



**Communicates
and Develops
Positive Relationships
with Youth**

**TRAINING
MODULE**



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TRAINING MODULE

Table of Contents

Acknowledgements		3
Introduction		4
Commonalities	30 minutes	6
Clicking with Youth	30 minutes	8
Active Listening	45 minutes	12
Defining Relationships	60 minutes	16
Responding Role-plays	75 minutes	18
Promoting Positive Peer Relationships	45 minutes	23
Action Planning	30 minutes	26
Training Module and Advisory Group		28





Many 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.

This work would not have been possible without the generous funding from the Lilly Endowment. The findings and conclusions presented here are those of the authors alone and do not necessarily reflect the opinions of the Lilly Endowment.

I am grateful to the Advisory Group who provided guidance, support and encouragement to this work in spite of their busy schedules.

Thanks also to the staff and consultants who focused their time and expertise on ensuring this was a high-quality and useable publication.

- 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

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>.



Purpose: To help participants identify factors that facilitate the process of building connections with others.

Materials: None

Trainer Notes:

1. If you have an uneven number of participants, you can have one group form a train instead of a pair for the first part of the activity.

Time: 30 minutes

Procedure:

1. (Introduction/Overview—5 minutes) *Introduce the first activity of this module by making the following points:*

- When young people have supportive relationships with important adults in their lives and with each other, they are more likely to have successful life outcomes.
- Having a relationship with even just one caring adult can make a difference in a child's life. The presence and involvement of caring and supportive adults is considered to be a protective factor in young people's lives.
- Likewise having a good relationship with peers and being involved in positive peer activities is another protective factor.
- Today's training activities today will help you explore ways to build supportive relationships with young people; and to also help youth build positive peer relationships.
- We'll begin by doing an activity to help us build connections and relationship with each other in this group.

2. (Commonality Activity—15 minutes) *Conduct the activity using the following process:*

- This activity happens in 2-3 parts. First participants pair off with someone they perceive to be different than them to find a commonality; then each pair joins another pair to find something they all have in common; and finally, if the group is large enough, each small group joins another small group to find a commonality.
- Manage the time for each part of the activity. Have people pair off and let them know they have 2 minutes to find a commonality. Call time after 2 minutes and have the pairs join another pair for 4 minutes. Call time and have the groups join another group for 6 minutes. Remind them that the focus here is on building connections not just coming up with a quick commonality.

3. (Processing—10 minutes) *Discuss the activity using the following questions:*

- What are your reactions to this activity?
- What did you pay attention to in looking for someone who was different from you in some way?
- How did you discover your commonalities?
- How did discovering that you had things in common affect your sense of connection with people?
- What else in those encounters helped you begin to create relationship?
- How does this conversation translate to our work with young people?



Purpose: To identify key strategies for building supportive relationships with youth.

Materials:

- Handout, *Five Ways to Connect with Youth*
- Watch with a second hand or timer

Trainer Notes:

1. Keep the following background information in mind as you facilitate this activity and the entire module:

A caring adult is central to most youth development frameworks.

- Search Institute’s 40 Developmental Assets for Adolescents includes “supportive relationship with three or more other adults” as a key external asset for youth.
- “Ongoing relationships with caring adults” constitutes one the Five Promises of the Alliance for Youth.
- Having supportive relationships with adults is cited as a protective factor for youth. Likewise the absence of such relationships is a risk factor.
- Respected non-parent adults can teach social skills, model behavior, give positive or negative reinforcement, provide emotional support & companionship, and introduce young people to diverse social interactions and contexts. The presence of high quality relationships with peers and adults is associated with psychological health, improved academic performance and success in relationships as adults. (Child Trends Research Brief: “Helping Teens Develop Healthy Social Skills and Relationships: What the Research Shows about Navigating Adolescence”, Elizabeth Hair et. al, July 2002.)

Time: 30 minutes

Procedure:

1. **(Individual Work—5 minutes)** *Distribute the handout, Five Ways to Connect with Youth, and ask participants to take a few minutes to complete it. They will write in one of their favorite strategies for building supportive relationships with youth on each of the fingers on the hand.*

2. (Back to Back Stand Activity—15 minutes) *Conduct the activity using the following process:*

- Have participants take their handout and find a partner they haven't worked with. The partners should stand back to back.
- When everyone is standing back to back, tell them to turn, face each other, introduce themselves, and the tallest partner starts by sharing 2-3 of the strategies they wrote on the handout for 2 minutes. The shorter partner listens.
- After one minute, call time, and have the partners reverse roles so the other partner can talk.
- Call time and have the pairs stand back to back to signal "finished."
- When everyone is again standing back to back, tell the group they should find a new partner that they haven't worked with, stand back to back, and wait for the signal to turn around and then repeat the process. This time the shorter partner speaks first for 2 minutes. Call time after 2 minutes and have the partners reverse roles. After 2 minutes, signal the time and have the partners stand back to back.
- Have participants find a new partner one last time and go through the whole process again. When the partners are standing back to back for the last time, have them take their seats.

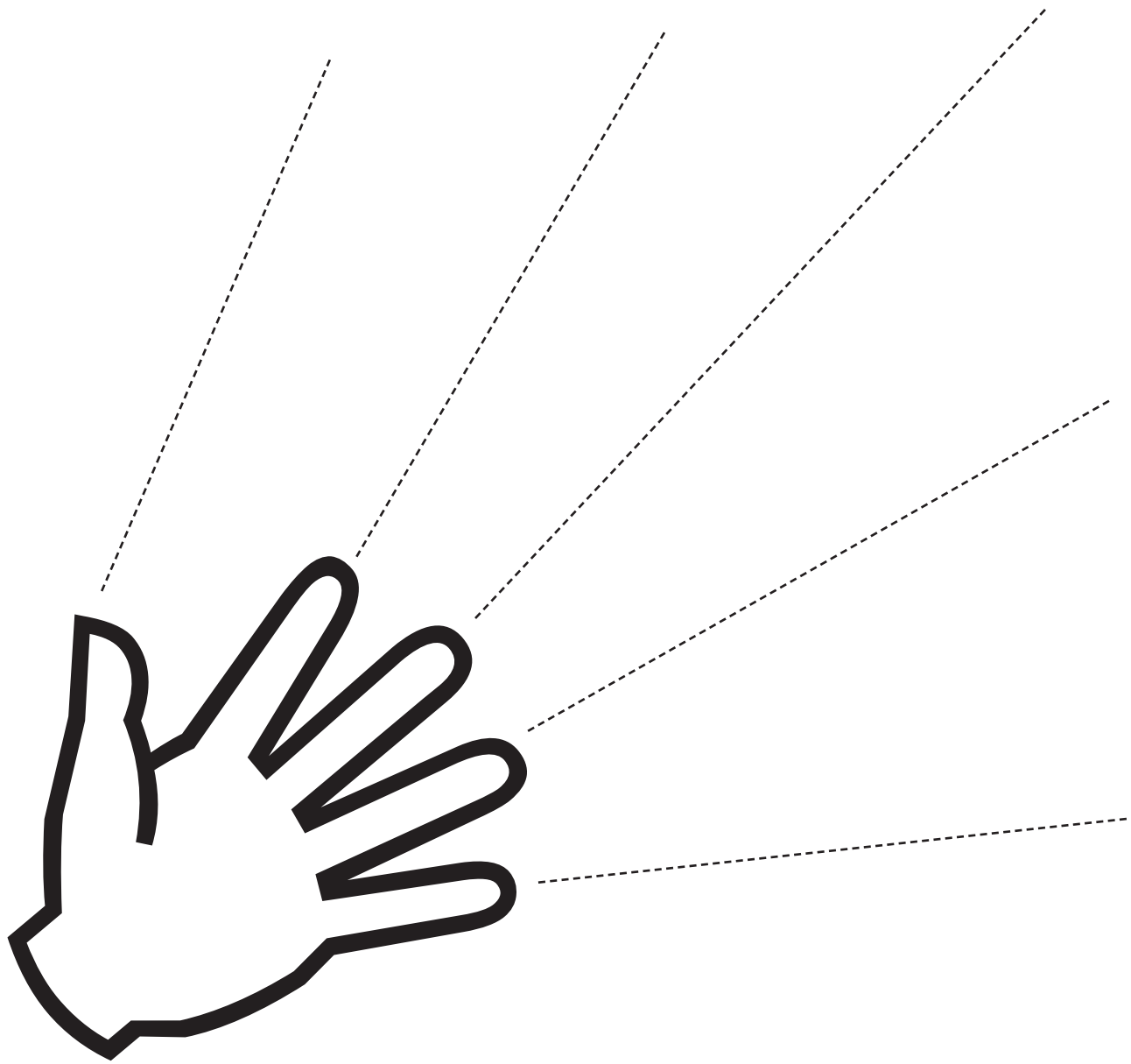
3. (Discussion—10 minutes) *Discuss the activity using the following questions:*

- What were the highlights of what we just did?
- How did the format of the activity help or hinder the process of building relationships?
- What strategies came up over and over again in the different discussions? (Note: Chart the key strategies. Distribute the handout, *Strategies for Connecting with Youth* and discuss a few of the strategies that didn't get mentioned.)
- What strategy do you find most useful in your work and why?
- What is a strategy that you might try in the future/or something that you haven't perfected yet?



FIVE WAYS TO CONNECT WITH YOUTH

Directions: Write in one of your favorite strategies for building supportive relationships with youth on each of the fingers of the hand.





- Ask young people about their day
- Look for and discuss a commonality
- Use young person's name when interacting with them
- Acknowledge young person's arrival and departure
- Provide wanted assistance
- Work side by side on something
- Do something fun together
- Laugh together
- Demonstrate caring—smile, show appropriate affection
- Look for and comment on young person's strengths
- Have high and realistic expectations
- Demonstrate your trust—maintain a confidence
- Give a sincere compliment
- Ask them to educate you about something
- Talk in a positive tone
- Listen without judgment
- Use supportive language—give positive feedback
- Encourage him/her to participate
- Remain calm/patient when the youth is angry or upset
- Comfort/console the youth when hurt/upset or disappointed



Active Listening

45 minutes



Purpose: To have participants identify and practice active listening skills.

Materials:

- Trainer Resource, *Listener Instruction Cards*
- Handout, *Listening Skills Checklist*
- A watch with a second hand or timer

Trainer Notes:

1. Copy the *Listener Cards* in the Trainer Resource and make sure that you have one card for every two people in the group.

Time: 45 minutes

Procedure:

1. (Speakers & Listeners—10 minutes) Invite group members to participate in an activity involving listening skills. Give the following directions.

- Pair off. One person will be the speaker; the other will be the listener.
- The speaker will talk about a problem that he has had recently (for example, some issue with a colleague or a friend).
- The listener will be given a card with special instructions to follow.

Divide participants into pairs and have them choose (or you assign) roles. Tell the speakers to think of a recent problem that they feel comfortable discussing (nothing too personal or intimate).

Distribute the instruction cards to the listeners, asking them not to show them to the speakers until you say so. Ask the pairs to begin, explaining that you will stop them after three minutes.

2. (De-brief Listening Activity—15 minutes) *After three minutes, bring the group together and ask the following questions:*

- Speakers, how well did your partner listen? Did you feel you were being understood? Why or why not? (Note: Focus the majority of the conversation on the people who felt they weren't being listened to. Tell the people who had good listeners that you will come back to them in a few minutes. Ask the listeners to share their instruction cards with their partners. Read the instructions aloud and have a good laugh.)
- What does it feel like when you are talking about something meaningful and the other person isn't giving you their attention or is being judgmental?
- Do you think youth in your agency ever have this experience when speaking with adults?

3. (Active Listening Skills—20 minutes) *Ask some of the speakers who felt they had good listeners to describe the listening skills they experienced and what it felt like for them. Explain that the listener's instruction card read, "Do your best to use active listening skills." Get one of the active listeners to explain what that means to them. Keep adding to the list until the group is satisfied.*

Distribute the Handout, *Listening Skills Checklist*. Encourage participants to add any important points from their brainstorming to the handout.

If time allows ask two people to model a conversation demonstrating good active listening skills for the entire group. If possible, recruit one of the listeners who was noted for having great listening skills. When the role-play is finished, ask the following:

- Speaker, how did you feel about your listener?
- Listener, what comments do you have?
- Audience, comment on the listener's skills?
- What are you taking away from this activity?



LISTENER INSTRUCTION CARDS

#1 Listen attentively to your partner for about a minute. Then begin to get distracted. Look at your watch or the clock, glance around, drop your pen—but don't be obvious.

#2 Pay attention to your partner, but disagree with everything that s/he says. Interrupt while s/he is talking and tell her/him what you think s/he should do, whether or not he asks for your advice. Point your finger and try to be aggressive.

#3 Do your best to use active listening skills.





LISTENING SKILLS CHECKLIST

- Tune into what the speaker has to say.
- Give the speaker your full attention.
- Make direct eye contact. (Be mindful of cultural differences in which direct eye contact might be uncomfortable or considered disrespectful.)
- Lean forward toward the speaker.
- Don't interrupt, judge or criticize the speaker.
- Use non-verbal listening skills: Nod or shake your head; change your facial expression as appropriate (e.g., showing concern, excitement.)
- Use brief verbal responses that indicate you are listening, such as “yes,” “I see,” “go on,” etc.
- Ask questions to clarify what the person is saying and to encourage the person to say more. For example, “So, what happened that got you so upset?” or “What did you think about that?”
- Try to figure out the feelings reflected by the speaker's words. Ask a question to determine whether you are correct about how the speaker is feeling. For example, “Are you angry at your father?”
- Get feedback. Test how well you understand the speaker by telling him what you think he's saying.



Defining Relationships

60 minutes



Purpose: To enable participants to identify characteristics of healthy relationships between youth workers and young people; to identify the important differences between friendships and youth worker/youth relationships.

Materials:

- 2 sheets of chart paper and 2 markers

Time: 60 minutes

Procedure:

1. (Instructions and Small Group Brainstorming—15 minutes) *Introduce this activity in the following manner:*

- We are now going to look at the important characteristics of two kinds of relationships:
 - Peer friendships
 - Youth worker/youth relationships
- You will work in small groups. Identify a recorder and a reporter. Record the characteristics in large lettering on a sheet of chart paper. You will have 10 minutes.

Divide participants into 2 small groups and assign each group one of the types of relationships. Give each group a sheet of chart paper & a marker.

2. (Reports and Discussion—15 minutes) *Begin with the peer friendships group. Have the reporter present their important characteristics. Invite the other group to add things or make comments.*

Now ask the youth worker/youth group to present their list of characteristics. Have the other group add things or make comments.

Discuss the two lists using the following questions:

- What are the major similarities?
- What are the major differences? (Note: Boundaries should come up here. Youth workers should not do anything that is illegal, immoral or unsafe.)
- What have you learned about boundaries as a youth worker?
- What are some of the specific skills that youth workers need to build these kinds of healthy relationships with youth? (Responses might include active listening; patience and calm in the face of anger & frustration, not taking things personally)



3. (Guided Imagery and Sharing—15 minutes) *Tell participants that you want them to think about a time when they were able to establish a really healthy and positive relationship with a young person. Ask group members to close their eyes or focus on something in the room as you read the following:*

Think of a time when you felt like you established a really positive relationship with a young person. It might be a relationship from the past or a current relationship.

Who is/was the young person? Picture them in your mind's eye. How did you meet? How did you get to know each other?

What makes this stand out as a real positive relationship? What did you do to strengthen the relationship? What did the young person do?

What is one attitude that you brought to the relationship that helped it flourish? What is one skill you brought to the relationship that was useful?

What were some specific ways this attitude or skill worked for you in the relationship?

Ask participants to turn to the person sitting next to them. Give these instructions:

- Take turns telling each other about your positive relationship.
- Share an attitude and skill that you brought to the relationship.
- You each will have 5 minutes for a total of 10 minutes.
- I'll give you a 5-minute warning so you can be sure to move on.

4. (Discussion and Implications—15 minutes) *Reconvene the large group and get some general reactions to the activity. Probe to find out any feelings that people experienced as they shared about this positive relationship.*

Use the round robin technique to hear each participant's attitude and skill that they brought to the positive relationship. List these in two columns on newsprint. Place a check beside any attitudes and skills that get repeated. Get reactions to the list of youth worker attitudes and skills?

Continue processing with these questions:

- What did the young person bring to the relationship?
- What types of youth are easiest for you to connect with?
- What types are hardest?
- How do you move forward with youth who seem hard to connect with?



Responding Role-Plays

75 minutes



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Purpose: To have participants identify skills and strategies for responding to youth's intense emotions and temperaments and then practice those skills.

Materials:

- Trainer Resource, *Scripted Role-Play*
- Trainer Resource, *Role-Play Scenarios* (one copy for each triad)
- A paper bag or other container for each triad

Trainer Notes:

1. The goal of this activity is to have youth workers practice using skills and strategies for responding to youth who are emotional, moody, upset and so on. Participants will write brief scripts for situations involving interaction with an emotional young person and model what they would say and do in those situations.
2. Look over the *Role-Play Scenarios* and be sure all scenarios seem appropriate for use with your group. Feel free to create additional scenarios of your own that reflect actual situations you have faced in your organization.
3. Make a copy of the scenarios for each triad. Cut the scenarios into strips, fold them, and place them in a paper bag or other container.
4. Make a chart of the role-play de-brief process from step 2 of the procedure.
5. Identify two participants who are outgoing to recruit to play the roles in the scripted role-play. Speak to them during a break and get them prepared for the role-play.

Time: 75 minutes

Procedure:

1. **(Scripted Role-Play—15 minutes)** *Tell participants that you want them to focus on one of the specific youth worker skills that got identified earlier—responding to a youth's emotions or temperament. Introduce the scripted role-play as follows.*
 - I've asked two people play the roles of a youth worker responding to a young person with some issues.



- This is a scripted role-play so the youth worker is reading a script rather than using his/her own skills.
- As you watch the role-play, make note of what the youth worker does that is both helpful and not helpful.
- Be prepared to offer some other ideas for responding to this young person.

After the role-play, applaud and thank the actors. Remind the group that it was scripted and not a reflection of the worker's skills. Write two headings on the flipchart: Helpful and Not Helpful. Get participants to list their observations under each heading.

PROCESSING QUESTIONS:

- Have you faced young people like Robert?
- How do you typically respond?
- What are some other helpful ways of responding?
- What has worked for you in responding to a young person who is hurt or sad? Frustrated? Angry and out of control?

2. (Instructions for Role-plays—7 minutes) *Invite participants to do some role-playing so they can practice using some of the strategies they just discussed. Divide participants into small groups of three people and give these instructions:*

- You will act out your role plays in triads (teams of three) consisting of 3 roles: the youth worker, the young person, and the coach.
- In your teams you will have 3 different scenarios to role-play. Each of you will have an opportunity to play all three roles.
 - *Youth Worker:* Respond to the young person's mood, emotion, or temperament in a supportive manner.
 - *Young Person:* Get into role and be realistic.
 - *Coach:* Observe the communication and note anything the worker does that either helps or hurts the development of a supportive relationship. If you see that the worker needs help, do some coaching—offer something to say to move the conversation along positively.



- The coach should pick a scenario card and read the scenario to the group.
- Once you know the situation, take a minute or two to think about your roles. The role-plays should be short—no more than 2-3 minutes. The coach and youth worker should put their heads together to decide on the best way to approach the young person.
- Get started with your role-play as soon as possible. When it is finished, use this process (on a chart) to debrief:
 - Young person explains how s/he experienced the communication and says how the interaction affected her/his sense of the relationship.
 - Youth worker says what s/he thinks went well and what s/he would do differently next time.
 - Coach gives feedback on what the youth worker did well and any suggestions.
- When you finish discussing the first role-play, switch roles and go on to the second scenario. The young person becomes the youth worker; the coach becomes the young person; and the youth worker becomes the coach. The coach draws a new scenario and reads it to the team. Then you go through the whole process all over again.
- For the third role-play, follow the same process, and take the role that you have not yet played. In the final role play follow the same process, with each person assuming the role s/he has not yet played

3. (Role-Plays—33 minutes) *Distribute a paper bag containing the scenarios to each triad. Circulate during this activity to make sure the triads get started with their role-plays as soon as possible. Make sure they keep moving along through the three scenarios and give support as required.*

4. (Discussion—20 minutes) *Ask the teams to pull their chairs back together in a group formation, but to stay together in their triads. Lead a discussion of the activity using the following questions:*

- How did things go with the role-plays? What scenarios did you pick?
- Which were most challenging and why? (Discuss the ways that workers responded to youth in the specific scenarios.)
- How did the youth's age influence your response?
- What are you taking away from this activity?





SCRIPTED ROLE-PLAY

Scenario: *Shannon, a youth worker at ABC Youth Dynamics, is facilitating a career exploration program. The teens in the group just completed a career interest profile and now they are sharing their responses in small groups. Robert, age 15, who often plays the role of “group clown,” enters the room 30 minutes late. There’s an hour left in the session.*

Shannon: *(smiling and in a friendly voice)* Hi Robert. I’m glad you made it, but you’re really late today. What happened?

Robert: Nothin’.

Shannon: *(in a calm and friendly voice)* What do you mean “nothing.” Something had to happen to make you late.

Robert: *(snapping)* I said nothing happened. *(His voice gets louder.)* Why you always gotta be making somethin’ outta nothin’?

Shannon: *(in a stern low voice)* Lower your voice, Robert. I just asked you a simple question. You’re not going to come in here and disrupt my program. The other kids who got here on time are trying to talk about their career interests.

Robert: *(speaking loudly)* You trippin’ Ms. Shannon. I didn’t even do anything. I’m going over there with Jason.

Shannon: *(in a loud frustrated voice)* Oh no, you’re not. *(She grabs his arm.)* He’s working with his group and you’ll disrupt them. Just sit down over here by yourself. I’m pulling the large group back together now, anyway.



ROLE-PLAY SCENARIOS

1. A 13-year-old has been uncharacteristically quiet and withdrawn all afternoon. You know from a conversation with his/her parent that the parents are in the process of separating.
2. You walk into the homework help room and notice that a 10-year-old seems frustrated (sighing, muttering under his/her breath, and slamming a book on the table).
3. A 7-year-old is upset at the end of a sports tournament because s/he didn't win a trophy. At the last tournament this child won first place.
4. An 8-year-old girl who is typically upbeat and outgoing is quiet in the group.
5. You overhear this 12-year-old boy teasing a smaller boy (same age) and calling the boy a "fag." How do you respond to the 12-year-old? How do you respond to the boy being teased?
6. An 11-year-old girl is upset because two of her girlfriends that she usually hangs with are acting "stand-offish" and mean today.
7. Two young teens were "joning" (teasing/one-upping each other, "playing the dozens") and things got out of hand. One of the teens got angry and was ready to fight the other. You sit down to talk after giving the youth a brief cool down period.
8. A 16-year-old is very sad about the break up of a first love relationship.
9. A youth nervously tells you about her/his unplanned pregnancy.



Promoting Positive Peer Relationships

45 minutes



Purpose: To have participants identify strategies for promoting positive peer relationships.

Materials: None

Trainer Notes:

Make the A, B, C, and D charts that are described in step 2 of the procedure.

Time: 45 minutes

Procedure:

1. (Introduction—10 minutes) *Tell participants that they have spent a lot of time focusing on how to build supportive relationships with youth. Now they will consider the ways that they can help young people learn to develop high quality friendships and peer relationships.*

Ask participants:

- Why is it important for youth to have positive peer relationships?
- How might positive friendships contribute to other positive outcomes?

Supplement participants' responses with the following data*:

- As young people move into pre- and early adolescence, peer relationships take on greater importance.
- Being accepted by peers is associated with a greater sense of belonging and fewer behavioral problems. Both peer acceptance and friendships (based on mutual respect, appreciation, and liking) contribute to a young person's self esteem and psychological adjustment.

* "Peer Relationships and Friendship," by Jeong Jin Yu, Karen H. Tepper, and Stephen T. Russell, *Building Partnerships for Youth*, National 4-H Council and the University of Arizona (http://cals-cf.calsnet.arizona.edu/fcs/content/.cfm?content=peer_rel)



- Youth friendships:
 - Contribute to social competence and enhanced leadership skills.
 - Can reduce loneliness.
 - Can buffer youth from the negative impact of family troubles.
 - Lesson the likelihood of being victimized by peers.
 - Influence academic achievement.

2. (Carousel Brainstorming—20 minutes) *Explain that the group is going to look at 4 recommended strategies for promoting positive peer relationships:*

A. Informal socializing/Teachable moments

- Strategies to promote social skills
- Ways to help youth express thoughts and feelings in socially acceptable ways

B. Structured efforts and programs

- Strategies to help youth develop relationship skills such as listening, appropriate self disclosure, showing appreciation, being assertive, managing conflict

C. Encouraging the Development of Empathy

- Strategies for getting youth to walk in someone else’s shoes and imagine what they are thinking and feeling
- Learning to see another person’s perspective

D. Cross-Age Peer Relationships

- Strategies for helping youth of different ages form appropriate and positive relationships

Give these instructions:

- I have taped a chart with each strategy in 4 places around the room.
- You will get into 4 small groups and each group will be assigned one of the charts. You will go as a group to the chart and write down ideas for doing this with strategy with youth. Be as specific as possible.
- When I call time after 4 minutes, 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.

Divide participants into 4 groups (A, B, C, & D) and send them to the corresponding chart. Give them 4 minutes at the first chart. Call time and have them rotate to the next chart. Continue until they have visited each chart. Ask participants to visit and read each of the charts before they take their seats.

3. (Discussion—15 minutes) *Use these questions to process the activity:*

- What stood out for you about this activity?
- What were some of the useful strategies you heard? (Note: Ask for more information and examples of some of the strategies people mention. Expect to hear about ways of modeling, setting the tone for positive social interactions, giving youth opportunities to work in pairs and in small groups on tasks and projects, etc.)
- What other issues do you face with respect to youth's peer relationships?
- What new ideas did you get for promoting positive peer relationships?



Purpose: To have participants identify steps they can take to apply what they have learned in this workshop.

Materials:

- Handout, *Action Planning*

Trainer Notes:

If you have an uneven number of participants you will need to partner with the remaining person and complete the action planning with them.

Time: 30 minutes

Procedure:

- 1. (Reflection and & Individual Action Planning—15 minutes)** *Let participants know that the workshop is coming to a close and that you want them to spend some time reflecting on what they have learned in order to create an action plan for behavior change.*

Ask people to popcorn (just blurt out randomly) the different important lessons and ideas that they are taking away from the workshop. List these on a chart.

Distribute the handout. Ask participants to identify one goal—something they plan to accomplish as a result of the workshop. Then they will create action steps and a timeline. Let them know they have 5-7 minutes.

- 2. (Review of Action Plans—15 minutes)** *Bring everyone back together and ask 5 people to volunteer to share their action plans with the group. Have participants listen carefully and offer any suggestions they have for refining an action plan after they have heard it. Add suggestions of your own if appropriate.*

When everyone who volunteered has had an opportunity to share their action plans, thank everyone for their hard work in the session.



ACTION-PLANNING WORKSHEET

Goal: As a result of this workshop, I plan to...

Actions and Timeline

Action _____

By when _____

Action _____

By when _____

Action _____

By when _____

List possible challenges and ways of overcoming them.

Challenge

How to Overcome It





Training Module and Advisory Group



Communicates
and Develops
Positive
Relationships
with Youth

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