USING
POSITIVE YOUTH DEVELOPMENT STRATEGIES

Facilitator Guide
The NCYC/NPJS Youth Care Curriculum Series is made up of a collection of modules designed to develop or enhance the skills and knowledge of those working with youth in secure settings. Modules in the series are designed to support individual professionals and the cultures in which they operate to embrace best practices in the field of juvenile justice.

Positive Youth Development is one training module in this series. Because youth care work is a dynamic process, concepts from other topic areas, which are detailed elsewhere in the series, may be introduced in this module. Youth care workers may benefit from participation in all the training modules in the series.

Authors
Barbara Collins, Sandra Escamilla, Beverly Wilder, Pam Clark

Course Description:
This program introduces staff to the concepts of Positive Youth Development and provides examples and practice in developing and facilitating positive youth development activities for young people. It also provides pre-training material for agency and program administrators to help prepare their staff to transition toward a Positive Youth Development approach and to follow up after the learning experience to ensure staff begin and continue practicing what they learn on the job.

Overall Goals

• To help staff recognize how positive expectations and experiences can improve youth outcomes while they are in the program and afterward
• To discuss how Positive Youth Development can be accomplished while maintaining the safety and security of youth and staff
• To develop staff skills for using Positive Youth Development practices with youth

Learning Objectives

In this workshop, you will:
• Identify benefits to youth care workers of taking a Positive Youth Development approach
• Practice shifting your focus from youth deficits to their strengths to encourage growth and change
• Identify ways to use Positive Youth Development strategies on the job
• Develop program/activities for youth on your shift/unit with your team
• Identify ways to give youth positive opportunities for challenge and growth without risking safety and security
Target Audience:
Youth Care Workers – staff providing direct services to youth in a confinement setting and Supervisors (recommended)

Number of Participants:
Minimum 12
Maximum 25-30

Level of training:
Intermediate

Total Course Time: Approx. 7-1/2 hours (6 hours of learning plus 1.5 hours for lunch and breaks)

Recommended Content Areas Prior to taking this course:
• Adolescent Development
• Behavior Management

Instructional Methods/Techniques:
Lecture, small group discussions, large group discussions, role plays, small group activities, examples

Class Preparation
Large room with table groups (4-6 per table)

Required materials
1. Printed Facilitators Guide
2. Participant Guide for each participant
3. PowerPoint slides
4. Laptop or computer
5. Projector or LCD Flip Chart and stand
6. Flip chart Pad (Post-it type is recommended)
7. Markers (flip chart and dry erase)
8. Masking Tape
9. Prepared newsprint charts, e.g., Ground Rules (see p. 21), Universal Youth Needs (see p. 28 – list BOLD items only), etc. as needed
10. Supplies required for training activities:
   a. Copies of Case Study A: Jessie, Case Study B: Jessie, and Case Study C: Jessie [See instructions for the related activity on page 38]
   b. Prepared signs (8.5X11” or larger): ‘NOT AT ALL’ and ‘A GREAT DEAL’ [See instructions on page 32 for the related activity]
   c. Index cards – Write one of the following topics on each card: [See instructions on page 42 for the related activity]
CARDS
• Helping youth form better peer relationships
• Improving relationships between youth and staff/other adults
• Making a contribution/giving back to the community (or program)
• Preparing for reentry
• Improving family engagement
• Mentoring of youth
• Academic/educational improvement
• Vocational skill development
• Health and Wellness (physical and emotional)
• Creativity and Arts

11. NPJ Speaks Pam Clark Video Segments

Other:
This is an interactive training session with frequent group discussion, small group activities and individual written assignments. The facilitator guide will provide anticipated responses and instructions for structured activities. In order to complete all the input, practice and processing of information, it will be necessary to stick to the timeline provided. Discussion is welcomed but should be guided by the facilitator as needed to accomplish this.

BEFORE the learning event

Agency/program administrators should:
• Read Positive Youth Justice: Framing Justice Interventions Using the Concepts of Positive Youth Development, by Jeffrey Butts et al prior to facilitating this program to become more familiar with the applications of Positive Youth Development in juvenile justice facilities and programs.
• Read Preparing to Shift Your Program Toward Positive Youth Development: A Guide for Administrators in this Guide (pages 8-15) and follow the guidelines in that section to prepare supervisors, staff, youth and other stakeholders to focus on positive youth development.
• Attend the beginning of each learning event to tell staff why this topic is important to your program and how they will be expected to use the concepts and skills they are learning in their work. [OPTION: Create a 3- to 5-minute video to be shown to staff at the beginning of each session.]

Facilitator should:
• Read Positive Youth Justice: Framing Justice Interventions Using the Concepts of Positive Youth Development, by Jeffrey Butts et al prior to facilitating this program to become more familiar with the applications of Positive Youth Development in juvenile justice facilities and programs.
• Read the entire Facilitation Guide, prepare necessary materials and rehearse presentations and activities.
• Coordinate with the agency or program administrator to attend the beginning of each learning event, share the importance of this topic to the program and how staff will be expected to use the concepts and skills they are learning in their work. [OPTION: Work with the administrator to create a 3- to 5-minute video to be shown to staff at the beginning of each session.]

• Model in your facilitation style the kind of empowering strategies youth workers could be using with youth. That is, encourage participants to ask questions and share opinions, even when they are not supportive of the content of this program. Encourage higher-level thinking and evaluation of their own attitudes and beliefs. Recognize risk-taking in trying out new ideas and behaviors. Support their learning efforts.

The following excerpt from Adolescent & Youth Development Training Curriculum by Sandra Escamilla (see Resources) provides useful guidance:

Learning means change. It means change in how we think and how we act. It involves altering our mental processes, expanding and adapting our repertoire of behaviors, and reviewing our habits. Using an interactive and experiential approach increases the likelihood that participants will consistently implement youth development approaches and skills in their workplace, community and personal lives. Participants bring with them the ideas, intuitions, and behaviors they have spent a lifetime building. Trainers have only a brief time in which to encourage effective learning and real and useful change.

How is this best achieved?

• **Identify Participants' Current Views** – Help participants to recognize and clarify their current ideas and behaviors and assess the usefulness of these ideas in working effectively with youth. This heightens their interest in learning effective alternative ideas and strategies.

• **Help Participants Construct Their Own Understandings** – Training isn't about just giving people a new set of ideas. The ideas have to fit into a framework of what they already know. You activate the framework by discussing their current views and then helping them to make new links to the material you are presenting. New meanings are not transfersences by the trainer; they are transformations by the learner.

• **Be Aware of Participants' Level of Readiness to Learn** – Participants in a course will be ready to learn if they are there voluntarily, and if they identify problems and their limitations in solving them. If participants are not yet “ready”, it is not advisable to proceed too far. Instead, work on encouraging their commitment, identifying their needs, and helping them to recognize the weaknesses in their current ideas and behaviors.

• **Use a Variety of Interactive Approaches** – Learning occurs by engaging the participant actively in the process. Use lots of questions. Questions hook the mind.
Encourage a debate and discussion within the confines of your time limits. This will be most fruitful if your questions do not require the "right" answer. Try to treat all answers as a contribution to the group's understanding. When people are assured that they won't be made "wrong" they are far more likely to contribute actively. The attitude shifts and understandings you are working towards can usually be elicited from the group, by astute questioning. They are more likely to become part of the person's behavioral repertoire if they can say "I thought of that myself". People love stories. Tell personal anecdotes that illustrate a point. Keep them short and relevant to the group's purpose. With the same provisos encourage participants to personalize the materials with their own stories. Wherever possible, work on current challenges experienced by participants. This heightens the significance of the example. Active investigations and practical experiences are especially valuable because they engage participants in moving repeatedly between mental concepts and actual behaviors.

- **Be Precise** – People also need to be reminded of what they have learned and what they are about to learn. Use introductions, summaries, and chart key points to focus and reinforce learning. This manual will help you be precise about the teaching points you are getting across. Muddled thinking does not promote change. Sharp clarity does.

- **Use Language Appropriately** – Ideas are made and shared using language. Where the vocabulary and syntax is precise and engaging (without being pedantic and over-blown), ideas can more clearly be expressed, recognized and adapted to the uses of the participants.

At the **BEGINNING** of the learning event Facilitator should:
- Make sure the room is arranged in table groups of 5-6 people and that no seats have their backs to the front of the room so everyone will easily be able to see you and the visuals.
- Arrange for a table for materials.
- Find a place to have the group line up between two walls for the Continuum activity
- Greet each participant as they arrive and welcome him/her to the workshop
- Pass around a sign-in sheet for names and emails for follow up.

**AFTER** the learning event Facilitator should:
- Review the feedback forms for any patterns.
- Consider alternations and adjustments to the workshop design in response to the feedback.
- After 60-90 days, follow up with the participants to determine whether they have used any of the things they learned in the workshop. Also, follow up with administrators to determine whether they have seen any changes as a result of the workshop.
References and Resources

The following were used as sources of information for this training:
(Citations for Journal articles, books, websites, etc.)


Youth Development Institute. Core Competencies for Youth Work.

Guide for Administrators:
Preparing to Shift Your Program Toward Positive Youth Development:

Adopting a Positive Youth Development (PYD) approach to working with youth may be attractive to facility and agency leaders because it can lead to better staff-youth relationships, fewer behavior problems and more positive results for youth in care. However, there are principles involved in this approach that may conflict with your current practices and cause difficulties for staff and youth in attempting to be true to both. This section is intended to explain the approach and assist you in evaluating your program’s readiness to move toward greater focus on developing youths’ knowledge, skills and attitudes to better prepare them for adulthood.

Traditionally, we respond when youth are in crisis. Our systems, such as the family, the school, the community, the justice system – intervene with the intention that the youth will change his or her behavior and not fall back into crisis in the future.

“Positive youth development is a comprehensive way of thinking about the development of adolescents and the factors that facilitate their successful transition from adolescence to adulthood.”

This approach is based on beginning with positive expectations and strengths, and encouraging youth preparation for the future, participation in developmental activities and experiences, youth taking leadership roles, and helping youth create and experience positive outcomes.

Rather than focus on risk factors alone, PYD focuses on the knowledge that many children survive and even thrive despite having many risk factors in their young lives. They develop resiliency – the ability to overcome obstacles in their lives and do well in spite of them.

Resiliency comes from having access to protective influences, such as pro-social adult role models, like your staff, for example – who take a genuine interest in them – and from learning skills to cope with problems in healthy ways. And having opportunities to try different ways of living and spending their time productively, doing things that make them feel good about themselves.

The following Principles apply to Positive Youth Development. Note that some of these refer to positive attitudes underlying the approach, and some, such as principles five and six, may mean rethinking how youth are encouraged to engage in your programs.

1 Butts. *Positive Youth Justice.*
When connecting youth to positive experiences, programs should adhere to the following principles:

1. **All youth** have the capacity for positive growth and development. Positive youth development enables youth to thrive and flourish in their teen years, and prepares them for a healthy, happy and safe adulthood.

2. Positive youth development is an intentional process to promote protective factors in young people.

3. Positive youth development complements efforts to prevent risky behaviors and attitudes, and complements efforts that work to address negative behaviors in youth.

4. Young people’s assets (strengths) are both acknowledged and employed through positive youth development.

5. Positive youth development involves youth as active agents. Adults may set the structure, but youth are not just the recipients of services. Youth are valued and are encouraged to bring their assets to the table. Adults and youth work together to frame solutions and activities.

6. Youth leadership development is a part of positive youth development, but youth aren’t required to lead. Youth can attend, actively participate, contribute, or lead through positive youth development activities.

7. Positive youth development involves civic involvement and civic engagement—youth contribute through service to their communities. Positive youth development is an investment that the community makes in young people.

### Benefits of a Positive Youth Development Approach

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<tr>
<th>High-Risk Behaviors</th>
<th>0–10 Assets</th>
<th>11–20 Assets</th>
<th>21–30 Assets</th>
<th>31–40 Assets</th>
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<tr>
<td>Problem alcohol use</td>
<td>45%</td>
<td>26%</td>
<td>11%</td>
<td>3%</td>
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<tr>
<td>Violence</td>
<td>62%</td>
<td>38%</td>
<td>18%</td>
<td>6%</td>
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<tr>
<td>School Problems</td>
<td>44%</td>
<td>23%</td>
<td>10%</td>
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* Data based on aggregate Search Institute sample of 148,189 students across the United States surveyed in 2003.

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2 [http://www.findyouthinfo.gov/youth-topics/positive-youth-development/key-principles-positive-youth-development](http://www.findyouthinfo.gov/youth-topics/positive-youth-development/key-principles-positive-youth-development), accessed 8/14/14
This curriculum provides staff with a list of 40 Developmental Assets (created by the Search Institute) that have been correlated with reduced involvement in high-risk behaviors by adolescents. Positive Youth Development strategies with youth in juvenile justice are intended to build or strengthen assets our youth may not have fully developed or may have missed in their past experiences, in order to reduce their likelihood of continuing to engage in these behaviors.

- Many promising youth programs promote stronger attachments between young people and their families and schools. These have produced important improvements in school achievement and peer relations, and decreases in delinquent behavior. (Catalano et al., 2004)
- Youth reporting a positive connection with at least one supportive adult engage in fewer risky behaviors, including substance abuse and delinquency. (Aspy et al., 2004; Oman et al., 2004)
- Evaluations show that youth who participate in relationships with adult mentors... report improvements in self-efficacy and social competence as well as measureable reductions in problem behavior.
- Other promising programs promote youth involvement in school, civic improvement projects and/or church-related activities. These experiences are intended to lead to stronger connections with pro-social peers and adults, as well as a sense of accomplishment and helping others.
- Meaningful work experiences, especially those that help youth develop useful skills, can facilitate a sense of pride, belonging and efficacy.³

In addition, positive, supportive relationships between staff and youth in your programs can reduce negative behavior by youth (e.g., incidents, injuries, repeat offenses) and may lead to increases in academic achievement, family support for the program, etc. Those things in turn may save some resources (e.g., costs of litigation, staff turnover, etc.), leaving more to improve programming options.

Finally, Section 223 (a)(K) under Title II of the Juvenile Justice and Delinquency Prevention Act (JJDPA) of 1974, reauthorized in 2008, urges state advisory groups and state agencies to provide direction and support for:

“...programs for positive youth development that assist delinquent and other at-risk youth in obtaining: (1) a sense of safety and structure; (2) a sense of belonging and membership; (3) a sense of self-worth and social contribution; (4) a sense of

independence and control over one’s life; and (5) a sense of
closeness in interpersonal relationships.”

We urge you to measure relevant data before and after implementing this approach to see for yourselves the impact of Positive Youth Development on staff, youth, families, other stakeholders and the program itself. This can be done using existing PBIS and PBS data points you’re already collecting.

**Adopting A Positive Youth Development Approach**

The School Adoption Model depicted here shows how innovations are adopted by faculty of a school, but the model applies to many organizational groups. In any such group, people tend to fall into one of five categories, according to how readily they take on the new approach.

![Diagram of School Adoption Model](image)

Research indicates that time and energy spent inviting and supporting Early Adopters is critical to effectiveness of the change. (Innovators will usually be at the forefront but may not be as influential with others as the larger group of Early Adopters who follow them.) Inviting the informal leaders among your staff to take part in planning the change and being the ones to try it out pays off in their buy-in and engagement.

When the Early Majority begins to move toward the desired changes, too, you achieve “critical mass” and are assured the change will take hold. Spending time trying to convince the Laggards to join up is wasteful. At some point, they’ll be the only ones not going along and they usually give in in the end.
What follows is a self-assessment that may assist you in determining your program’s readiness to move to a Positive Youth Development approach to working with youth.

Resources

This curriculum and the accompanying Participant Guide provide most of the information you might need to familiarize yourself with Positive Youth Development ideas and information. The reference list on page 4 provides some articles and references as well.

The national Partnership for Juvenile Services (www.npjs.org) would be happy to provide additional support and guidance.
# Positive Youth Development Readiness Checklist

## Agency Administration

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- Does the agency Mission Statement show that it encourages youth input/participation?
- Are agency's policies and procedures youth centered/oriented?
- Do youth and/or staff complete survey's regarding youth’s involvement in planning and program implementation?
- Does the agency train staff on the value of youth input?
- Does the agency train staff on how to build effective therapeutic relationships with youth?
- Do agency assessment tools identify youth’s strengths?
- Are youth matched with the right treatment needs and programs?
- Are youth viewed as criminals or resources?
- Does the agency have community partners (e.g., for programming, youth services and re-entry)?

**Notes & Ideas:**

## Information Sharing

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- Does the agency write documents and other materials in plain language and in alternative formats to be accessible for youth?
- Does the agency talk with youth in a way they understand (e.g., in sign language or in the family’s native language)?
- Does the agency’s website contain youth-friendly content or educate families and youth on program services?
**Youth Involvement**

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Does the agency encourage and facilitate youth involvement on a re-occurring basis?

Does the agency have expectations and create opportunities for staff to engage in structured activities with youth?

Does the agency have a plan to address specific cultural issues if they are barriers to youth involvement?

Are youth involved in all phases of planning, delivering, and evaluating their treatment plans?

**Notes & Ideas:**

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**Decision Making**

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Are youth encouraged to make recommendations on other youth’s progress or rewards?

Does the agency engage youth in shared decision-making on a re-occurring basis (e.g., youth committees, exit interviews/surveys)?

Does the agency make it possible for youth to make informed decisions?

**Notes & Ideas:**

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**Service Evaluation**

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Does the agency ask youth, on a re-occurring basis, what they need and want?

Does the agency routinely evaluate services and supports in terms of positive youth outcomes?

Does the agency ask youth, on a re-occurring basis, if they are satisfied?
with services?

☐ ☐ ☐ Does the agency have an evaluation form to assess youth satisfaction?

☐ ☐ ☐ Does the agency use evidence based treatment programs to engage youth?

**Notes & Ideas:**
FACILITATION GUIDE

COURSE ANTICIPATORY SET: Youth Community Involvement (40 minutes)

SAY:  Welcome to this learning event on Positive Youth Development.

DO:  Have the agency or program administrator provide an introduction to this learning event. This may be “live” or on video. When s/he is finished, thank him/her and introduce yourself.

SAY:  Before I have you introduce yourselves, I’d like you to look at a few stories about young people doing good things.

DO:  Have the learners turn to page 3 of their Participant Guide and ask volunteers to read each of the 6 stories:

Youth Community Involvement Projects

1.  A group of youth learned about the needs of a local hospital nursery. They make bumper pads, quilts, blankets, and pillows and visit regularly with infants in the nursery.

2.  A youth group creates anti-gang videos for younger kids.

3.  Young people grow vegetables for delivery to a homeless shelter.

4.  Several youth have become regular companions to elderly nursing home residents.

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4 Butts. Positive Youth Justice.
5. A group of teenage women, propose, plan, and implement a service project that assists grandparents raising their grandchildren in high-crime neighborhoods. Over six-months, they help with shopping and other chores, including child sitting, lawn mowing, and house cleaning. The young women conclude the project by creating oral histories of the grandparents, and holding a social event.

6. Young men work with park rangers from the Bureau of Land Management on environmental restoration projects in a wildlife preserve in the Loxahatchee National Forest. A group of them works as part of the video team that documents the program and is used as a training film for new teens joining the group.

SAY: What do you think about the young people doing these community service projects?

DO: Get several comments.

SAY: Would it surprise you to know that all of these youth are involved in the juvenile justice system?

DO: Get a few reactions to that information.

SAY: That’s right. The first four stories are about youth incarcerated in the Indianapolis, Indiana Juvenile Correctional Facility. Story 5 is about primarily African American young women in a semi-secure juvenile residential facility in Pompano Beach, Florida. And Story 6 takes place in a residential program in Palm Beach County, Florida.

Today we’re going to be looking at ways of helping the youth we work with discover and use more of their potential to be pro-social, contributing members of their communities, actively helping others and themselves in the process. These stories are the result of taking a Positive Youth Development approach to working with justice-involved youth.

As you heard from your administrator, we’re conducting this course because your agency’s leadership believes in and will support you in seeking the potential in the youth you work with and finding ways to help them grow their pro-social skills and characteristics.

This positive approach is not currently being used enough with youth in custody. As evidence, America has the highest incarceration rate by population, but is only 6th in the world when it comes to college degrees. Our government’s spending reflects that fact accordingly.
It costs about $37,000 for 1 student for 1 year to attend Princeton University, and about $44,000 for 1 inmate for 1 year at the New Jersey state prison in Trenton.\(^5\)

Since 1987, national spending on prisons has increased by 127%, while national spending on higher education has only increased by 21%. Spending on education is decreasing while spending on corrections is increasing.

If California emptied its prisons today and sent every inmate to the University of California, it would save almost $7 billion a year.

The U.S. has less than 5% of the world’s population, yet jails nearly 25% of its prisoners – more than 2 million total. Moreover, at least ¼ of those jailed are nonviolent offenders.

So, if we can intervene with youth in ways that might prevent them from becoming adult offenders, we could save money, increase the number of productive citizens, have more young men home to raise their children, and perhaps have a better educated population. These are grand outcomes, but they appear to be quite possible when we use evidence-based and promising practices in working with youth, such as the Positive Youth Development approach we will be exploring today.

DO: Review Curriculum Goals (p. 2 of Participant Guide)
- To help staff recognize how positive expectations and experiences can improve youth outcomes while they are in programs and afterward
- To discuss how Positive Youth Development can be accomplished while maintaining the safety and security of youth and staff
- To develop staff skills for using Positive Youth Development practices with youth

Review the learning outcomes/performance objectives. (p. 2 of Participant Guide)

In this workshop, you will:
- Identify benefits to youth care workers of taking a Positive Youth Development approach
- Practice shifting your focus from youth deficits to their strengths to encourage growth and change
- Identify ways to use Positive Youth Development strategies on the job
- Develop program/activities for youth on your shift/unit with your team
• Identify ways to give youth positive opportunities for challenge and growth without risking safety and security

DO: Review the course agenda (page 4 in Participant Guide).

NOTE: If this module is part of a longer learning experience and participants have already introduced themselves to the facilitator, just have each person provide their “want” or expectation of the workshop.

SAY: Okay, now that you’ve seen what we’re going to be working on in this learning event, I’d like you to [introduce yourselves and] tell us one thing you’d like to learn or do as a result of this program. I’ll give you a minute to think about what you want to say and then we’ll begin the introductions.

DO: Have them turn to page 4 and give them 30-60 seconds to consider their expectations and make a note of them. Then select someone to begin and have each learner share one of his/her expectation. Record their expectations on newsprint and save them for the end of the program.

NOTE: If there are things on the list that will definitely NOT be covered, mention them now, to prevent unrealistic expectations.

SAY: In order to meet your expectations and complete this program, what ground rules do we need to abide by? For example, ‘One person speaks at a time’ is helpful so we can hear what each person has to say. What else is important to you?

DO: Make a list of Ground Rules on newsprint and keep it posted throughout the workshop for reference.
ANTICIPATORY SET: Developmental Assets (10 min.)

SAY:  To get started, I’d like you to think back to your own adolescence. Perhaps when you were between 14 and 17 years old. Close your eyes if you will and try to get a picture of yourself in your mind... See your family or the people you lived with... Recall the people you spent the most time with... Remember the school or schools you attended... And the things you were doing with your time...

DO:  Give them a moment to recall these things.

SAY:  Okay, you can open your eyes. In your Participant Guide on pages 5-8 you have a list called “40 Developmental Assets for Adolescents.” Please read each item, think of yourself as the adolescent you were, and place a check [✔] in either the ‘TRUE for me’ or ‘FALSE for me’ column. You will NOT be sharing this information with anyone else unless you volunteer to do so.

DO:  Ask what questions they have about the activity. (If they can’t recall or can’t choose True or False, they may leave those items blank.)

Give them 5 minutes to complete the instrument.

INSTRUCTIONAL INPUT: Developmental Assets (10 min.)

SAY:  This list of Developmental Assets comes from the Search Institute in Minnesota. Beginning in 1990, they collected data from over 4 million children and youth from all different backgrounds. Their research indicates that these External and Internal Assets are important in helping young people navigate their adolescence successfully. The more of these developmental assets young people have and acquire, the better their chances of succeeding in school and becoming “happy, healthy and contributing members of their communities and society.”

http://www.search-institute.org/research/developmental-assets, accessed 8/14/14
These ‘assets’ (called Protective Factors by some other researchers) have been shown to reduce engagement in risky behaviors by adolescents – such as drug and alcohol use, early sexual activity, law-breaking behaviors and suicide. And this is true even when the adolescents experience Risk Factors in their lives, such as violent victimization, poverty, living in dangerous neighborhoods, poor family functioning, harsh disciplinary practices, etc. The people and conditions around us (External Assets) and how we cope with them (Internal Assets) can help protect us from the challenges life may throw at us.

Please count the number of check marks you have in the ‘TRUE for me’ column.

How many of you had more than 30 checks in the TRUE column? How many had fewer than 30 checks?

So how well did these assets predict your success? Are there some that were particularly helpful to you in getting through your adolescence?

DO: Get several comments.

SAY: Let me call your attention to Asset #3 – Other Adult Relationships. It says, “The young person receives support from three or more nonparent adults.” Will someone please tell us about one of the ‘nonparent adults’ who supported you as a youth?

DO: Get a couple of examples (and/or give one from your own life).

SAY: How about #15 – Positive Peer Influence? Does anyone have a story of a positive, responsible peer who influenced you?

DO: Get a couple of examples (and/or give one from your own life).

SAY: And how about #39 – Sense of Purpose? Can someone share the vision you had for yourself that you think helped you stay out of serious trouble?

DO: Get a couple of examples (and/or give one from your own life).
CLOSURE & TRANSITION: Developmental Assets (5 min.)

SAY: So clearly from the stories we’re hearing here, you recognize how that having (or not having) some of these Assets influenced your lives. This list of Assets reflects a set of needs each of us shared as children and youth. We’ll be looking at Universal Youth Needs and how our programs can meet them in the next segment. But first, we want to explain what we mean when we talk about “Positive Youth Development” as an approach to working with youth.

INSTRUCTIONAL INPUT: A Positive Youth Development Approach (45 min.)

SAY: Traditionally, we respond when youth are in crisis. Our systems, such as the family, the school, the community, the justice system – intervene with the intention that the youth will change his or her behavior and not fall back into crisis in the future.
SAY: This approach is based on beginning with positive expectations and strengths, and encouraging youth preparation for the future, participation in developmental activities and experiences, allowing youth to take leadership roles, and helping youth create and experience positive outcomes.

Rather than focus on risk factors alone, PYD focuses on the knowledge that many children survive and even thrive despite having many risk factors in their young lives. They develop resiliency – the ability to overcome obstacles in their lives and do well in spite of them.

“Resilience is ‘the power or ability to return to the original form, position, etc., after being bent, compressed, or stretched; elasticity’.”

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7 Butts. *Positive Youth Justice.*
8 Dictionary.com
In people, ‘the ability to overcome challenges of all kinds – trauma, tragedy, personal crises, ...life problems – and bounce back stronger, wiser and more personally powerful.”

Resiliency comes from having access to protective influences, such as pro-social adult role models – like YOU, for example – that take a genuine interest in them; from learning skills to cope with problems in healthy ways, having opportunities to try different ways of living and spending their time productively, and doing things that make them feel good about themselves.

SAY: On page 11 of your Guide are some Youth Development Principles that help differentiate this approach from other approaches.

DO: Ask seven (7) participants to each read one of the Principles.

When connecting youth to positive experiences, programs should adhere to the following principles:

1. All youth have the capacity for positive growth and development. Positive youth development enables youth to thrive and flourish in their teen years, and prepares them for a healthy, happy and safe adulthood.
2. Positive youth development is an intentional process to promote protective factors in young people.
3. Positive youth development complements efforts to prevent risky behaviors and attitudes, and complements efforts that work to address negative behaviors in youth.
4. Young people’s assets (strengths) are both acknowledged and employed through positive youth development.
5. Positive youth development involves youth as active agents. Adults may set the structure, but youth are not just the recipients of services. Youth are valued and are encouraged to bring their assets to the table. Adults and youth work together to frame solutions and activities.
6. Youth leadership development is a part of positive youth development, but youth aren’t required to lead. Youth can attend, actively participate, contribute, or lead through positive youth development activities.
7. Positive youth development involves civic involvement and civic engagement—youth contribute through service to their communities. Positive youth development is an investment that the community makes in young people.

10 http://www.findyouthinfo.gov/youth-topics/positive-youth-development/key-principles-positive-youth-development, accessed 8/14/14
DO: Ask a few participants to give examples of one of the Principles, or share a few of your own examples.

SAY: *So we’ve described Positive Youth Development as an approach to working with youth. Now we’ll look at some of the things your programs are doing and see how they match up with what we know youth need.*

DO: Bring the **Universal Youth Needs** poster to the front of the room or point it out on the wall (see page 28).

SAY: *On page 9 of your Guide, there is a list of Universal Youth Needs.*
Universal Youth Needs

Young People demonstrate a positive identity when they have a sense of personal wellbeing and a sense of connection and commitment to others

1. Safety and Structure
   A perception that one is safe in the world and that daily events are somewhat predictable

2. Belonging and Membership
   A perception that one values, and is valued by, others in the family and in the community

3. Self-Worth and Ability to Contribute
   A perception that one is a “good person” who contributes to self and others

4. Self-Awareness and Spirituality
   A perception that one is unique and is intimately attached to extended families, cultural groups, communities, higher deities, and/or principles

5. Independence and Control Over One’s Life
   A perception that one has control over daily events and is accountable for one’s own actions and for the consequences one’s actions has on others

6. A Close Lasting Relationship with at least One Adult
   A perception that one has a strong and stable relationship with an adult

7. Competence and Mastery
   A perception that one is building skills and that one is “making it” and will succeed in the future
**SAY:** In your table groups, I’d like you to take the Universal Youth Need(s) you are assigned and identify things currently done in your program that help meet that need. You can use the worksheet on page 12 in your Participant Guide to identify the specific Need and list the Activities and Strategies used in your program/facility that help meet that need.

**DO:** Assign 1-2 Principles to each group. Answer any questions participants have about the task. Then give them 5-10 minutes to work on their lists.

**SAY:** When you’ve finished listing the activities and strategies, see if you can match them to some of the Developmental Assets we discussed earlier. You can refer back to the 40 Developmental Assets for Adolescents in your Guide, beginning on page 5, to remind yourselves of the Assets.

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**Instructions:**

<table>
<thead>
<tr>
<th>Universal Youth Need:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Activities &amp; Strategies</td>
</tr>
<tr>
<td>EX: Youth Advisory Council</td>
</tr>
</tbody>
</table>

Take the newsprint I’m handing out and draw a line down the middle of the page to make 2 columns. In column 1, record the activities and strategies that might support development of one or more Assets in youth. In the right hand column, identify the Assets each strategy or activity is intended to develop. There’s an example on the slide. You also have this chart on page 12 available for taking notes.

When the groups are finished (or 10 minutes have passed) call the group back together.

**OPTION 1:** Have a spokesperson for each group read the Need and its explanation, and share their list of activities and strategies, along with the Assets each is intended to develop.

**OPTION 2:** (For large groups or to save some time) Have each group post their chart and ask participants to get up and read the charts from other groups. Then conduct a brief discussion of what they noticed or found interesting.
NOTE: The lists may be short or long and may contain strategies that you do not agree with or that don't support Positive Youth Development. For now, accept them all, probe for intended learning. If a group has no current activities or strategies to list, suggest they think about other places they’ve worked or visited, and use those or think about what they might be able to do.

Save these lists for later, when participants will review them and suggest improved strategies.

SAY: Good, so there are things already going on here that might lead to development of positive skills and characteristics in the youth we serve.

We know that having as many of these assets as possible improves the chances of young people becoming healthy productive adults. Here’s some data from the Search Institute’s research (page 13 in the Participant Guide):

![Image](https://via.placeholder.com/150)

According to this data, those youth with 0-10 and 11-20 assets are much more likely to have taken part in high-risk behaviors like alcohol use, violence and truancy. And the more assets they have, the less they likely they are to engage in these risky behaviors.

Insert 2nd video segment?

Here’s some more information about the effectiveness of taking a developmental approach to working with youth:
• Many promising youth programs promote stronger attachments between young people and their families and schools. These have produced important improvements in school achievement and peer relations, and decreases in delinquent behavior. (Catalano et al., 2004)

• Youth reporting a positive connection with at least one supportive adult engage in fewer risky behaviors, including substance abuse and delinquency. (Aspy et al., 2004; Oman et al., 2004)

• Evaluations show that youth who participate in relationships with adult mentors... report improvements in self-efficacy and social competence as well as measureable reductions in problem behavior.

• Other promising programs promote youth involvement in school, civic improvement projects and/or church-related activities. These experiences are intended to lead to stronger connections with pro-social peers and adults, as well as a sense of accomplishment and helping others.

• Meaningful work experiences, especially those that help youth develop useful skills, can facilitate a sense of pride, belonging and efficacy.\textsuperscript{11}

\textbf{SAY:} It also seems likely that youth who experience some of the External Assets and develop some Internal Assets are more likely to:

• Go to work or school regularly
• Have better relationships with adults and peers
• Have fewer behavioral problems inside facilities
• Have a stronger sense of self-efficacy (the strength of belief in one's own ability to complete tasks and reach goals – Wikipedia)
• Care for their own children
• Volunteer in their home communities

So it seems that taking a positive youth development approach to working with youth is good for kids – both while they are in our programs and afterward. And we’ve discussed how it might be good for you as youth workers, since making a difference in the lives of the youth can make your work more satisfying. It might also make your workplace safer by reducing youth resistance and inappropriate behavior and increasing their engagement and buy in to the program.

\textsuperscript{11} Butts, \textit{Positive Youth Justice}. 
**ANTICIPATORY SET: You as a Role Model (15 min.)**

**DO:** Clear enough space in the room for the participants to create a line between two points. Post a sign at each end of the space: A GREAT DEAL and NOT AT ALL.

**SAY:** On the walls at either end of this path, I've posted 2 signs. I'm going to ask you a few questions. When I do, please decide where you stand between these two alternatives. You may stand at one end or anywhere along the continuum. Once you've taken your stand, I will ask a few people to say why they are standing where they are.

*Will someone please repeat the instructions?*

**DO:** Call on a volunteer to do so. Correct or add as necessary.

**SAY:** Here's the first question:

*How much influence do you have on the youth with whom you work? Please take your stand.*

**DO:** Ask at least one volunteer at each end to talk about his/her position. Then ask one or two people who took positions near the middle. Ask follow-up questions to get more information about how they influence youth (or not) and why it's important to them (or not).

With the members of the group still standing, read the next questions and repeat the debriefing process.

**SAY:** How much change do you expect to see in the behavior and attitudes of youth from the time they arrive to the time they leave? Please take your stand.

**DO:** Ask at least one volunteer at each end to talk about his/her position. Then ask one or two people who took positions near the middle. Ask follow-up questions to get more information about why they like their work (or not) and why it's important to them (or not).

**SAY:** How much do you like the work you do in your facility or program? Please take your stand.

**DO:** Ask at least one volunteer at each end to talk about his/her position. Then ask one or two people who took positions near the middle. Ask follow-up questions to get more information about why they like their work (or not) and why it's important to them (or not).

Have the participants take their seats.
**SAY:** I asked you three questions. What were they?

**DO:** Get responses:
- How much influence do you have on the youth with whom you work?
- How much change do you expect to see in the behavior and attitudes of youth from the time they arrive to the time they leave?
- How much do you like the work you do here?

**SAY:** What connections do you think there are among these three questions?

**DO:** Facilitate a brief discussion about the connections between having influence with youth, seeing changes in behaviors and attitudes and liking one’s work. [Accept all comments as valid for that person, but look for comments that connect job satisfaction with positive youth outcomes.]

**INSTRUCTIONAL INPUT: Characteristics of an Effective Youth Worker (30 min.)**

**SAY:** I’d like you to think about the best youth workers you work with or have known. Think about what it is about them that makes them good at their jobs. Think about what you’ve seen them do or heard them say that made you think of them as “the best.” You can write your list on page 14 of your Participant Guide.

**DO:** Give them 30 seconds to think about these things.

**SAY:** In your table groups, I’d like you to brainstorm the characteristics of the best youth workers. Have one person record the list on a sheet of paper or in the Participant Guide. You’ll have 5 minutes for this task.

**DO:** Give them 5 minutes (or less if all groups have finished) to brainstorm their lists.
SAY: Now as a group, discuss the list and see if you can come up with your Top Ten characteristics. Put these ten items on the newsprint I'm passing out to each table and be prepared to share your list with the group. I'll check with each group in 5 minutes to see if you're finished.

DO: Pass out a sheet of newsprint and a marker to each table. Give the groups 5 minutes (or less if all groups have finished) to prioritize the list and select ten items.

After 5 minutes, check with the groups to see if they're finished. When they are, have each group post their chart and ask participants to get up and read the charts from other groups. Then conduct a brief discussion of what they noticed or found interesting. Ask for comments on how they made their selections and which items were most difficult to leave out.

SAY: If these characteristics make up the “Ideal Youth Worker,” what would you say about the kind of person he/she is? Can someone tell us about this ideal worker?

DO: If necessary, prompt them with questions like:
• Would you say he or she is focused on the long-term well being of the youth?
• How does this person balance safety and security with youth needs?
• What will youth say about him/her when they leave the program? What will they remember?
• How is this person as a co-worker? What would you expect of him/her when you work together?

SAY: Would you say this person is a role model for youth? How many of you recognize that you are a role model for the youth you work with?

DO: Get a show of hands.

SAY: Tell us about the ways in which you provide a model for youth to follow.

DO: Get a couple of positive examples (and/or give one from your own life).

SAY: Are there ways youth use staff behaviors to justify their bad behaviors?

DO: Get a couple of examples (and/or give one from your own life).

SAY: To what extent do you form supportive relationships with the youth you work with? How do they know you care about what happens to them?

DO: Get a couple of positive examples (and/or give one from your own life).
**CLOSURE & TRANSITION: Characteristics of an Effective Youth Worker (5 min.)**

**SAY:** How do the characteristics of an Ideal Youth Worker fit with the Developmental Assets we discussed earlier?

**DO:** Facilitate a brief discussion of whether and how the characteristics they identified support the development of assets in the youth with whom they work. Are there characteristics that are missing from the list(s) but that are important if we’re trying to provide External Assets and develop Internal Assets in youth?

**SAY:** We’ll talk more later about Core Competencies for Youth Work that support a Positive Youth Development approach to working with youth.

**REFLECTION AND SELF-EVALUATION (5 min.)**

**SAY:** So far, we’ve set the stage for learning about the Positive Youth Development Approach. What questions do you have about what we’ve discussed so far?

*I’d like you to reflect on what we’ve discussed. On page 15 of your Guide, there’s a page for you to make a few notes of things that Sit Squarely with you – that is, things that you firmly believe and support from what we’ve talked about. And things that are Still Circling – that is, things that are new or uncomfortable for you so far. Take a moment to make your notes. These notes are for your eyes only. I’ll ask for a few volunteers to tell us only what they’re comfortable sharing.*

**DO:** Give them a few minutes to reflect and write.

Ask a few volunteers to share their thoughts. [**NOTE:** Do not try to convince anyone of the value of the concepts. Just thank them for their openness in sharing their beliefs and doubts. Remember, you are modeling the kind of empowering strategies youth workers could be using with youth.]

**LUNCH [60 min.]**

**ENERGIZER: Listening (20 min.)**

**SAY:** In the work we do, how important do you think effective communication is on a scale of one to ten (one being not important and ten being most important)?
DO: Get a few responses or count hands of those who gave it a number between 8 & 10.

SAY: *Serious consequences can come from poor communication. And good relationships often start with good conversations. So we’re going to practice one aspect of communication and that is listening. When we listen well, we hold up our end of a communication.*

ASK: *What’s the difference between ‘hearing’ and ‘listening’?*

DO: Get a few responses (such as, *Just hearing something doesn’t mean you’re paying attention or thinking about what the other person said.)*

SAY: *And how can you tell when someone is listening to you?*

DO: Get a few responses (such as, ‘They make eye contact.’ ‘They don’t interrupt.’ ‘They do what you ask them to do.’)

SAY: *Now I’m going to have you pair up with someone else in the room. Move your chairs so you are facing one another.*

DO: Give them a moment to do so.

SAY: *In your pairs, decide who will be partner A and who will be B.*

DO: Give them a moment to do so.

SAY: *I’d like you each to think of something you can talk about for a full minute. It might be your favorite food, favorite pastime, a vacation you’ve taken, etc.*

DO: Give them a moment to do so.

SAY: *Partner A will speak first for one minute. Partner B, I want you to do everything you can to demonstrate that you are not listening to the other person. I will time this for 60 seconds. Are there any questions?*

DO: Answer any questions about the activity. Then tell them to start. Time them for 60 seconds. Then stop the activity.

SAY: *Partner A, what was it like for you to be talking and know the other person was not listening?*

DO: Get several responses about the experience and records comments on newsprint. Ask follow up questions: What behaviors did the Partner B’s use to show they weren’t listening? Did people stop talking or keep on going?
**SAY:** And Partner B, what was it like for you to intentionally not listen to your partner?

**DO:** Get several responses about the experience and records comments on newsprint.

**SAY:** Okay, now we’re going to do the same activity with Partner A speaking again, but Partner B will use non-verbal active listening skills. We mentioned earlier some of the behaviors that demonstrate active listening. What were they?

**DO:** Get several responses. (Make eye contact. Don’t interrupt. Nod to show you understand or agree. Be sure your facial expression is appropriate to the speaker’s meaning, e.g., smile or laugh when the speaker is intending to be funny.) Let them know they can make notes about active listening on page 16 in their Guide.

**SAY:** Once again I’ll time you for 60 seconds. You can start now.

**DO:** Time them for 60 seconds. Then stop the activity.

**SAY:** Partner A, what was it like for you to be listened to this time?

**DO:** Get several responses about the experience and records comments on newsprint. Ask follow up questions: What behaviors did the Partner B’s use to show they were listening? Did you want to keep on going when 60 seconds was up?

**SAY:** And Partner B, what was it like for you to intentionally listen to your partner?

**DO:** Get several responses about the experience and records comments on newsprint.

**DO:** [OPTIONAL: Have the partners switch roles and repeat both exercises, so Partner B is speaking and Partner A is not listening, then listening actively. Debrief after each experience.]

**SAY:** What can we learn about listening from this brief experience?

**DO:** Facilitate a brief discussion about the skill of active listening. Ask how often they think they really listen actively to family members, friends and coworkers. Ask with whom they will practice the skill in the next week.

**SAY:** Active listening is a social skill that the youth we work with can learn and use. Young people who use this skill with parents, teachers, probation officers, judges, etc. often benefit from the interactions. Youth who don’t demonstrate listening skills are often considered disrespectful, rude, incorrigible, etc. and may have poor outcomes in interactions with authority figures.

*Is this an exercise you might try with some of the youth you work with? Are there variations you might try with them?*
DO: Facilitate a brief discussion of listening and communication type exercises and games they might use with youth.

**ANTICIPATORY SET: Focus On Strengths [25 min.]**

**NOTE:** There are three versions of the “Jessie” Case Study – Version A asks participants to look for Jessie’s “issues”; Version B asks about his “needs”, and Version C asks participants to identify his “strengths.” Do NOT disclose the differences to the groups. Just give each group a pre-sorted set of the same version of the case. The groups’ responses will probably be different based on the instructions they have. This should become apparent at the report out.

DO: Divide the group into 3 or 6 small groups (no more than 6 people per group). Divide the three versions of the Case Study: Jessie handout (versions A, B, C, as designated in the title) into separate piles with enough copies of each for one or two small groups.

**SAY:** I'm going to give you a case study to analyze and discuss. The instructions and questions to answer are on the handout.

DO: Give each small group a set of handouts of one version (e.g., Group 1 gets version A; Group 2 gets version B; Groups 3 gets version C; Group 4 gets version A again; etc.).

Answer any questions about the task without disclosing that they have different instructions.

Give the groups 5-10 minutes to work. When the groups are finished, ask a spokesperson to present the group’s responses to the questions they had. [NOTE: You should get three different responses, since the instructions are different. Don’t comment on this until all three Case Studies have been reported on.]

**SAY:** What do you notice about these responses?

DO: Get several responses from the participants.

**NOTE:** Some participants should notice that one version focuses on Jessie’s “issues”, one on his “needs” and one on his “strengths.” If they do not, you can ask each spokesperson to read their instructions to the group to explain the different approaches they took.

Facilitate a discussion of how these different “lenses” led the groups in a certain direction, to seek issues, needs or strengths. Have the group identify how the program decisions and reentry plans differed based on these lenses.
**SAY:** What does this exercise tell us about how we view our youth?

*Do we tend to look at them as “problems” rather than as people?*

**DO:** Facilitate a brief discussion about how “delinquent” youth are viewed, both by the public and by some juvenile justice system staff and agencies.

**SAY:** Issues, needs and strengths are all important when assessing a youth’s situation. But often we ignore strengths and focus only on issues and problems. We get a lopsided view without strengths. We may miss factors that can potentially help the youth with whom we work.

**GUIDED PRACTICE: Focus on Strengths [45 min.]**

**SAY:** Even youth who have very difficult backgrounds and very serious offenses are likely to return to their families and communities at some point. We know that most adolescent statutory and criminal behaviors tend to slow down or stop by the time the young person reaches 26 years old.

So what can we do to support the development of the skills and characteristics these young people will need to succeed in school, at work and in social situations and to become healthy, productive adults? The first step is to look for their strengths and recognize them. Some youth know what some of their strengths are and they may have been using them in their lives, either constructively or for illegal purposes. But they may not be aware of all of their strengths or how these characteristics can help them in pro-social ways.

I’m going to give you additional case studies of youth and ask you to work in your groups to identify the strengths among the issues that are listed. You may need to “read between the lines” and be creative to come up with a good list of strengths.

Please turn to pages 17-21 in your Guide. You will see several Case Studies similar to the one you had for “Jessie.” Each group will be assigned one of these Case Studies. Your task is to identify as many strengths (including potential strengths) as you can for the youth described. You’ll have 10 minutes for this task.
DO: Assign each group a “Case” and give them up to 10 minutes to work.

When the groups are finished, decide which group will go first. Have the large group turn to that Case Study and read the case information. Then have the spokesperson from that group share their list. After each report, ask the other participants to comment on the strengths they found:

ASK: Do you agree with their list? Were there other strengths they missed?

Repeat the process for each Case Study.

SAY: How difficult was it to focus on strengths?

What do you think makes it difficult?

DO: Facilitate a brief discussion about looking for strengths and assets and not problems alone.

SAY: Now I’d like you each to think about a young person you know or work with. If you don’t work in a youth program, it may be your own child or a niece or neighbor. Take a few minutes to think about that young person and describe them in terms of their strengths. You can use page 22 of your Guide for your notes. You have 5 minutes to think and write.

DO: Give them 5 minutes (or less if everyone is finished) to write.

Then ask each person to pair up with someone else in the room and share their descriptions. Give the pairs about 6 minutes to share. Make sure to let them know about halfway through the time (3 min.) that the second member of the pair needs to have a chance to share as well.
Closure & Transition: Focus on Strengths (5 min.)

SAY: Was it easier or harder to recognize the strengths in this real person?

We challenge you to continue practicing this skill with people in your lives – look for and name their strengths. Start with those you care about and are close to. You can share your lists or thoughts with them if you choose. Then move on to those you don’t care for. We think you’ll be surprised how looking for positive qualities and strengths starts to change how you see people.

INSTRUCTIONAL INPUT: Positive Experiences (5 min.)

SAY: Positive Youth Development is focused on identifying young people’s interests and strengths and building on them by providing opportunities to use them in meaningful ways, thereby building competence and confidence. This strategy includes giving youth opportunities:

• To choose, at least sometimes, the kinds of activities they want to take part in
• To try new things
• To make mistakes and learn from them
• To contribute meaningfully to the well being of others
• To lead activities where they have the ability to make a contribution(s)

Now we’re going to identify specific types of planned activities, strategies and experiences we can provide for youth to help them grow and develop pro-social skills and characteristics. Turn to page 23 in your Participant Guide.

Activities are organized to engage an individual or group, and have a clear positive purpose or outcome for the youth involved. Activities might include group games, learning to make music with simple instruments, making a video, putting on a play, etc.

Strategies are planned, intentional ways to engage youth, either individually or as a group, to encourage development of certain positive characteristics and behaviors. Strategies may include teaching and recognizing the use of appropriate social and/or communication skills or peaceful conflict resolution, providing feedback to youth on their strengths, etc.

Experiences are planned opportunities to try out or become familiar with roles and tasks that youth may not otherwise get to experience. These might include community service projects (whether done in the community, for the
positive youth development

Community, or with community members), field trips (if available), guest speakers or entertainers, etc.

In any case, the activity, strategy or experience needs to be thought through to increase the probability that they will produce the desired outcomes for youth.

GUIDED PRACTICE: Positive Experiences (30 min.)

SAY: I will be giving each group several cards. Each card has an area of competence youth need to develop. I’d like you to work together as a group to identify some activities, strategies and experiences that might help youth develop in the area on the card.

For example, here’s a card that says “Peer Relationships.” What activities, strategies or experiences can you think of that might help youth learn to fit in, be accepted, or get along better with their peers?

DO: Get several responses. These may include: playing cooperative games that require teamwork to succeed, assigning chores in pairs so youth have one-on-one time with a peer, rotating leadership roles for group tasks, etc. [NOTE: Encourage creativity in this exercise.]

Ask what questions they have about the assignment and respond.

Give each group 2-3 cards to work on and give them 10 minutes to work. Check in with the groups to see if they need more or less time for the task.

After 10 minutes (or when the groups are finished, if less), have the first group report its ideas for one of the cards. Then go to the next group and have them report on one card. Continue around the room until each group has reported at least once. Go around again if there is time, until all cards and ideas have been shared.

CARDS:

- Helping youth form better peer relationships
- Improving relationships between youth and staff/other adults
- Making a contribution/giving back to the community (or program)
- Preparing for reentry
- Improving family engagement
- Mentoring of youth
- Academic/educational improvement
- Vocational skill development
- Health and Wellness (physical and emotional)
- Creativity and Arts
SAY: Great job coming up with activities, strategies and experiences. Look at your group's list and tell me which ones are already happening in your program.

DO: Get a few responses.

SAY: Are there some that are happening but could be improved to get better outcomes?

DO: Get a few responses.

SAY: Which ones can you and/or your co-workers on your shift or unit do on your own? What resources would you need to do them?

DO: Get a few responses.

**CLOSURE & TRANSITION: Positive Experiences (5 min.)**

SAY: Great. We challenge you to try one of these activities, strategies or experiences the first week you are back at work.

In the Appendix of your Guides are a few activities that you might like to try. These have been done successfully with youth, can be done indoors and use few resources. You also have a list of books and other resources that you might use to find additional activities for groups of youth.

DO: Post the 2-column list of Current Activities and Assets that was developed earlier in the workshop.

SAY: Now let's look back at the list we created earlier of things your program is currently doing. What comments do you have about the learning value of those strategies, activities and experiences? How can they be improved to increase their positive youth development value?

**INDEPENDENT PRACTICE: Planning Positive Youth Development Strategies (25 min.)**

SAY: We've looked at a number of things today – Developmental Assets that can help adolescents succeed as healthy productive adults, characteristics of effective youth care workers, Positive Youth Development definition and principles, taking a strength-based perspective, and creating positive learning experiences for young people. Now it's time to think about and plan for how you will use these strategies and techniques in your work.
In your Guide, on pages 24-25 there’s a planning form. It begins with a checklist of Preparation and Actions you might take to begin using the Positive Youth Development approach with the youth with whom you work. Please turn to it now and identify at least 2 things from that list you think you can start doing this week.

**DO:** Give them time to read and mark the Checklist.

Then have them turn to page 25 and write down their first three steps to take. Also have them complete:

- Support I need
- Where to get it:

**SAY:** I’d like you to turn to the person next to you and share one of the things you will start doing. Remember your active listening skills when your partner is speaking!

**DO:** Give them time to share their plans.

Ask if anyone would like to share their next steps with the whole group and allow them to do so.

**COURSE CLOSURE AND EVALUATION (20 min.)**

**SAY:** How are you feeling at this point about using the Positive Youth Development approach to working with young people?

**DO:** Have each participant respond in turn.

**SAY:** All of you are already doing some things that reflect a positive, supportive attitude and strategy for working with young people. We hope this program has helped you see additional ways in which you can have an impact on these young people’s lives. We believe these strategies will make their stay in your program more productive, and your work more rewarding and somewhat easier to do, because of the positive relationships you’ll be building with the youth.

We therefore want to award you these badges as you move from youth care workers to Youth Development Specialists.

**DO:** Have each participant come up and receive her/his “badge.” Shake their hands and congratulate them for completing the course.
SAY: **Trying new activities and behaviors can be challenging without support from others. Since you have gone through this workshop together and talked with one another about what you plan to do with the ideas, I wonder if you'd like to set up some ways of keeping in touch and helping one another.**

DO: Get a few responses to judge the level of interest. If there is some interest, suggest a few ideas:

- Identify a partner and commit to check in with each other in two weeks to discuss how their practicing Positive Youth Development
- Make an appointment to report to your supervisor on what you learned
- Share with your co-workers
- Choose a resource to review and comment on, then email to everyone
- Create a Facebook or LinkedIn group and invite other participants to share ideas

Ask the group for their ideas on ways to support one another. Make sure someone takes the lead for each task and sets a deadline for completing the assignment. Write these tasks down on newsprint with the name of the lead person for each task and the date each will be completed. Email the list to the group within 24 hours after the workshop.

DO: Post the expectations they listed at the beginning of the workshop.

SAY: **This morning, you identified these things you hoped to get from today's experience. If you recall which item you listed, please comment on whether your expectation was met and how.**

DO: Get several responses.

*SAY: Thank you.*
Now we’d like your feedback on how we can improve this workshop. Please complete the feedback form we are distributing, and leave it facedown in a pile on the front table as you leave.

Thank you so much for your active participation. We have enjoyed working with you.