What to say-

“Group #2: Your task is to create a poem or recipe to remember these components.”

“Group #3: Your task is to design a flow chart to use to remember these components.”

“Group #4: Your task is to develop a song or a skit (could be a parody) to illustrate the components.”

“Group #5: Your task is to draw a picture or a mind map to illustrate the components of successful programs.”

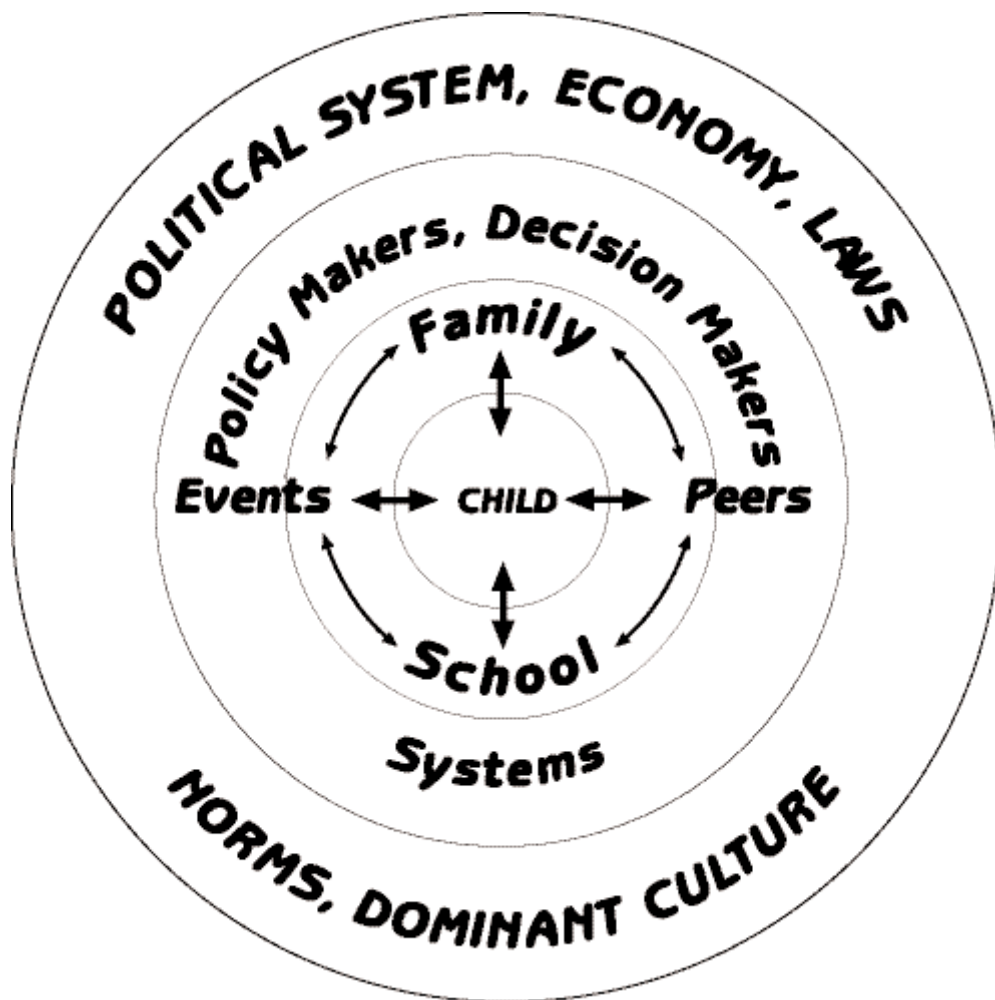
“When you’re finished, I will ask you to present your format to the total group.”

“Let’s share the results!”

“You have some excellent reading material in your handbooks that discuss the role these components play in youth organizations.

I encourage you to read Developmental Opportunities and Supports, page 232, and How to Promote Positive Group Interaction, page 204.

Ecological Model of Youth Development



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

TARGET YOUTH

**REACH
HIGH RISK
AUDIENCE**

DEFINE OBJECTIVES

PROMOTE:
COMPETENCE
CONNECTION
CHARACTER

SUSTAINED

**SERVE
MANY**

TRAIN STAFF

**USE
COMMUNITY
RESOURCES**

**CULTURALLY
APPROPRIATE**

EMPOWER

PARTICIPANT INPUT

DEVELOPMENTALLY
APPROPRIATE

**SELF-
SUSTAINING**

COMPREHENSIVE

COLLECT AND USE EVALUATION INFORMATION

LESSON PLANS

SESSION XIII:

Putting the Pieces Together to Work for Your Team

- Action Plan – worksheet
- Evaluation

Activities

- Putting the pieces together
5 P RAP
- Evaluation

SESSION XIII

Putting the Pieces Together

Activity: Action Planning (90 min.)

Objectives: To review the information presented during this course of study.
To apply the knowledge gained to current youth programming through the development of an action plan.

Focus: Bringing closure and application to this course of work.

Materials List

Markers
Masking tape
LARGE paper circles and arrows representing the 5 stages of the Experiential model
Projector and screen

Make handouts of:
Reflection Page Day Five
(following the lesson)
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.

Participant pages:
209 5 Basic Premises About What Youth Need to Develop
213 The 5 "P's" Rap
214-215 Action Plan - worksheet
216-217 Evaluation

Supplemental/reference participant page:
211 Features of Successful Youth Organizations

What to do-

Prepare five large (three-foot diameter) circles, one in each of five colors, labeled at the top as follows: orange circle – “Experience”; blue circle – “Share”; yellow (gold) circle – “Process”; green circle – “Generalize”; and light red or some other action color – “Apply.” These circles represent the experiential learning cycle introduced on Day 2. Prepare a wall space large enough to accommodate the hanging of these circles in the learning cycle “circle” format and make arrows (four) to place between the circles to connect them.

Display the Experiential Learning Cycle Poster in a place that can be seen by all participants. Review concepts for designing program opportunities.

Display the overhead of the Five Basic Premises and elaborate on each word premise.

What to say-

“I want to do a quick review of the concepts we need to include in designing opportunities to support young people effectively. Karen Pitman and Shep Zeldin have grouped these concepts into five premises using an alliteration with the letter ‘P’ to help us remember them. They are:”

“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.”

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

“People: Engagement is mediated through relationships with people.”

What to do-

Display the rap overhead and lead the group in reading it.

Refer the group to page 213. Ask them to stand and read the “rap” again.

Introduce the review of the week.

What to say-

Relationships have to be established before progress can be made.”

“Place and Pluralism: Development occurs within and is profoundly influenced by environmental contexts.

Environments include physical, cultural, philosophical, and social dimensions.”

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

“To incorporate a teaching method that audio (and perhaps kinesthetic) learners would enjoy, we have written a “mini rap” for these five concepts.”

“Progressive possibilities and preparation.”

“Accomplished through engagement and participation.”

“With people from the space and place of congregation.”

“Supported by some partners in the population.”

“We have used the experiential learning model to review each of our lessons this past week. Today, we are going to use that same model to look at the full picture of experiences shared this week, and at the knowledge and skills gained or addressed during the week. Let’s start with a review of the experiences you have participate in. For instance, we used the

What to do-

Record participant responses on the “Experience” circle. When you have filled the circle or feel the group has finished contributing ideas, tape the circle to the top of the wall area you have created for this visual.

NOTE: If the group seems to get stuck identifying experiences, you can suggest they look around the room at the various visuals you have posted.

Record participant responses on the “Share” circle. When you have filled the circle or feel the group has finished contributing ideas, display this circle on the wall area to the right and below the “Experience” circle (at the two o’clock space).

Record participant responses on the “Process” circle. When you have filled the circle or feel the group has finished contributing ideas, display this circle on the wall area to the right and below the “Share” circle (at the five o’clock space).

Record participant responses on the “Generalize” circle. When you have filled the circle or feel the group has finished contributing ideas, display this circle on the wall area to the left and above the “Process” circle (at the seven o’clock space).

What to say-

paddleball activity when we began to look at the experiential model. What are some other things we did together?”

“Let’s look now at what you observed or felt during these experiences.”

“What processes can you identify that were used to learn from these experiences. For instance, what process was involved in learning the experiential model?”

“What generalizations could you make about the concepts we have dealt with this week.”

What to do-

Hand out reflection pages for day five.

When the group has completed these, introduce the application section.

Have participants turn to pages 214-215, "Action Plan – worksheet."

What to say-

"Today we want you to fill out your reflection page before the end of the day so that you can use your responses when you are working on your plans of action. As before, you will be handing in one copy."

"Now we are ready to deal with the application part of the week-long learning process. This is the 'so what' part of the week's work together. 'So what' does this whole experience have to do with your youth program? 'So what' difference will your having been a part of this training make to your youth and to the staff with whom you work. 'So what' difference in your own life will this experience have made? In other words, how will you apply what you have experienced, learned, and practiced this week to your work with youth when you return home?"

"This is the point at which we are asking you to work with your team to set some goals for your youth program based upon the concepts and practices we have emphasized this week and to identify some steps to reach those goals. We have prepared some forms that can serve as guides for this process. First we want you to work with a goal or goals for your team."

"Using the worksheet 'Action Plan,' work with your team to set one to three goals that would advance your youth program. Record those goals in section one of the "Team Work" handout. After you have agreed upon these goals, list any barriers that you can identify that could keep you from accomplishing the goals. Record those in section two of the handout. When you have completed listing barriers, identify ways to overcome these barriers so that

What to do-

Roam about the room as groups work so that you are available to answer questions, provide support, and monitor progress. If the group needs more time or completes the task in less time, make those adjustments.

Introduce the report back.

What to do-

Facilitate the report-out session, taping the worksheets to the application circle as teams complete their report to the group. Quickly review the experiential cycle focusing on the application that has just been demonstrated. At the close of the session, make and distribute copies of all the worksheets as promised.

Refer participants to page 216-217, Evaluation.

What to say-

your goals can become a reality. Record these plans in section three. You will have an hour and a half to complete this task, and then we will report to the group the plans each team has made.”

What to say-

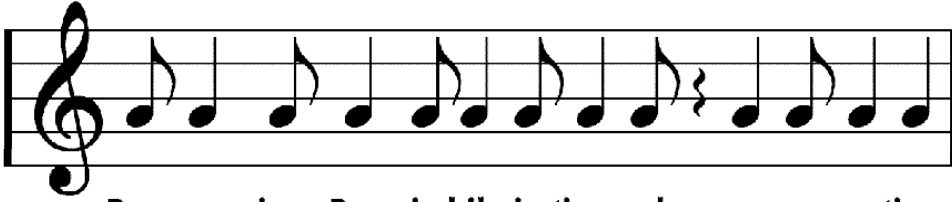
“We are ready now to fill in the last circle of the experiential cycle. I am going to ask a representative from each team to report to the group your action plans would like your worksheets when you have made your report. We will make copies for you so that you will have them to take home with you.”

“On page 216-217 you will find an evaluation of this training. Please complete this form and turn it in to me.

5 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

The 5 “P’s” Rap



Pro gress ive Poss i bil i ties and prep a ra tion



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

Developed by Marcia R. McFarland, Kansas State University