



Involves  
and  
Empowers Youth

TRAINING  
MODULE



**Involves and  
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# TRAINING MODULE

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# Acknowledgements



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**M**any staff from the members of the National Collaboration for Youth worked to determine the core competencies necessary for frontline youth workers. This work occurred over a number of years by reviewing existing competencies and finding the commonalities that pulled them all together while struggling to ensure a document that was simple and clear. This work provided the foundation that enabled the development of these training modules.

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- Pam Wilson, who wrote and revised the work based on the advisory group input into something that youth workers can use across the nation.
- Shawn Newton, who designed the modules to make them visibly appealing and easy to use.

I am grateful to this excellent team of people. Together I hope we have been able to provide you with useful training tools to improve the skills of your frontline youth worker.

With much appreciation,

Pam Garza  
National Youth Development Learning Network  
National Collaboration for Youth





The three training modules in this series are developed for use by youth workers responsible for the professional development and training of front-line youth workers (both paid and volunteers). They are designed to prepare frontline youth workers to effectively learn three of the ten core competencies approved by the National Collaboration for Youth (NCY).

## What are Frontline Youth Development Worker Competencies?

In March 2004, The National Collaboration for Youth approved a set of core competencies for paid and volunteer staff who work with youth. The ten core competencies include knowledge, skills and personal attributes needed by entry-level youth development workers for effective youth development practice. Youth Development core competencies are the “demonstrated capacities” that form a foundation for high-quality performance in the workplace, contribute to the mission of the organization and allow a youth development worker to be a resource to youth, organizations and communities. The competencies identify those elements common to virtually all youth-serving agencies. The list of ten competencies applies to front-line youth development staff that may be fulltime or work as little as two hours a week. Go to <http://www.nydic.org/nydic/documents/Competencies.pdf> to view the Youth Development Worker Competencies.

## Determining Priorities

These core competencies were used as a base for a survey conducted with youth workers from both youth development and faith-based agencies. Overall, 1,322 people participated in the survey administered by National Collaboration for Youth and Search Institute. In addition, American Camp Association adapted the survey for use through their camps and an additional 305 participants completed the survey. Based on this survey, there seemed to be significant common ground across sectors and settings about the essential and important nature of these ten competencies. In addition, when asked how much they would be interested in training, resources, and/or educational opportunities related to each competency, youth workers in both sectors were equally interested in training a professional development on specific competencies. For more information on this survey and its findings go to *Is There Common Ground?* at <http://www.nydic.org/nydic/staffing/workforce/istherecommonground.html>



## Developing Training Modules

The development of the first three training modules came from multiple requests from youth workers for training modules and began with the three competencies identified as priorities for additional training, resources and educational opportunities. The survey respondents were clear:

- Involving and empowering youth
- Cares for, involves and works with families and communities
- Communicates and develops positive relationships with youth

Each of these modules contains activities that address the staff knowledge, attitudes, and skills that are needed for the specific youth development worker competency area. The modules are intended to be an additional resource for program directors, trainers, and others who are responsible for supporting the staff development of youth workers. It is possible to use all of the activities in the module to design a full day of training or to use selected activities to meet specific staffing needs. When doing a full day of training with youth workers who are not already members of a cohesive team, trainers must build in the standard kinds of opening activities to help participants get to know each other and create safe space for learning new information, exploring attitudes, and enhancing professional skills. The modules are available to all youth workers free of charge online at (nydic address for each module).

## Other NCY Competency Tools

In addition to the training module, there are other tools to be used with the NCY Core Competencies. First, questions to use when interviewing a new staff person based on the core competencies and second two observation assessment tools.

### Interview Questions

The interview questions were based on suggestions from 130 youth workers. They begin with some general questions you might want to ask of candidates followed by questions specific to the NCY competencies for youth workers. The questions appear in a Professional Development Series on Recruitment and Selection of staff at:

[http://www.nydic.org/nydic/documents/Prof\\_Series\\_2\\_3-19.pdf](http://www.nydic.org/nydic/documents/Prof_Series_2_3-19.pdf)

### Observation Assessment Tools

The longer tool can be used in multiple ways, for example, as a training outline to assist trainers in describing an organization's expectations for youth worker behavior and attitudes. The second tool is short—designed to be carried around and used on the job.

View the long version of the Observation Assessment Tool by

<http://www.nydic.org/nydic/documents/Tool%20FINAL.pdf>.

View the short version of the Observation Assessment Tool by

<http://www.nydic.org/nydic/documents/CompetCards%20for%20webNCY.pdf>.



# Two-Minute Conversations

45 minutes



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**Purpose:** To have participants identify their attitudes about and experiences with strategies to involve and empower youth.

## Materials:

- Timer or watch with a second hand
- Trainer Resource, *Questions*

## Trainer Notes:

1. In this activity, the participants will form two circles, one inside the other, with each participant facing someone in the other circle. You will need enough open space in your training room to form the inside/outside circles described below. If you don't have enough open space, use one of the following variations.

**First variation:** Use a line up. Have one half of the group line up near a wall. Then have the other half of the group line up in front of them so that each person has a partner. Use the same format as below...after both partners have answered each question have the line facing the wall move one person to their right. The person at the end of the line walks around to the front of the line so they are facing the person who is now without a partner.

**Second variation:** Simply have people pair off with someone they don't know...they greet each other and answer the question. You time this just as you would in the circles. Have them say goodbye and then go find someone else to talk with. Keep doing this about 5-7 times.

2. Review the questions on the trainer resource and choose 5-7 to use with your group. The format works out ideally if you have one question for every two participants in your group. However, if you have a large group you can reduce the number of questions and have participants rotate more than one person when it's time to switch.
3. Expect that participants will already know a lot about working in partnership with young people and will have rich experiences to share. This activity will give you a chance to find out what participants already know and will give them a chance to have input and to connect with each other.



**Time:** 45 minutes

**Procedure:**

**1. (INTRODUCTION—2 minutes)** *Introduce the first activity of this module by making the following points:*

- Many of you have already been taking steps to work in partnership with young people and to share the power and decision-making with them.
- This first activity will give you an opportunity to tell the group what you think about the issue, what kinds of things you've been doing, and how it's been working.
- We're going to do something fun that will get you up and moving and talking one-on-one with several different people.

**2. (ACTIVITY—25 minutes)** *Tell participants that they are going to form two circles—an inner and outer circle. Explain that you are going to ask a series of questions and invite them to take turns answering the question. They will each have one minute to answer and you will time them. Conduct the activity using the following process:*

- a. Participants pair up and identify themselves as Partner A & B. The group forms an inner and outer circle with Partner A on the inside and Partner B on the outside. Partners face each other.
- b. Partners greet each other and introduce themselves. Pose a question. Partner A answers for one minute and Partner B listens. (You call time and tell them to switch roles.) Then Partner B shares his/her answer for one minute. (You call time and tell partners to get ready to rotate.)
- c. Partners say goodbye. Direct the outside circle to rotate either clockwise or counter clockwise passing two people to get to the third.
- d. Once the participants have rotated to the third person, they have a new partner and steps b-c are repeated. Alternate having the inside circle (Partner A) and outside circle (Partner B) answer first.

**3. (DISCUSSION—10 minutes)** *Lead a discussion using these questions:*

- What are your reactions to this activity?
- What stands out in your mind from your conversations?
- In general, how easy or challenging has it been for you to share power with youth?
- What kinds of strategies have worked well for you?





### QUESTIONS

1. How did you get into the field of youth development?
2. What are your beliefs about actively involving youth and working in partnership with them?
3. What are some of the ways that forming equitable partnerships with youth make a positive difference in their lives?
4. What is your typical reaction when a young person challenges you?
5. When young people are in charge of a project, how easy or challenging is it to get out of the way and let them do it?
6. How easy is it to listen to youth more than you “talk at” them?
7. What is your usual response when a young person puts down another teen or her/himself?
8. What, if anything, is challenging about sharing power and decision-making with youth?
9. What kinds of decision-making and/or leadership opportunities do youth have in your program or agency?
10. What specific roles do youth play in creating rules and guidelines for their programs?
11. What are some things that youth in your program have taught you?
12. Describe specific ways that you have worked with youth to create a sense of community where they feel trusted, respected and empowered.
13. How successful have you and other staff been in creating this kind of equitable partnership with youth in your agency?
14. If they were here, would youth from your program/agency say they feel trusted, respected and empowered? Why or why not?
15. Describe a situation where youth in your program actively challenged you, another staff person, or each other.







# Agree or Disagree

45 minutes



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**Purpose:** To have the participants share and discuss their beliefs and values about youth engagement and partnership.

## Materials:

- Trainer Resource, *Sample Statements*
- Handout, *Spectrum of Adult Attitudes Toward Youth*

**Time:** 45 minutes

## Trainer Notes:

1. Prepare in advance five simple posters that will be placed on the floor for this activity.
  - a. Poster #1: Strongly Agree
  - b. Poster #2: Agree
  - c. Poster #4: Disagree
  - d. Poster #5: Strongly Disagree
2. Pre-select 2-3 value statements from the trainer resource *Sample Statements*. Pick statements that you believe will be most relevant and engaging for your group.
3. Review the handout carefully so you feel comfortable presenting the information informally. Put the following outline of the chart from the handout on a sheet of newsprint to use as a visual:



# SPECTRUM OF ADULT ATTITUDES TOWARD YOUTH

**Young People Viewed  
as OBJECTS**

**Young People Viewed  
as RECIPIENTS**

**Young People Viewed  
as RESOURCES**

Common Adult Attitudes:

How it Works:

Results:

Common Adult Attitudes:

How it Works:

Results:

Common Adult Attitudes:

How it Works:

Results:

## Procedure:

**1. (INTRODUCTION AND INSTRUCTIONS—5 minutes)** *Explain to participants that the following activity is designed to have them take a stand and claim their voice regarding adult/youth partnerships. Go over instructions for the activity:*

- I will read several controversial statements to you, one at a time.
- You should think about each statement and how you feel about it—whether you agree or disagree with it.
- You will vote by taking a position behind one of these four posters on the floor. Point to the floor posters, indicating the positions for strongly agree, agree, disagree and strongly disagree.
- Once you know how you feel about a statement, go stand in the position that best describes your feelings.
- When everyone is standing where they want to be, I will ask volunteers to share why they have chosen to stand in a particular place.



Ask if there are any questions, then go over the following guidelines for participation:

- Everyone is entitled to their own opinion. Be careful not to make fun of (or criticize) someone whose beliefs are different from yours.
- Try not to influence someone else's choice of position, especially your partner. This space has to be safe for people to stand for what they really think.
- Feel free to change positions if, after listening to someone else's point of view, you begin to see things differently.

**2. (ACTIVITY—20 minutes)** *Read the first statement and allow group members to position themselves. Conduct the activity using the following process:*

- Beginning with the minority viewpoint, ask volunteers to explain to the group why they have chosen to stand where they are in response to the statement. Remember to commend those participants who express a less popular point of view. (Note: It is your responsibility to articulate any point of view that is omitted by the participants. In addition, pacing is important. Make sure most points of view are heard but do not drag out the discussion.)
- When the first statement has been adequately discussed, go on to the next one. Repeat the procedure for one or two more statements as time allow. After 20 minutes, ask participants to return to their seats and “process” the activity by asking:
  - What are your observations from this activity? What surprised you? (Comment on the range of opinions, themes, etc.)
  - What is your sense of the group's overall attitude toward youth and their ability to be powerful partners in your agencies? (Note: You might want to ask people to offer some words or phrases that describe the group's attitudes toward youth. If you heard perceptions that don't get mentioned, offer that feedback.)

**3. (PRESENTATION AND DISCUSSION—20 minutes)** *Distribute the handouts and review each of the 3 adult styles. Guide a discussion using the following questions:*

- How many of you were already familiar with this information?
- Where do you see the attitudes of this group falling in this spectrum?
- How common do you think it is for people to think they are operating in style 3, but they are actually in style 2?
- For those of you who are firmly committed to and operating in style 3, what did it take for you to get there?



## SAMPLE STATEMENTS

1. Youth should be able to evaluate the programs, staff, and agencies that serve them.
2. Young people don't have enough life experiences to know what is best for them.
3. Adults must carefully set up and manage the process so youth can have input and participate in program planning.
4. Most young people could care less about helping their youth organization plan or evaluate its services.
5. The main reason to involve youth in program planning, operation, and evaluation is to get their buy-in.
6. Youth participation is vitally important, but ultimately, adults need to have the final say about how an organization is run.
7. Adults in my organization don't listen carefully enough to the opinions of youth when doing their jobs.
8. It is hard to give up control and let youth take the lead on something.
9. It is a hardship in terms of time and energy for an adult to do a project jointly with youth.
10. Young people often have better and fresher ideas about programming than the adults who are in charge.
11. Young people know how to get things done in newer, creative, and faster ways than most adults.





# SPECTRUM OF ADULT ATTITUDES TOWARD YOUTH\*

Based on the work of William A. Lofquist

## Young People Viewed as OBJECTS

### COMMON ADULT ATTITUDES:

“Young people are the objects of our good intentions.”

“We know what’s best for young people.”

“We value youth most when they meet our expectations and serve our interests.”

### HOW IT WORKS:

Adults are in control of program planning, implementation and evaluation.

### RESULTS:

Young people conform and accept the program as is. If the program is not meeting their needs, youth typically “tune out” or stop coming altogether.

## Young People Viewed as RECIPIENTS

### COMMON ADULT ATTITUDES:

“Youth will receive many benefits from programs we design.”

“We know what’s best for young people. We decide how and when they participate and contribute.”

“Allowing youth to have input and help make decisions gives them a sense of ownership in the program and helps them become better decision-makers in the future.”

### HOW IT WORKS:

Although adults control program planning, implementation and evaluation, they allow opportunities for youth to have input and participate in decision-making.

### RESULTS:

Programs and organizations are more effective as a result of even minimal input and participation from youth.

## Young People Viewed as RESOURCES

### COMMON ADULT ATTITUDES:

“Young people are resources who can make meaningful contributions to us and our organization.”

“Young people have first-hand knowledge about what is best for them.”

“We value and respect the knowledge and skills that young people bring to the table.”

### HOW IT WORKS:

Adults work in partnership with young people to plan, implement, and evaluate programs and services.

Typically, both adults and youth need to learn the skills and attitudes necessary for shared decision-making.

### RESULTS:

When a true youth/adult partnership has been achieved, there are positive outcomes for  
1) the youth,  
2) the adults, and  
3) the organization.

\* Source: "The Spectrum of Adult Attitudes toward Young People," *The Technology of Prevention Workbook*, William A. Lofquist, Associates for Youth Development, Inc., 1989, pages 47-50.





# Raising Teen Voices

90 minutes



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**Purpose:** To increase participants' knowledge of adolescents' developmental capacity to provide insights and wisdom about youth programming; to identify adolescent perspectives on the importance of having a voice in their programming as well as what adults can do to make space for them to speak up and play authentic leadership roles.

## Materials:

- Trainer Resource, *Cognitive Development during Adolescence*

## Trainer Notes:

1. A week or two before this session, identify 4-5 teens who are actively participating in a youth program and are comfortable speaking to adult groups. Talk with each person individually. Explain the format of the panel discussion and share the questions that the teens will be asked. If at all possible, provide a small honorarium to the teens to compensate them for sharing their expertise.
2. If you are not able to pull the panel together, consider showing a video that features teens speaking about their experiences in youth programs.
3. Review the Trainer Resource so that you are completely comfortable with the information. Think of examples from your own experiences that highlight the information you will be discussing.

**Time:** 90 minutes

## Procedure:

1. **(INTRODUCTION—2 minutes)** *Introduce this activity by making the following points:*
  - We are going to look at what is happening to adolescents developmentally to see how that fits with their need and ability to help shape their experiences in youth programs.
  - Next we will hear from some young people themselves about their experiences in youth programs, the roles they would like to play, and when they have and haven't been able to share power and leadership with adults.



## 2. (UNDERSTANDING ADOLESCENT DEVELOPMENT—28 minutes)

*Give these instructions:*

- Think back to when you were 11 or 12 in 5th or 6th grade. Get a mental picture of yourself—what you were like—how you spent your time.
- Now move forward to around age 16 when you were in 9th or 10th grade. Get a new picture in your mind of what you looked like then. Think back to what you were like and how you spent your time.
- I'm going to do a “whip” around the room and have everyone give an adjective that describes what you were like as teens.

Model the process by giving your own adjective. For example, you might say that you were shy, a late bloomer, athletic, a behavior problem, or fun-loving.

*When everyone has given an adjective, lead a brief discussion using these questions:*

- When you were 16, in what ways (other than physically) had you changed from the person you used to be at age 10 or 11?
- How were you different in your ability to think and to analyze situations?
- How were you different in your desire for independence and your ability to handle things on your own?

*Distribute and briefly review the handout, Cognitive Development during Adolescence. Point out any examples of these developmental issues that you heard as participants were talking about their own adolescence. Ask:*

- Which of these developmental issues do you see in action with teens in your programs? Give some examples.
- How do these developmental factors affect teens' ability to play leadership roles in your programs? (They want to be more independent and in control of their lives, for example, they tend to reject goals set by others; they bring qualities that can strengthen programming, for example, they are creative and innovative—open to new possibilities and can consider many perspectives of an issue.)
- What kinds of things can youth workers do to respect teens' developing autonomy and reasoning skills and give them opportunities to increase their skills? (Ask questions that encourage problem-solving; involve them in decision-making roles; support their interest in political issues and causes.)

**3. (TEEN PANEL—50 minutes)** *Invite the panelists to take seats in the front of the room and, once seated, ask them to introduce themselves by giving their name, age, youth program they attend, and how long they have been attending. Give an overview of the panel discussion, explaining that you will ask questions for about 25 minutes and then open it up for participants to ask individual questions.*

As you lead the panel discussion, keep track of time to make sure that you leave at least 20 minutes for audience members to ask their own questions of the youth. Begin by asking the following questions:

- How much input do you have in the way your “youth program” operates?
- If you disagree with something that is happening in your program, how often do you speak up and challenge the adults who are in charge? Describe a situation where you actively challenged a staff person or one of your peers in a leadership role.
- How often do the adults in your program ask for and listen to your opinions about the way things should work in the program?
- What kinds of decision-making and/or leadership opportunities do you have in your program or agency?
- What specific roles have you been able to play in creating rules and guidelines for your programs?
- What kinds of things have you been able to teach the adults in your program?
- When have you felt like you had ownership of a program or that the program belonged to you? What made you feel that way?
- Listen to this statement: The youth in my program/agency feel trusted, respected and empowered by the adults. Do you agree or disagree and why?
- Describe an adult who makes it easy for you to speak up and play a meaningful leadership role. What is that person like and how do they make it easy for you to speak up or take charge?
- What advice would you give to these youth workers who want to do a better job of sharing power and leadership with the teens in their programs?

**5. (DISCUSSION—10 minutes)** *Thank the panelists for their insights and advice. Ask participants to reflect on what they’ve learned from the teens and to share one thing that they are going to do when they get back to their program as a result of this session.*





## COGNITIVE DEVELOPMENT DURING ADOLESCENCE\*

Adolescent development is not set in stone or completely linear. Young people develop individually at their own rate and each individual youth's developmental dimensions may not be completely in sync with one another. For example, a 12-year-old girl might look more like a 16-year-old physically but function more like a 10-year-old when it comes to thinking and reasoning.

As youth move from childhood into adolescence there are profound changes in the way their minds work. This is called cognitive development. We know now that the brains of adolescents are still developing physically throughout their teen years and this affects their cognitive abilities. Specifically, the part of the brain that makes judgments is immature and still developing while the part that is associated with gut reactions and emotions is working at full speed.

Adolescent development increases young people's desire to play meaningful roles in their day-to-day experiences and increases their ability to function in those roles. Consider the following:

### Changes in Thinking and Reasoning

Children tend to be concrete thinkers. As teenagers, they begin developing the ability to think abstractly. They have emerging mental competencies that allow them to:

- Analyze situations logically in terms of cause and effect.
- Consider “what might happen if...?”
- Think about their future, evaluate alternatives, and set personal goals.

\* Sources: “Teen Brain Development: What’s Going on Here?” Arlington Partnership for Children, Youth, & Families, 2006, and FUNdamentals of Youth Development, Montana 4-H Center for Youth Development, 2007.



- Consider many perspectives of a given issue.
- Create new possibilities from information.
- Make mature decisions more and more often.

As their ability to think and reason increases, teens will:

- Desire more and more respect, independence, and autonomy.
- Take on increased responsibilities, such as babysitting or summer jobs.
- Begin to consider future careers and occupations.
- Become concerned about justice and equality.

Teenagers become very focused on themselves and their new abilities. It is normal for them to:

- Be self-centered.
- Enjoy demonstrating their acquired knowledge.
- See adults as imperfect and fallible.
- Challenge adult assumptions or ready-made solutions.
- Have strongly-held opinions and philosophies.





# Youth Worker Skills: Fishbowl Role-plays

75 minutes



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**Purpose:** To identify and demonstrate youth worker skills that promote youth leadership and raise youth voice.

## Materials:

- Handout, *Observer Sheet*

## Trainer Notes:

1. The goal of this activity is to have participants observe a youth worker facilitating a small group of “adolescents” in order to identify skills that promote sharing leadership/raising youth voice. The small group facilitation will happen in an inner circle. The remaining participants will form a circle around the small group and serve as silent observers. This is called a fishbowl exercise.
2. During a break before this activity try to identify a youth worker in the group who seems confident and skilled who might volunteer to play the role of facilitator in the small group. You can explain that the topic the facilitator would be addressing and the process you will be utilizing which is described below. It is important for you to choose a facilitator who is likely to do a good job demonstrating some of the skills being explored in this activity. Do your best to have this lined up prior to the activity.
3. Based on the size of your group, decide how many people you need to play the role of adolescent in the small group and how many to play the role of observer. It is important to make sure that the small group in the center circle is large enough to have meaningful group process—at least 5—and small enough to be manageable—no more than 12.
4. Make the following chart:

### Skills that Promote Youth Leadership

- Get out of the way/limit your own voice so youth can speak up
- Ask thought-provoking open-ended questions
- Validate thoughts and ideas



**Time:** 75 minutes

**Procedure:**

- 1. (INTRODUCTION AND SKILL FOCUS—15 minutes)** *Tell the group that they are going to look at skills that encourage youth to speak up and play leadership roles. Display the chart you made earlier. Tell the group that you want to focus in on 3 specific skills for the next activity. Review the skills. Give some examples and ask group members to offer others.*
- 2. (SET-UP—15 minutes)** *Explain that the next activity will involve role-playing in a fishbowl exercise. A volunteer will play the role of a youth worker who is facilitating a small group of “adolescents” in the center of the room. Read the following scenario to the group:*

*A youth worker meets with a group of 14- and 15-year-olds on a weekly basis. The agency has just been asked by XYZ foundation to submit a proposal for \$20,000 to do something around health. The goal is to engage the youth to find out what health means to them and what they would do with some funding to have an impact on young people’s health. The worker can explore possibilities for a project which could be something within the agency or out in the community.*

Introduce the person who has volunteered to play the role of facilitator. Ask the group to give some guidance to the “facilitator” by suggesting 3-4 thought-provoking open-ended questions to ask the group of teens. Record the questions on a chart.

Review the 3 roles to be played:

- **Facilitator:** \_\_\_\_\_ will model the 3 skills introduced at the beginning of the activity. The facilitator can use the open-ended questions that were just brainstormed or others that s/he prefers.
- **Adolescents:** \_\_\_ people will play the role of 14- to 15-year-olds. It is important for the actors to be realistic but not stereotypical. They should stay in their roles and not “act out” or be particularly disruptive for this exercise.
- **Observers:** The remaining people will observe the interaction, watch for the 3 skills we just identified and record them on the *Observation Sheet*.

Ask participants to volunteer for the roles of adolescent and observer. Position the facilitator and the “adolescents” in a circle in the center of the room. Distribute the observation sheets to the observers and review them briefly. Explain that the actual role-play will be limited to 15 minutes and that you will give a 3-minute warning.

**3. (ROLE-PLAY—15 minutes)** *Ask the facilitator to begin the role-play. Take an observer sheet yourself and make notes so you can participate in the feedback as appropriate. When 12 minutes have elapsed, give a 3-minute warning.*

**4. (ROLE-PLAY DE-BRIEF—15 minutes)** *Use the following process for de-briefing the role-play:*

- Facilitator offers reactions about what went well and what was challenging.
- Adolescents say how they experienced the facilitator. Did they feel empowered to speak up? What facilitated that? What got in the way?
- Observers offer general feedback and specific feedback about how well the facilitator demonstrated the 3 skills.

**5. (DISCUSSION—15 minutes)** *Lead a final discussion of the activity using the following questions:*

- What are you walking away from this exercise with?
- What will you do differently with young people as a result of this activity?
- We chose to focus on 3 key skills but what other youth worker skills are useful in creating meaningful partnerships with youth?





## OBSERVATION SHEET

**DIRECTIONS:** Make a note when you notice the facilitator using the following skills. Be sure to record some examples of each skill:

**SKILL #1: Get out of the way/limit your own voice so youth can speak up**

**SKILL #2: Ask thought-provoking open-ended questions**

**SKILL #3: Validate thoughts and ideas**

Record any other skills you see the youth worker model that help raise youth voices below:

- 1.
- 2.
- 3.
- 4.



# More Skills and Strategies

60 minutes



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**Purpose:** To identify additional youth worker skills and strategies that promote youth leadership and raise youth voice.

## Materials:

- Four sheets of chart paper
- 8 markers

## Trainer Notes:

1. The goal of this activity is to have participants observe a youth worker facilitating a small group of “adolescents” in order to identify skills that
2. Put the following headings on individual sheets of chart paper:
  - Creating a Conducive Environment
  - Seeking Youth Feedback and Reflections
  - Getting Youth to Publicly Share Their Ideas
  - Building Group Consensus

**Time:** 45 minutes

## Procedure:

1. **(INTRODUCTION—10 minutes)** *Divide participants into four small groups.*

*Make sure that each small group that has at least two people. Give these instructions to the small groups:*

- In the last activity, we looked closely at 3 skills that help raise youth voices. Now we are going to do some work on 4 additional skills/strategies: 1) creating an environment that is conducive to speaking out; 2) seeking your reflections and feedback; 3) getting youth to publicly share their ideas; and 4) building group consensus.
- I have taped a chart with each strategy in four places around the room.



- I will assign each group one of these strategies. You will go as a group to the chart and write down some guidance to a new youth worker about how to do this strategy with youth. Try to give step-by-step guidance.
- When I call time, you will rotate as a group to the next chart.
- Read what the group before you has written about how to do this strategy. Take over and continue describing the process.
- We will keep doing this until you have visited all of the charts.

**2. (SMALL GROUP ROTATIONS—15 minutes)** *Assign each small group one of the charts. Watch the time and have the groups rotate to a new chart every 3-4 minutes. When the groups have visited all four charts, have them return to their seats.*

**3. (DE-BRIEF—20 minutes)** *Get some feedback on the activity. How easy or challenging was it to explain how to do each of these strategies? De-brief the activity using the following process:*

- Someone volunteers to read the first chart: creating an environment that is conducive to speaking out.
- Group members offer reactions—does this sound right? What is missing?
- Continue in this manner for the next 3 charts.
- Discuss the overall experience by asking:
  - How helpful was this exercise?
  - When and how will you use any of these strategies?





# Assessment and Action Planning

45 minutes



Involves  
and  
Empowers  
Youth

**Purpose:** To have participants assess where their programs are and identify action steps they will take to make use of what they have learned in this workshop.

## Materials:

- Handout, *Assessment & Planning Tool*

**Time:** 30-45 minutes

## Procedure:

- 1. (INSTRUCTIONS & INDIVIDUAL TASK—10 minutes)** *Let participants know that the workshop is coming to a close and that you want them to assess themselves and identify some specific action steps they will take when they get back to their programs. Distribute and review the handouts. Have participants complete them individually for about 5 minutes.*
- 2. (DYAD DISCUSSION—10 minutes)** *Have participants pair off and share their responses with someone preferably from their same program or community. Let them know they have 10 minutes and provide a 2-minute warning.*
- 3. (DISCUSSION—10 minutes)** *Get general reactions to the assessment and action planning tool. Ask participants how they are feeling about their ability to empower youth. Do a round robin exercise asking each person to state one action that they plan to take when they get back to their program.*





## ASSESSMENT and PLANNING TOOL

**DIRECTIONS:** Rate yourself on a scale from 1-5 (1=Rarely; 5=Always) on the following characteristics. List actions you will take when you get back to your program to enhance your effectiveness in at least 3 areas.

1. \_\_\_\_ I create environments where young people feel trusted, respected, and empowered.

Action Steps to Take:

2. \_\_\_\_ I genuinely respect young people's ability to work in meaningful partnership with me.

Action Steps to Take:

3. \_\_\_\_ I provide ongoing opportunities for youth to reflect on their experiences and offer feedback.

Action Steps to Take:

4. \_\_\_\_ I know how to motivate and inspire young people to think, make decisions, and solve problems.

Action Steps to Take:

3. \_\_\_\_ I listen to youth more than I talk at them.

Action Steps to Take:

6. \_\_\_\_ I actively and continuously consult and involve youth.

Action Steps to Take:

7. \_\_\_\_ I cultivate opportunities for young people to teach and lead.

Action Steps to Take:





# Training Module Advisory Group



Involves  
and  
Empowers  
Youth

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# **NATIONAL COLLABORATION FOR YOUTH**

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