



youth-adult partnerships: a training manual

- Innovation Center for Community and Youth Development
- National 4-H Council
- National Network for Youth
- Youth Leadership Institute

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The Partners



Innovation Center for Community and Youth Development

The Innovation Center for Community and Youth Development works to unleash the potential of youth, adults, organizations, and communities to engage together in creating a just and equitable society. Through technical assistance, training, tool kits, curricula, publications, interactive websites, research, evaluation, and consultation, the Innovation Center connects thinkers and leaders of all ages to develop fresh ideas, forge new partnerships, and engage young people and their communities in social change.



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National 4-H Council

National 4-H Council works to advance the 4-H youth development movement to build a world in which youth and adults learn, grow, and work together as catalysts for positive change. To fulfill its mission, National 4-H Council partners with the U.S. Department of Agriculture's Cooperative Extension System, as well as with communities and organizations, to provide technical support and training, develop curricula, create model programs, and promote positive youth development.

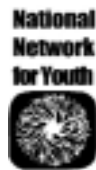


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National Network for Youth

For 27 years, the National Network for Youth has been dedicated to ensuring that young people can be safe and lead healthy and productive lives. With more than 700 direct members and 1,500 constituents involved in its regional and state networks, the National Network informs public policy, educates the public, and strengthens the field of youthwork. In doing so, young people are championed, especially those who because of life circumstances, disadvantage, past abuse, or community prejudice have less opportunity to become contributing members of their communities.



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Youth Leadership Institute

Youth Leadership Institute (YLI) operates in partnership with young people and the systems that sustain them to build communities that value, honor and support youth. In the Bay Area, YLI implements Community-Based Programs that provide youth with opportunities for developing leadership skills in the areas of prevention, youth philanthropy, policy and civic engagement. Building on our experiences in our programs, YLI also operates an internationally recognized training institute that engages in Social Change Efforts with systems, practitioners, youth and adults across the country that promote best and promising practices in the field of youth development and create better communities for youth and adults.



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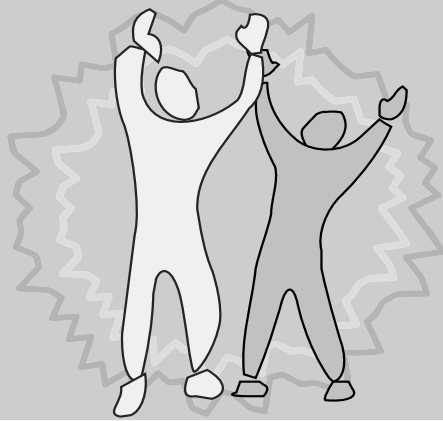


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introduction



Take a moment to think back to your first experience with a youth–adult partnership. Chances are the pay was low (or nonexistent), but the benefits were many. You had plenty of frustrating moments, yet felt exhilarated and productive; thought no one listened to you, yet so many imitated you. So many people said change could not occur, yet look at the growth you experienced and the outcomes of your efforts. You probably fought for respect and wound up winning new friends and colleagues. Ah, the excitement of youth–adult partnerships!

We’ve come a long way with the youth development approach, and youth–adult partnerships are leading the charge. Young people, adults, organizations, businesses, and communities are all experiencing the positive and productive impact that partnering has generated.

Along this journey many lessons have been learned. This manual incorporates those lessons and offers advanced training for people in the field of youth and community work. The goal is to strengthen and promote individuals, groups, and organizations in their practice of youth–adult partnerships. The manual was developed in response to the many requests for advanced training we have received.

Now, think again about your past and current youth–adult partnerships. What worked? What was challenging? What impact did the partnership have on you? This manual offers many new training exercises, tools, and support materials to build on and develop the capacity of youth and adults working in partnership. The engaging and challenging materials presented here were created by a group of skilled youth and adults, piloted by younger and older members of diverse communities from across the country, and found to be useful to a variety of community-based organizations practicing youth–adult partnerships. Facilitators of and participants in this curriculum will develop the tools to successfully recognize the assets of all members of their communities and discover methods to draw out the hidden talents in everyone, young and old.



We have divided the manual into six manageable sections. It is not necessary to complete each section sequentially; however, each section builds on the experiences and lessons of the previous one to create a strong base for successful youth–adult partnerships.

section one: training essentials

The information and activities in this section are designed to assist participants with assessing their experience, knowledge, and values surrounding youth–adult partnerships. It was created to support groups, teams, and organizations that are relatively new to youth–adult partnerships. Drawn from real-world examples, the materials in this section are equally helpful for reflecting upon and assessing the effectiveness of established partnerships. This section includes opening, assessment, and closing activities to guide trainers in developing comfortable and creative learning environments.

section two: foundations for youth—adult partnerships

Although this section was designed primarily to provide training exercises for youth–adult partnerships in the beginning phase of development, it is rich in training exercises and information that is timely for established youth–adult partnerships. We encourage you to spend time reviewing the materials designed for this section because they address a wide range of issues that involve all aspects of community and youth development, not just youth–adult partnerships. This section includes training activities created to deepen your understanding of youth–adult partnerships, encourage relationship building, and enhance appreciation of differences. In addition, it offers exercises to help you identify the assets of your partnership efforts, develop a common vision, and recognize barriers to effective partnerships.



section three: advancing youth—adult partnerships

This section focuses on issues and components of youth–adult partnerships that go beyond the beginnings or foundations of partnerships. These activities were designed for youth–adult partnerships that have been in existence for a period of time, such as those on committees or boards or those working as a team within an organization or in the community. Several activities explore building an understanding of the principles of shared leadership. The exercises focus on how people are more alike than different and offer a win–win method for resolving issues that might arise. Several of the exercises require “homework,” such as going out to do interviews, as a prerequisite.

section four: philanthropy: a new arena for youth—adult partnerships

Philanthropy is a new frontier for youth–adult partnerships that want to make a difference in their organizations, groups, or communities. Youth and adults who work together to raise funds for or give money and time to causes and efforts that are important to them share a powerful experience. This section helps youth and adults understand the role of philanthropy in society and in their own lives and helps them use the strength of youth–adult partnerships to engage in fundraising and personal giving.

section five: research: youth—adult partnerships work

Making the case for using youth–adult partnerships as a way to get things done, run an organization, or create change in a community is strengthened by knowing and having access to research reports, data, and other resources. Have you ever been asked, “How do you know that youth–adult partnerships are effective?” or “Why should we use youth–adult partnerships to do our work?” Having research information at your fingertips can help you make the pitch, address skeptics, and reinforce your partnerships. This section will help youth and adults gain access to research on youth–adult partnerships and develop strategies for youth–adult partnerships.



section six: resources

This section contains several different types of resource materials. The first is a sample training agenda illustrating how a group of youth–adult partnership activities can be put together to create a half- or full-day training. Two informational pieces—an article on youth development and youth–adult partnerships and a chart that provides a framework for different approaches being used in the youthwork field—can be used as background information for trainers or as handouts during training sessions. A comprehensive list of print, video, and Internet references and resources is at the end of this section.

final word to the trainers

This manual has been organized to encourage trainers to effectively and creatively customize their sessions to meet the learning objectives of their participants. The training exercises can be used solo or grouped with other exercises, and all are designed to engage youth and adults as equal participants in leading and evaluating the exercises. We encourage trainers to be creative and flexible in crafting their training sessions.

Happy Partnering!



section one



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introduction

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trainer's checklist

This checklist is a tool for trainers to ensure that you have gathered the critical information needed to plan and deliver youth–adult partnership training. Awareness of your audience's skill level, experiences, and values is an important first step in determining the learning objectives, content, and reflection exercises for your session. Creating an environment that promotes shared learning and participant involvement is also important when training youth and adults together. Because many of the exercises in this training manual require advance preparation, we encourage you to familiarize yourself with the necessary materials, instructions, and evaluation needs well in advance of your session.

In preparation for your youth–adult partnership training, consider the following questions:

- Who will be in the room?
 - Determine the number of training participants.
 - Know the composition of the group.
 - How many youth are participating?
 - How many adults?
 - Determine the group's experience level with youth–adult partnerships.
 - Are the participants beginners? Do they have many years of experience?
 - Decide whether a pretraining assessment is needed.
(See pg. 26 & 27 in this section.)

- What needs to be done to create the training environment?
 - Make sure the physical space is conducive to the training you are creating.
 - Is there open space for role-play or interactive exercises?
 - Is there room for a resource and trainer table?
 - Is there a place to store food and beverages?
 - Where are the restrooms, phones, and water fountains?



- Round or rectangular tables encourage participants to interact with each other and are good for small-group work.
 - Rooms with natural light help create a comfortable setting.
 - Check out the room for adequate wall space for hanging a sticky wall or posting flip chart paper, quotes, and so forth.
 - Determine whether you will need a breakout room and reserve the space, if necessary.
 - Participants appreciate beverages and light snacks or treats, if the budget allows.
 - Using quiet table toys (e.g., puzzles, Slinkies, Rubik's cubes, kaleidoscopes, and pipe cleaners) can keep participants focused and create a colorful and fun atmosphere.
 - Arrive early to set up the training space and greet participants as they enter the room.
- What needs to be done to prepare the training content?
 - Select activities that will engage the participants, enhance their learning, and build their skills.
 - Use a variety of learning methods in your training, such as lecturettes, experiential or interactive activities, small- and large-group discussions, and reflection conversations.
 - Read each activity and collect the needed materials, handouts, and supplies.
 - Determine what audiovisual equipment (e.g., flip chart paper and easel, VCR and monitor, overhead projector, laptop and projector for PowerPoint slides) you might need for the training session.
 - Prepare a training evaluation form to get feedback on how the training benefited the participants and to solicit information on your training performance.
 - Relax and have fun!



starting your training: openers

overview

We all know how critical it is for a great training to start strong. An opening exercise can build rapport, increase participants' comfort level, and set a tone for shared learning. "Get-acquainted" exercises can help you get to know your group, give your group a sense of who you are, give participants an opportunity to learn more about each other, and offer individual group members an opportunity to focus on the strengths and skills they have to offer the training. The exercises in this section will help establish a comfortable and creative learning environment.

learning objectives

Participants will be able to describe a set of consensus-based group norms, identify camaraderie and comfort levels among team members, and articulate the skills that the group members bring to the partnership.



establishing group norms

- purpose**
- To create a set of norms or rules that will help the group maximize its time together
 - To build a safe environment for effective teamwork

time 5 to 10 minutes

group size 20 to 30 participants

- materials**
- Flip chart
 - Markers

introduction

It is important to set a tone right away indicating that everyone in the group is valued and promoting teamwork. One way to do this is to establish group norms, also called ground rules.

step one

Ask the group a question to elicit some guidelines, such as “What are the ground rules that we can all agree on for our time together?” or “What will make our time together be most productive?” Suggestions will emerge, such as:

- No interrupting.
- We will be honest with each other.
- All discussions remain confidential.
- We will respect each other’s differences.

Record all responses on a flip chart.



step two

When the group has listed all of its ideas, ask, “Can we agree on these ground rules?” If any ideas are not agreed on, the group needs to discuss them until it reaches agreement or decides to eliminate one or more of the ideas. Once the group norms have been decided, post them. You can refer to them as needed if the group slips into behaviors that do not support effective teamwork. This exercise also provides a positive format for the group to visualize ways in which it can work together. Members are more likely to follow rules that they have created together.

trainer note: If the group meets or works together on an ongoing basis, the norms should be used at each gathering. They should also be reviewed over time in case they need to be revised or new norms need to be added.



the team game

purpose • To build camaraderie and the comfort level among team members by focusing on how the group is alike rather than on how it is different

time 30 minutes

group size 20 to 30 participants

materials None

introduction

Explain that this exercise is a team-building game to enhance camaraderie and the comfort level among team members.

step one

Divide the participants into groups of 4 to 6 people. Make sure that you divide people by standard methods (such as counting off), rather than by self-selection, so that the groups include youth and adults as well as people who do not know each other well.

step two

Ask each group to identify three traits that its members have in common. These should not be physical characteristics, such as hair color or gender, or anything visible to the eye, such as the fact that everyone in the group wears glasses. Once the three traits have been identified, the group should name its team and come up with a team cheer.

step three

Have each group present its team name, three traits, and cheer.



penny draw

- purpose**
- To get the group interacting
 - To experience the importance of drawing on the skills of a partner

time 10 minutes

group size 10 to 40 participants

- materials**
- One sheet of 8.5 x 11 paper for every pair
 - Pens

introduction

Make a statement about the importance of working together and acknowledging each other's skills. Tell the group that this activity illustrates how partners can help each other complete a task or get work done.

step one

Create pairs among the participants. Youth-adult pairs are nice, but not necessary. Distribute a sheet of paper to each pair.

step two

Ask the pairs to draw together both sides of a penny without looking at one. One person can draw heads and the other one can draw tails. Give them 4 minutes.

step three

Call time and have each pair hold up its drawings for others to see. The participants may now find a penny and compare it to their drawings.



reflection and discussion

Process the activity in the large group using the following questions:

- What did you learn from your partner?
- Given that you handle a penny approximately 1 million times in your life, what did you find easy about the exercise?
- What was hard about doing this task?
- What different or similar skills do you have?
- What does this tell us about partnerships? About youth and adults working together?
- How can you use this exercise to draw on your partner's skills in the future?



assessments: tracking youth-adult partnerships over time

overview

Why do an assessment of the group with which you are about to work?

Through assessments, the needs and desires of the group—and of the individuals within the group—can be identified. Having a clear idea of the experiences, skill levels, and desires of group members will help create the most appropriate youth–adult partnership learning experience. Through an assessment prior to the training, the trainer can learn about the group’s positive and negative experiences with youth–adult partnerships.

Assessment can reveal that additional training is not always the answer to creating and maintaining successful youth–adult partnerships. For example, a group may see its barrier as a lack of youth–adult partnership training but ultimately find out through the assessment process that a lack of resources and tools or unclear expectations are the challenge.

Many types of assessments can be used, depending on the size of the group and the amount of time available. On the following page is a sample assessment: Are You Ready to Work in Youth–Adult Partnerships? Whether youth–adult partnerships are new to your group or organization or are already in operation, these assessments will help you think about your group’s size, function, resources, and potential challenges as you pursue or continue youth–adult partnerships.

learning objectives

Participants will be able to

- assess their individual and group progress in creating and sustaining effective, successful youth–adult partnerships and
- evaluate the youth–adult partnerships in which they have been involved.

Trainers will be able to effectively plan and deliver effective youth–adult partnership training sessions.

are **YOU** ready to work in youth—adult partnerships?

Name _____

Circle one: YOUTH ADULT

Have you ever had any youth–adult partnership training?

What is the size of the group you plan to work with in youth–adult partnership?

Who are the people/groups/organizations/schools/etc. that support your efforts?

Who are the people/groups/organizations/schools/etc. that resist your efforts?

How would you define youth–adult partnerships?

How would you describe your group’s readiness to work in youth–adult partnership?

What methods do you plan to use to implement youth–adult partnerships?

What is the number-one goal you hope to accomplish through youth–adult partnerships?

Is this training organized with your ideas and thoughts involved, or did someone else plan to have this training?

Were both youth and adults involved in the planning and ideas for this training?

are you ready? - a handout

where are you going?

A Youth—Adult Partnership Self-Assessment Tool

The Youth—Adult Partnership Self-Assessment Tool is a way for you to examine how you are doing as an active participant in a youth—adult partnership. This tool can help you identify your current strengths, motivation, actions, and needs. The assessment can also support you in establishing new goals and pinpointing areas of development that you may want to focus on. Self-assessment can assist youth—adult partnerships in becoming more effective.

This is not a test! Rate yourself on a scale from 1 to 5, with 1 meaning that you are a beginner in the subject and 5 meaning that you are an expert or have a great amount of experience.

In the first column, write the number corresponding to where you see yourself now. In the second column, indicate where you would like to be. Complete “Your Three-Point Plan” table to help you get to where you’d like your youth-adult partnership to be.

where are you going?

| Where I am now | Where I would like to be | |
|----------------|--------------------------|---|
| | | I am familiar with resources about youth participation and youth-adult partnerships (e.g., technical assistance and books). |
| | | I affirm and support people's feelings and ideas. |
| | | I treat all group members with respect. |
| | | I appreciate and incorporate the strength of similarities and differences (e.g., gender, religion, and race) among people. |
| | | I resist the urge to take over. |
| | | I am careful about interrupting people of all ages. |
| | | I provide opportunities to reflect and learn. |
| | | I believe in the potential and empowerment of all youth. |
| | | I trust youth to be powerful. |
| | | I identify positive possibilities in difficult situations. |
| | | I listen carefully to people of all ages. |
| | | I get involved and provide support when a person puts down or devalues someone else or him or herself |
| | | I seek to learn from other people. |
| | | I expect youth to make their own decisions. |
| | | I say something when young people's rights are being denied or violated. |
| | | I celebrate people's successes. |
| | | I advocate for improvement of youth-adult partnerships in teams, organizations, and communities. |

where are you going? - a handout

your three point plan

Use the table below to create a three-point plan that will help you get to where you'd like to be with regard to youth–adult partnerships. Identify and rank three areas of priority (areas of development) you would like to focus on, and create your own plan of action.

| Order of Importance | Actions | Help or Resources Needed | Time Frame |
|---------------------|---------|--------------------------|------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |



P.A.R.T.N.E.R.

evaluating the effectiveness of youth—adult partnerships

purpose

- To check the effectiveness of the group’s work
- To learn from experience
- To reflect on the quality of the partnership relationships

time 15 to 30 minutes

group size 20 to 30 participants

materials Handout: P.A.R.T.N.E.R.

trainer note: This exercise can be used at the close of a long meeting, after a project or event, or between meetings to begin planning for the next session. It can be done quickly or used as the basis for a substantive discussion.

introduction

Depending on the group and setting, this exercise can begin in a number of ways. You could say, “Let’s look at the project we did together this weekend and see how it went,” or “Let’s reflect on the day we’ve spent together in this meeting and see what we can learn for next time.”



step one

Ask participants to read the P.A.R.T.N.E.R. handout and to think about their responses to each question.

step two

Go through each question with the group. Have the participants share their insight, thoughts, and opinions.

preparation

- Was preparation adequate?
- What was helpful?
- What did I need that I didn't get?

assumptions

- What assumptions did I make about others, the meeting, etc.?

responsibility

- What was my responsibility?
- Did I carry out my responsibilities?
- What were the group's responsibilities?
- How were we successful?
- What needs improvement for the next time?

team

- How did we do as a team?
- What worked well?
- Where did we struggle?

next steps

- What will we do next time?
- What coordination do we need between now and then?



expectations

- Were they clear?
- Do I know what I'm supposed to do?

reflection on relationship

- How am I feeling about the partnership or relationship?

P.A.R.T.N.E.R.

Evaluating the Effectiveness of Youth—Adult Partnerships

preparation

- Was preparation adequate?
- What was helpful?
- What did I need that I didn't get?

assumptions

- What assumptions did I make about others, the meeting etc.?

responsibility

- What was my responsibility?
- Did I carry out my responsibilities?
- What were the group's responsibilities?
- How were we successful?
- What needs improvement for the next time?

team

- How did we do as a team?
- What worked well?
- Where did we struggle?

next steps

- What will we do next time?
- What coordination do we need between now and then?

expectations

- Were they clear?
- Do I know what I'm supposed to do?

reflection on relationship

- How am I feeling about the partnership or relationship?



closure

overview

Closure is an important element to any training because it provides for self-reflection and group reflection and can help shape new directions or next steps for the partnership. This section provides exercises that will help participants reflect on their training experiences as well as on the effectiveness of their existing partnerships. Equally important, closing exercises offer people an opportunity to share what they have learned with other participants.

learning objectives

Participants will be able to describe the effect of the training on themselves as individuals, describe the effect of the training on the group or partnership, and identify new information to develop their partnership.



picture-perfect partnership

purpose • To reflect on youth–adult partnerships through the creation of an art form (a mural, collage, or mosaic)

time Approximately 30 to 45 minutes

group size 15 to 20 participants

materials • Flip chart paper or art paper for mural
• Large sheet of art paper or sticky wall
• Colorful paper cut into different geometric shapes
• Magazines, newspapers
• Glue for mosaic or collage
• Markers

prepare ahead Determine which art form the participants will be creating in this activity and have the materials prepared ahead of time. Other art supplies can be used.

trainer note: This exercise is most effective at the end of a meeting or event.

introduction

An enormous amount of skill, talent, experience, and insight comes from authentic partnerships between youth and adults. This exercise creates an opportunity to visually capture the rich efforts and work that come from such collaborations and shared learning.



step one

Explain that in closing the meeting, each participant will have the opportunity to create a piece of a mural (or a piece of a collage or mosaic, based on the available supplies) that depicts his or her own experience or insight about the work that has been done. Give participants 2 or 3 minutes to think about the question, “What do our collective work, efforts, insights, and experiences look like?”

step two

Ask the participants to use the different art supplies and their imaginations to create their own piece of the collective art form (i.e., of the mural, collage, or mosaic). Have participants place their art pieces up on a large piece of art paper or a sticky wall.

step three

Have participants continue to create the larger art form as individual pieces are posted. After 10 minutes of collective “art form design,” have all the participants stop and step back from the wall. Ask each participant to reflect on the image for 1 or 2 minutes.

reflection and discussion

Process the activity in the large group using the following questions:

- What images stand out?
- Where were you moved?
- Where did you feel stuck?
- How does the collective art form depict your work as a team?
- What could be the title of this piece of art? (e.g., “When I look at our mural, I think the title is Power and Passion in Action.”)
- How can you use this information to improve the work of this or another team?



intergenerational sharing

purpose • To provide opportunities for young people and adults to reflect on what they have learned from each other as an outcome of the meeting or event

time Approximately 30 minutes

group size 20 to 25 participants

materials • A space big enough for a large group of people to stand and sit in a circle
• Flip chart
• Markers

trainer note: This exercise creates an opportunity to honor the learning process that crosses generations. The structure of the exercise allows for each participant to share what he or she has learned from an adult or youth member of the group. This exercise is most effective at the end of a meeting or event.

This exercise is also most effective when the trainer can preface the sharing by acknowledging that insight and lessons learned do not always correlate to age. This preface will help establish a safe place for sharing for both youth and adults.

introduction

Explain to the group that when adults and young people work together, they risk that the learning process will be viewed as only one way—that the adults will serve as the “teachers” and the young people are the “students.” In reality, both young people and adults have experiences and insights that need to be valued and heard on an equal level.



Tell them that to close the meeting, each participant will have the opportunity to reflect on what he or she learned from people of different ages. Let participants know that they will be divided into groups that include at least one young person and at least one adult. (You may need to double or triple up the number of adults to youth or vice versa to compensate for different proportions of youth or adults). The groups should have four or fewer participants.

step one

In small groups, participants should take a minute to think about one thing that they learned today from a youth (if they are adults) or from adults (if they are youth).

step two

Have the participants share their thoughts one by one in the small groups. On flip chart paper, a member of the group should write down the lessons that come out of the group.

step three

Have each small group post its flip chart paper on the walls around the room. Ask all participants to do a silent “gallery tour,” where they read the lessons that each small group wrote down.

reflection and discussion

When everyone has read all the flip chart papers, bring the participants together and ask the following questions:

- What stood out on the flip chart papers? Any particular words or phrases?
- Where did you feel surprised? Validated?
- How does working in youth–adult partnerships enhance the work or meeting?
- How can these lessons support the group’s next steps in youth–adult partnership work?



head, heart, and feet

purpose • To provide opportunities for youth and adults to reflect on their insights and feelings following a meeting or event

time 2 to 3 minutes per person (A group of 20 people would require approximately 40 minutes.)

group size 20 participants

materials • Flip chart paper
• Markers

trainer note: This exercise is most effective at the end of a meeting or event.

introduction

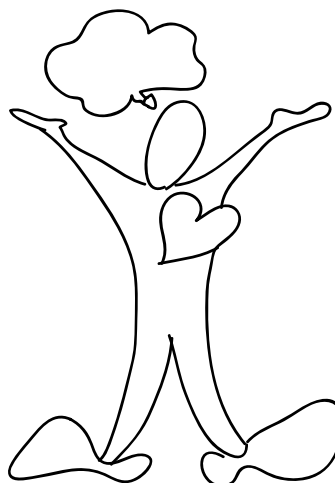
Explain to the group that each opportunity for adults and young people to come together and authentically learn and share with each other deserves a chance for reflection and celebration.

This exercise creates an opportunity for participants to share the thoughts, feelings, or actions that they experienced in a particular meeting or event. Each participant will have an opportunity to share his or her own experience and then hear from the other members of the group.



step one

On flip chart paper, draw a picture of a person. Be sure to exaggerate the head, chest, and feet. Draw a heart on the chest.



step two

Explain that to close the meeting (or event), participants will be asked to honestly reflect on what they learned (the head), what they felt (the heart), and what they will do when they walk away from the meeting (the feet).

trainer note: If time is limited or the group is large, instruct the participants to select only ONE response—head, heart, or feet.

step three

The trainer should go first to provide an example for the participants. Your statement could sound something like the following:

- Head: “I learned about the different experiences that some of the young people had to share.”
- Heart: “I felt really proud to be a part of this group and the work that we are doing.”
- Feet: “I am going to act on this by talking with some of the other community members and telling them our plans.”



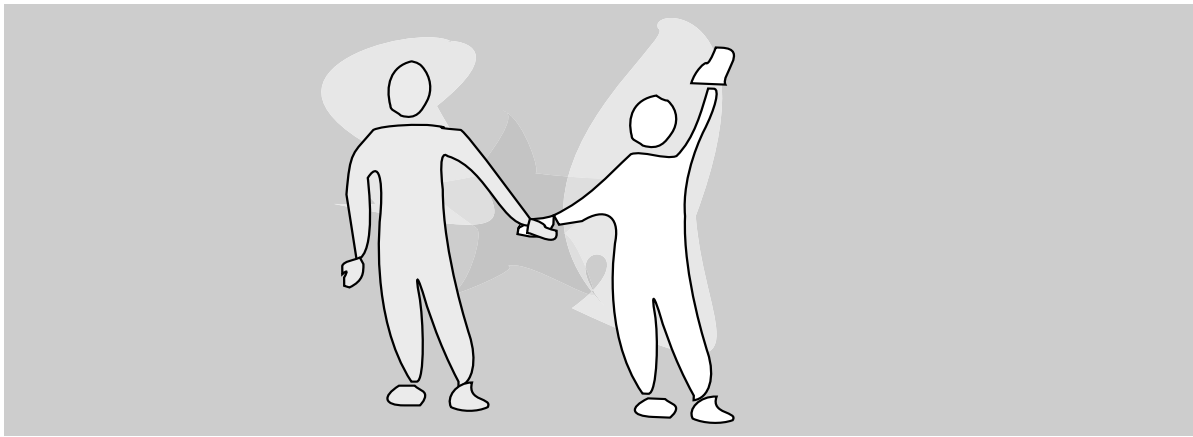
step four

Write people's comments next to the corresponding areas on the flip chart paper using different color markers. If necessary, use additional paper.

reflection and discussion

Process the activity using the following questions:

- What themes did you hear?
- What insights do you need to remember?
- Why is it important for the head, heart, and feet all to be involved?
- In what future situations can you use these insights?
- How can you apply them?

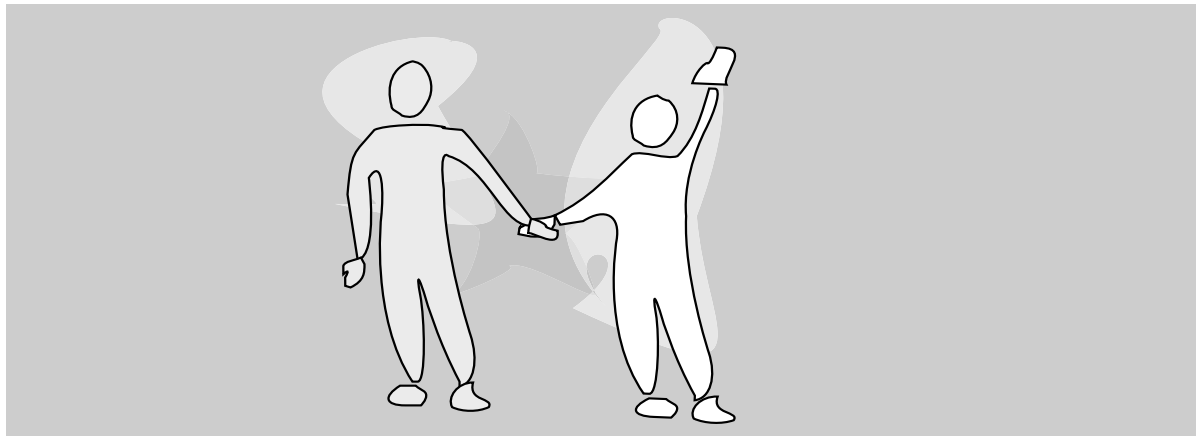


**section two:
 foundations for youth-adult partnerships**

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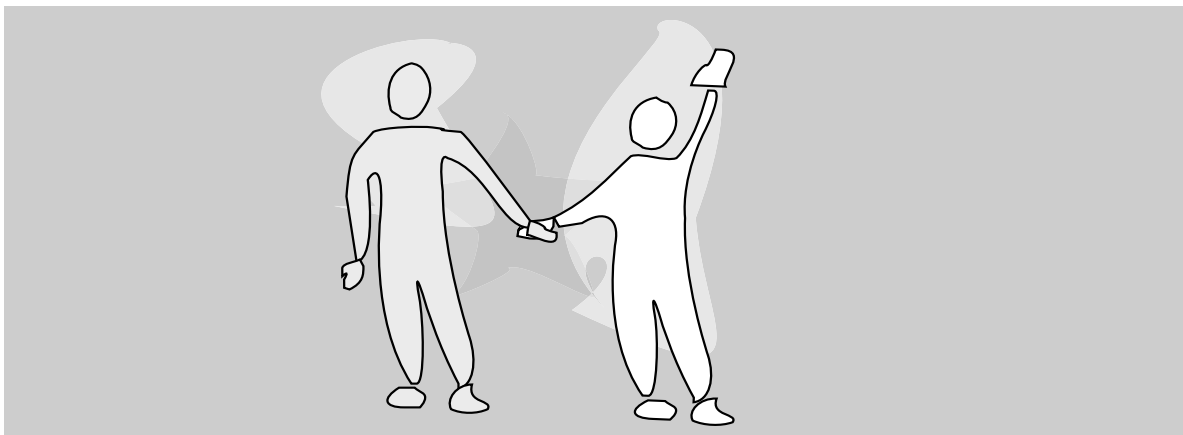
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section two: foundations for youth-adult partnerships



introduction

Although this section was designed primarily to provide training exercises for youth–adult partnerships in the beginning phase of development, it is rich in training exercises and information that is timely for established youth–adult partnerships. We encourage you to spend time reviewing the materials designed for this section because they address a wide range of issues that involve all aspects of community and youth development, not just youth–adult partnerships. This section includes training activities created to deepen your understanding of youth–adult partnerships, encourage relationship building, and enhance appreciation of differences. In addition, it offers exercises to help you identify the assets of your partnership efforts, develop a common vision, and recognize barriers to effective partnerships.



nothing but the facts

This information provides a look at realities of youth–adult partnerships and the research and practice that bring it all together. It also offers Tips for Practitioners.

fact one: limited funding

Money can often be a big issue when an organization needs to hire more staff and create new programs in an area with limited funding opportunities.

Many community programs are chronically underfinanced and suffer from low morale of dedicated staff forced to limit vital resources . . . while the potential of community organizations to promote youth development is enormous, they have been largely neglected in public debate and policy information.

Carnegie Council on Adolescent Development

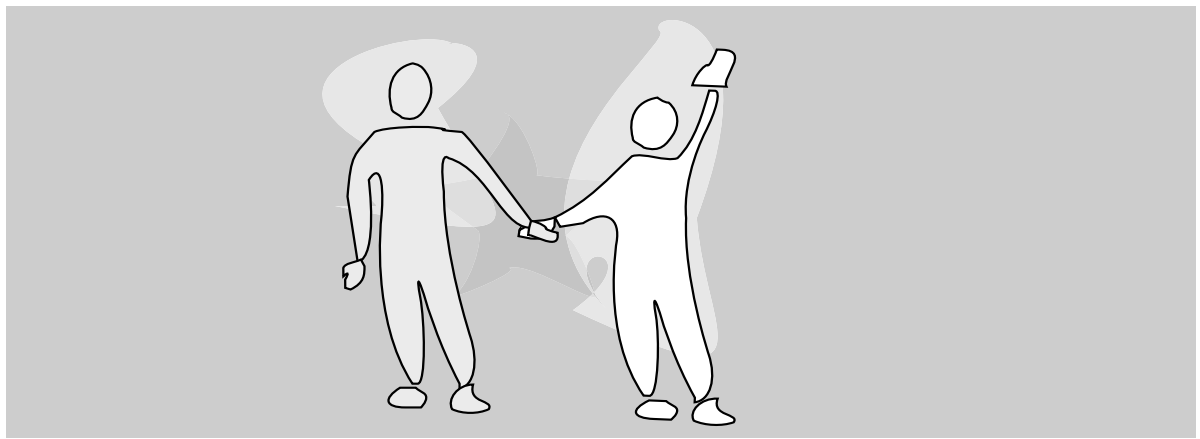
tips for practitioners

Use the Internet—many private foundations focus their financial resources on youth development issues.

When applying for new grants, encourage additional youth involvement by including youth in paid staff positions and budgeting money for incentive-based programs.

Be patient with your current funding status; advocate for a reallocation of present funding to meet the demands of the youth and youth programs in your community.

Watch state and federal legislation—advocate for and support legislation that allocates money to youth development issues.



fact two: limited research

Individuals, organizations, and funders want proof of what we already know—that youth–adult partnerships and youth development work.

The natural outcome of having high expectations for youth, for viewing youth as resources and not as problems, is the creation of opportunities for them to be contributing members of their community.

Bonnie Bernard

tips for practitioners

Use information from curricula on youth–adult partnerships and youth development. Find literature on what others are doing and what has worked to further youth–adult partnerships, and share information openly.

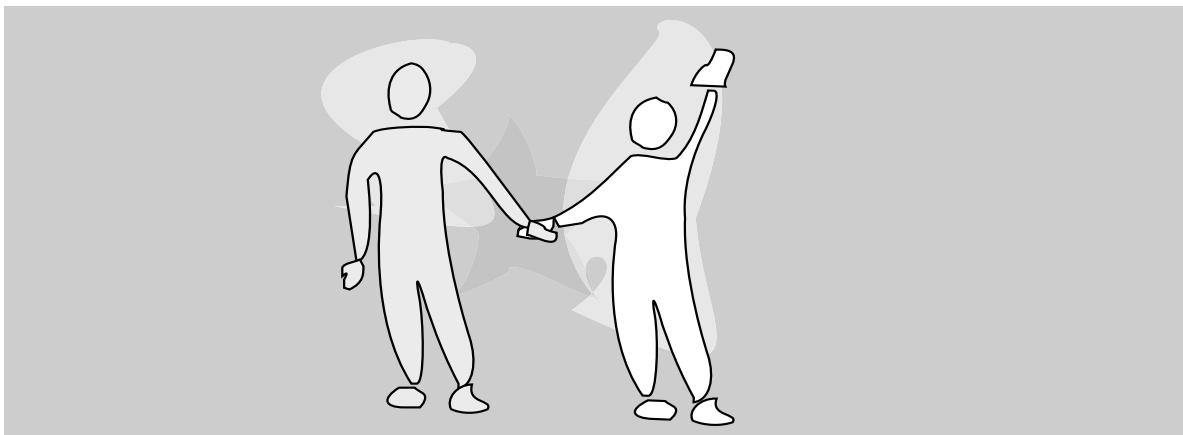
Seek out research projects on youth development, and include yourself in getting the research completed.

fact three: youth apathy

Youth may appear to not care, but it may just be they didn't know that they could.

In 1996, 13.3 million teenagers aged 12 to 17, or 59% of teenagers, volunteered. Teens were nearly four times as likely to volunteer if they were asked than if they were not asked. Among the 51% of teens who reported being asked to volunteer, 93% actually did, compared to the 49% who were not asked, 24% of whom volunteered.

—Points of Light Foundation



tips for practitioners

When provided with meaningful opportunities, youth can and will be active contributors to the systems that affect them.

Advocate for youth. Assist them in negotiating the systems that surround them—systems that many times control youth, yet are not designed with youth. Be supportive and patient: When experiencing new opportunities, people need guidance, reassurance, and reward. New experiences are exciting and can be intimidating.

fact four: leadership skills

It is important for the partnership's participants to have the skills to lead as well as to be active members in the partnership.

Developing skills in coaching providing legitimate opportunities for youth to take on meaningful roles in the partnership, while also holding them accountable was hard for adults.

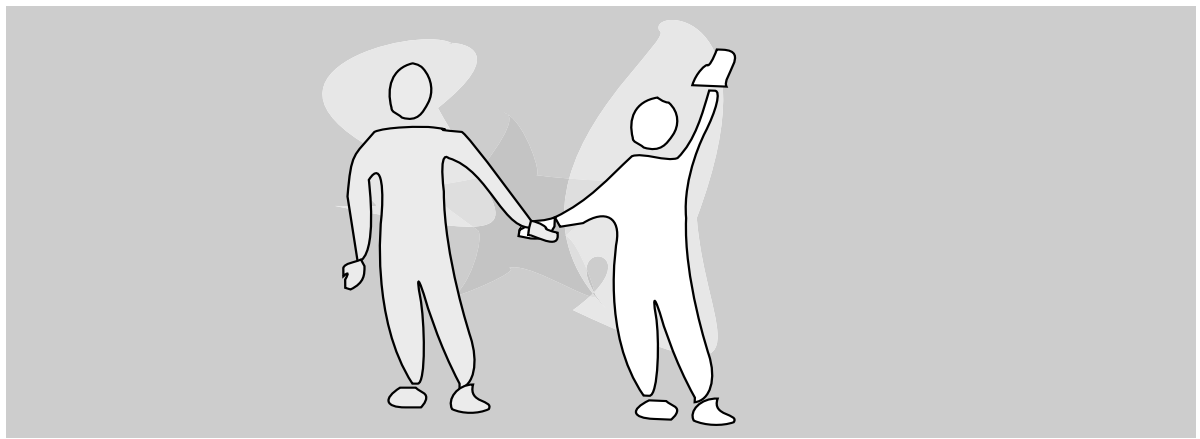
Linda Camino

tips for practitioners

Share training, knowledge, skills, and resources with all members of the partnership.

Offer proactive guidance and support. All participants in a partnership need to understand what the effort entails, the challenges they may encounter, and the skills and resources available.

Remember that equally contributing does not mean contributing the same things. Each member of the partnership will have unique challenges, skills, and resources to contribute to the partnership.



fact five: youth turnover

Keep youth involvement and participation consistent—from policy to practice and everything in between.

There are a growing number of organizations that pointedly recruit and develop young people as key players in problem solving for organizational functioning, community development, and larger social change. In these settings, young people are asked to assume responsibility for trying to improve the organizations and environments they will inherit.

Karen Pittman

tips for practitioners

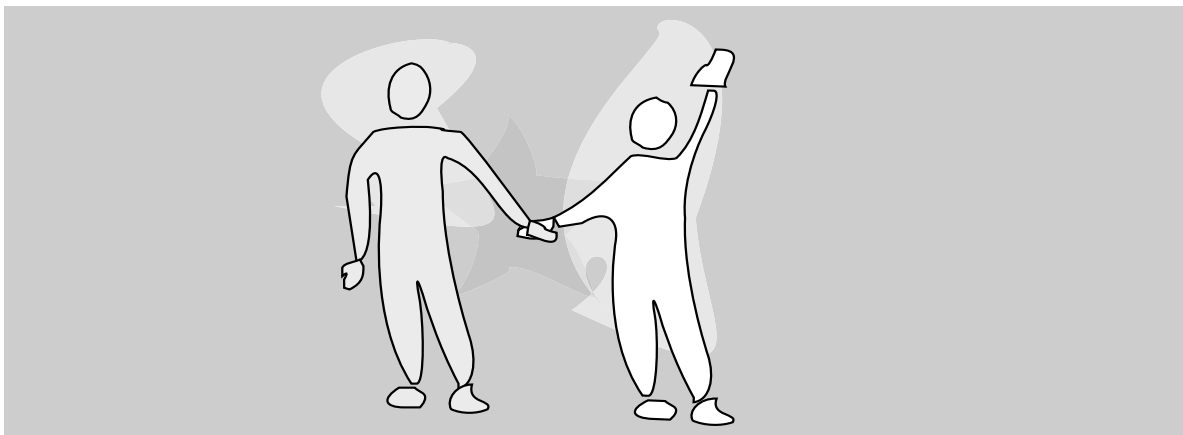
Advocate for agency wide policies on youth development, youth involvement, and youth-adult partnerships.

Solicit input from both youth and adults when developing policies. Hold focus groups and meetings often. Be passionate and share ideas.

Follow through with your promises. Do not offer something you are not willing to do.

Prepare your organization for accepting and encouraging shared decision making with youth.

Assist youth in making decisions; do not direct or manipulate youth.



fact six: slow process

People often complain that they can get more work done—and done faster—if they work by themselves.

We all remember much better what we have discovered and said ourselves than what others have told us.

Zimbabwe phrase

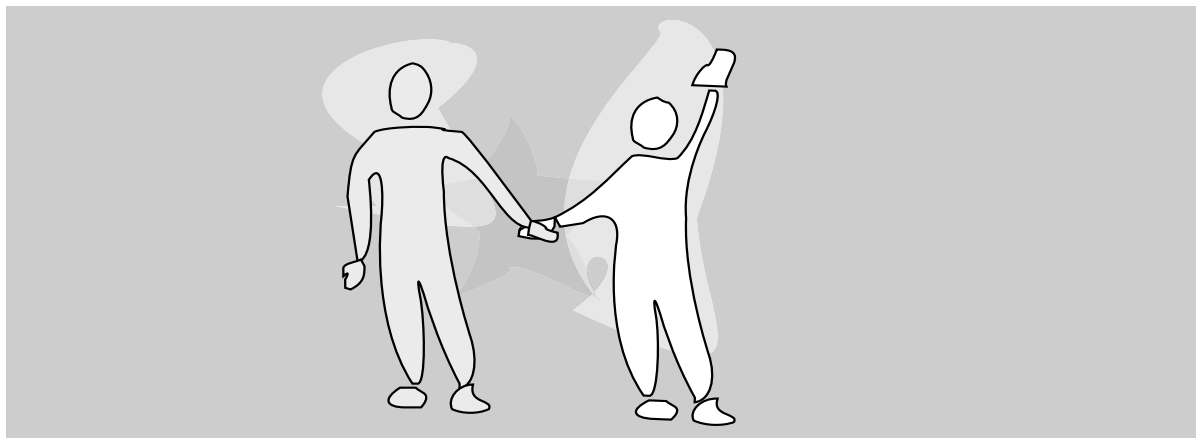
tips for practitioners

Involvement and participation by your target audience will ensure that your efforts have a positive impact on your target audience.

Sharing work with others can bring up ideas, questions, and suggestions that you may never have thought of by yourself.

Plan ahead to give yourself enough time to finish work by your deadline.

Ownership by both youth and adults for creating, implementing, and evaluating efforts will result in greater dedication to the process and determination to make the effort successful.



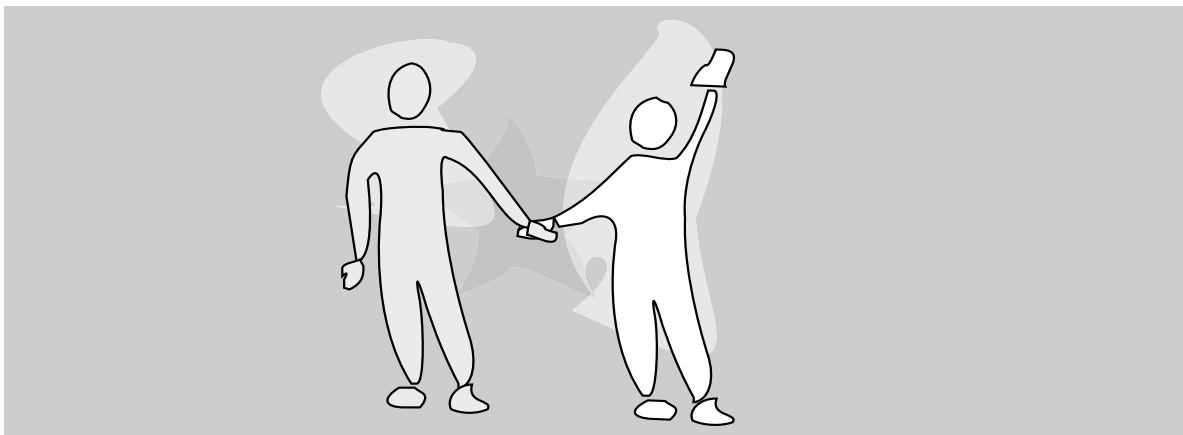
building youth—adult partnerships

The building of youth–adult partnerships takes place during all phases of work, from start to finish. Some specific tools and activities can be helpful, as you embark on forming new partnerships. When most groups start talking about and forming youth–adult partnerships, they focus on exploring the basic principles and values of partnerships, which include the following ideas:

- Acknowledging that everyone has something to say and that everyone should be listened to equally.
- Adults publicly saying that they respect youth, and youth publicly saying that they respect adults.
- Understanding that there is a difference between doing something with youth and doing something for youth.

how do we get started?

A successful youth–adult partnership, like any type of partnership or relationship, is not created overnight. Youth–adult partnerships can be especially challenging simply because they are not the traditional way in which we relate to each other.

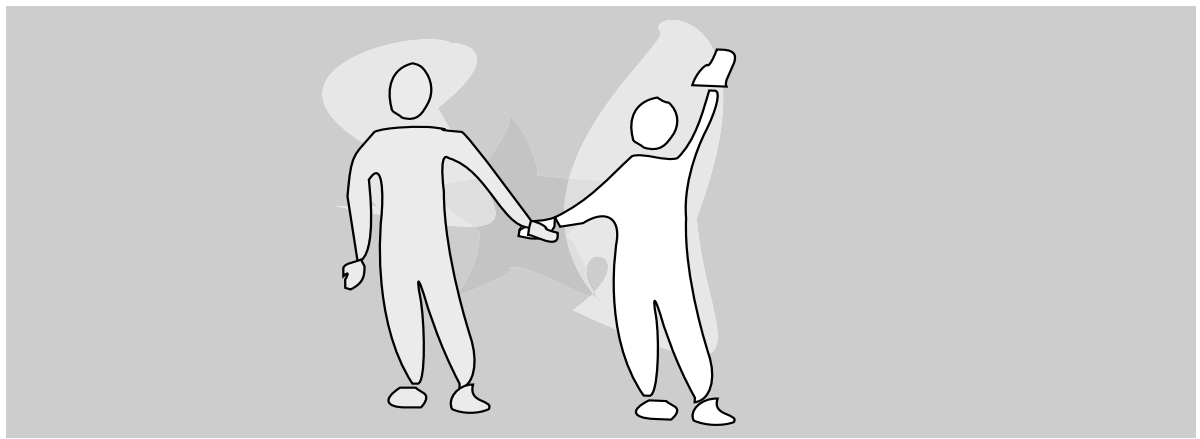


A few conditions must be in place for your partnership effort to succeed:

- Adults need to be willing to share their power and responsibility.
- Young people need to be willing to gain power and take on responsibility.
- Both youth and adults need the skills to work successfully together.
- Everyone needs to forget everything they have ever thought about youth and adults as separate groups and start treating them the way they would treat their peers.

adults need to remember these principles

- 1** Don't expect more from a youth than you would from another adult. If a young person shows up for a meeting 15 minutes late, an adult might think, "Aha, a slacker." When a fellow adult shows up 15 minutes late, the same person might think, "That's understandable. That person has deadlines and pressures." So do young people.
- 2** Treat young people as individuals; don't make one youth represent all youth. Young people understand that adults may carry negative images of youth and may generalize from the behavior of a few young people. Assure young people that you are interested in their individual opinions, and don't expect them to embody an entire population.
- 3** Be careful about interruptions when young people are speaking. For the partnership to work, young people must feel that they are valued and respected. In many youth-adult relationships, that respect is lacking. When interrupted by an adult, young people tend to stop talking. Both parties need to respect each other's right to voice opinions without criticism or censure.



Remember that your role in a partnership is not to parent. Although being a parent may be the most important role an adult can play, the purpose of youth–adult partnerships is to give both parties a different way to relate to each other.

4 It's okay to ask for help when you don't know how to do something.

young people need to remember these principles

1 Criticism doesn't necessarily equate to condescension. Sometimes when adults offer criticism to a youth, they are treating the youth the same way they would a colleague. Remember that adults are used to critiquing others' ideas. Just because they disagree, it doesn't mean they are dismissing you.

2 Adults may not be aware of how capable you are. Maybe they don't know any youth your age, so they don't know what to expect. You can enlighten them by showing them you can handle mature situations.

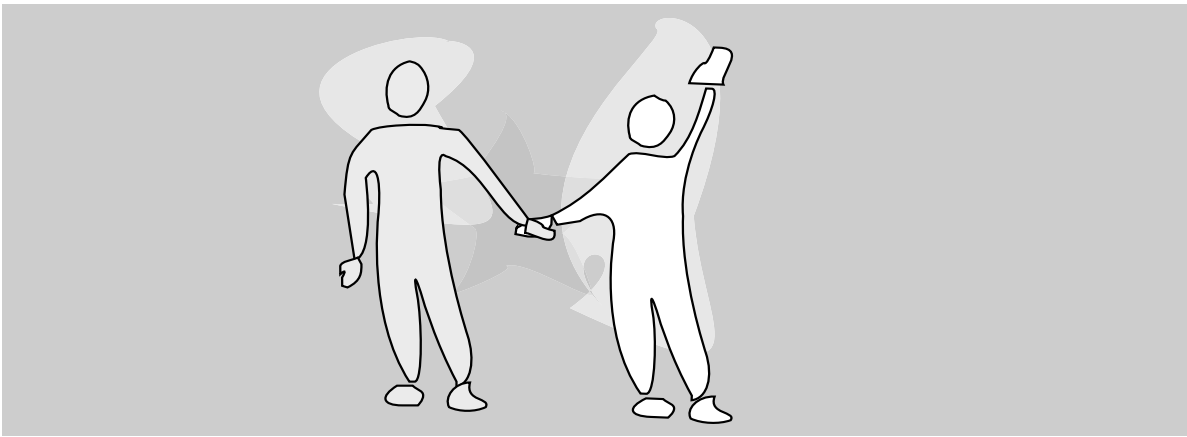
3 Adults will feel responsible for the success or failure of the project. That is why it is hard for adults to share power and authority. They need reassurance that you are willing to share in the successes and failures.

4 It's okay to ask for help when you don't know how to do something.

¹From *Building Community: A Tool Kit for Youth and Adults in Charting Assets and Creating Change*. Chevy Chase, MD: Innovation Center for Community and Youth Development/Tides Center, 2001. p. 135.

²Adapted from Leifer, L., and McLarney, L., *Younger Voices, Stronger Choices*, 1997.

³From *Building Community: A Tool Kit for Youth and Adults in Charting Assets and Creating Change*. Chevy Chase, MD: Innovation Center for Community and Youth Development/Tides Center, 2001. p. 17.



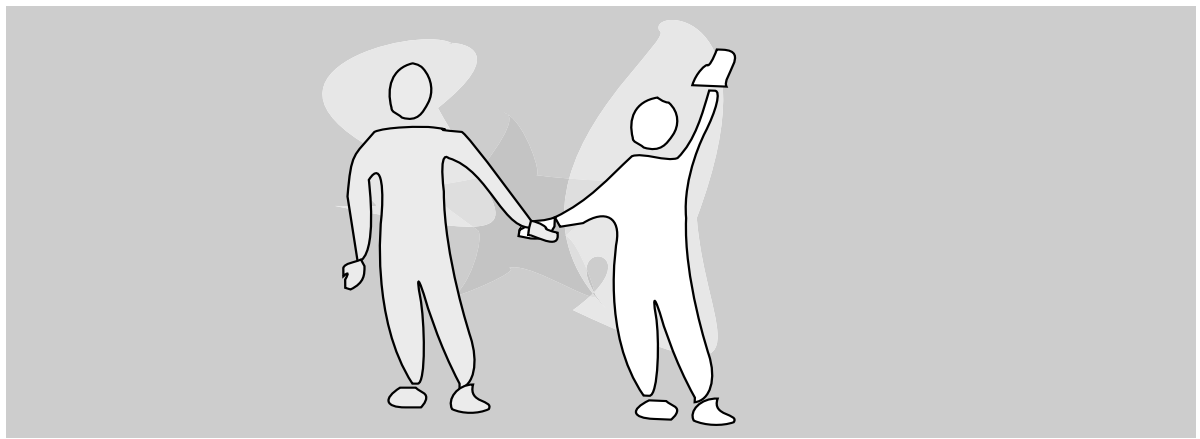
understanding youth—adult partnerships

overview

The exercises in this section are for building skills and developing trusting relationships that support effective partnerships. They provide a foundation for starting the partnership with common expectations; define youth, adult, and youth–adult partnerships; and offer an overview of the stages of partnerships.

learning objectives

Participants will be able to establish the needs and desires for groups working in partnership; identify a common definition of youth, adult, and youth–adult partnerships; and identify the characteristics of an effective youth–adult partnership.



stages of youth—adult partnerships

purpose • To gather information from participants about what they think are the knowledge and skills needed to start, sustain, and advocate for youth–adult partnerships

time 45 minutes

group size 10 to 40 participants

materials • Three flip charts with easels
• Markers
• Tape

introduction

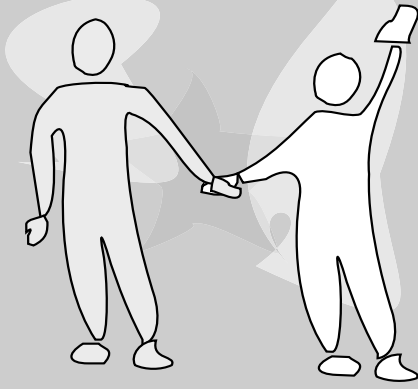
Remind the group that everyone has various levels of experience with youth–adult partnerships. You could say, “As I look around the room, I can only imagine the variety of experiences each of us has had working in partnerships during our lifetime. This exercise has been created to help us share our knowledge and skills as we develop our work in youth–adult partnerships. Different skills, knowledge, and experiences are needed for different stages of youth–adult partnerships.”

step one

Prepare three flip charts.

The first chart reads, What are the skills/knowledge/attitudes needed to start a youth–adult partnership?

The second chart reads, What are the skills/knowledge/attitudes needed to sustain a youth–adult partnership?



The third chart reads, What are the skills/knowledge/attitudes needed to advocate for youth–adult partnerships?

step two

Ask the large group for one or two ideas for each flip chart.

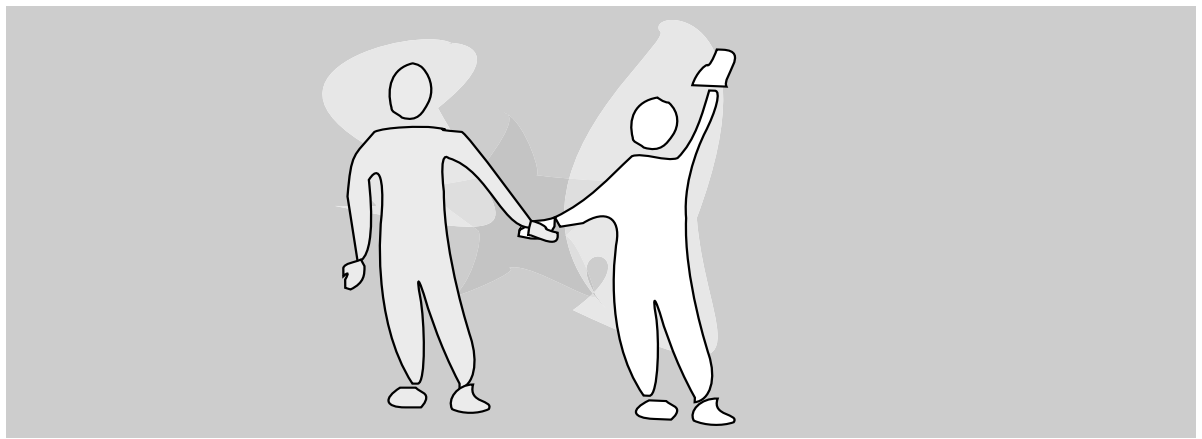
step three

Divide the participants into three groups, and assign each group to one flip chart. Ask each group to do a quick, yet thorough, brainstorm and to record every idea presented in the group on the flip chart. After 5 minutes, ask a member from each group to post its flip chart in the front of the room and take turns presenting the group’s ideas.

reflection and discussion

Process the activity in the large group using the following questions:

- What ideas stand out for you?
- What ideas are familiar?
- What ideas are new to you?
- What ideas are similar across the three stages?
- What is missing from our lists?
- How can these ideas help you start a youth–adult partnership?
Sustain one? Advocate for a partnership?



bringing definition to youth and adult

purpose • To help partners, groups, and organizations begin to define the terms “youth” and “adult”

time 30 minutes

group size 10 to 40 participants

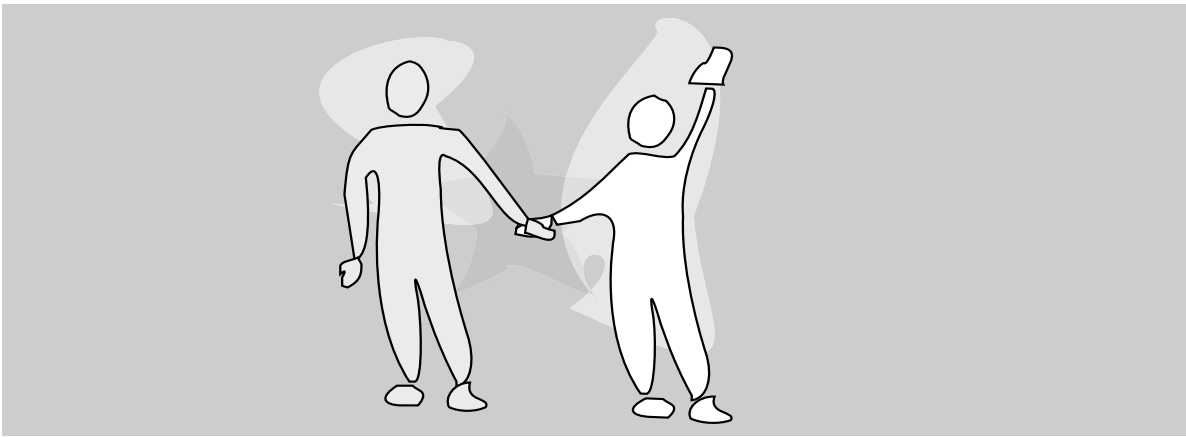
materials • Flip chart paper
• Markers
• Tape
• Art supplies (optional)

introduction

Explain to the group that forming and working in youth–adult partnerships reveal the challenges and benefits of working with the opposite age spectrum. A common difficulty is not having a definition of what a “youth” or an “adult” is. This activity explores various definitions of youth and adults. Groups may end up with a common definition, or they may realize that everyone’s definition is going to be different.

step one

Divide participants into small groups (no more than 10 members per group). Provide each group with a sheet of flip chart paper, markers, and art supplies. Explain to the groups that they will be given a specific time frame (depending on the number of small



groups; allow about 10 minutes to prepare and 2 minutes per group to present) to develop a definition of youth and a definition of adult. Ask the groups to write this definition on the flip chart paper.

Once each group has written its definition, ask each small group to prepare a presentation representing its definition. This presentation can be anything from a skit or song to a poem or bumper sticker message. Encourage groups to be as creative as possible.

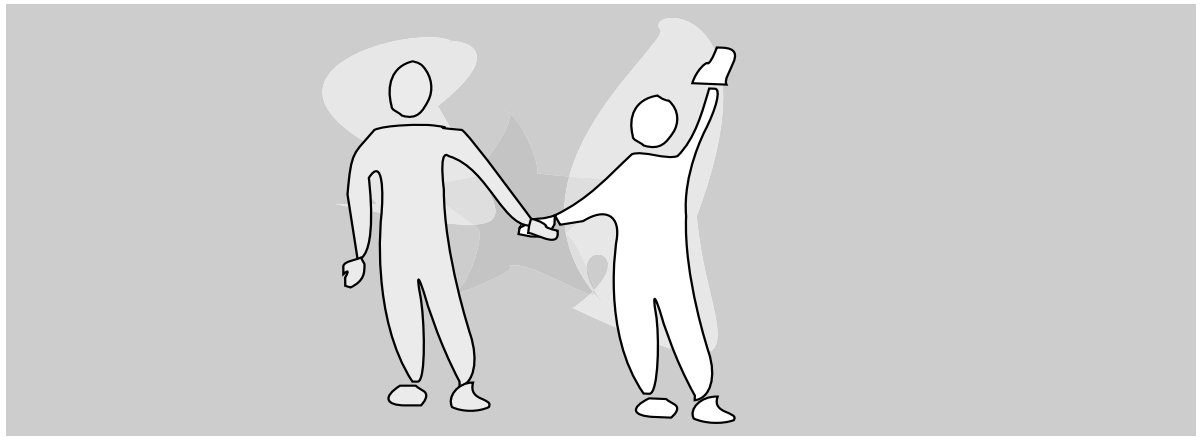
step two

Ask the groups to post their definitions on the wall and have each group give its 2-minute presentation to the entire group.

reflection and discussion

Process the activity in the large group using the following questions:

- What word, phrase, or image caught your attention?
- What similarity do you see across the definitions? What differences do you see?
- How is this information important to you in your youth–adult partnership?
- How might you use these definitions in your youth–adult partnership?



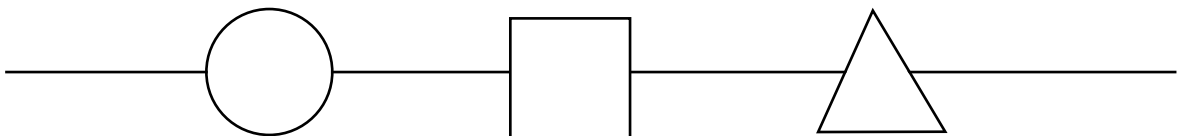
poetry in motion: identifying the characteristics of effective youth—adult partnerships

- purpose**
- To engage participants in a structured conversation to set the tone for effective youth—adult partnerships
 - To get ideas out on the table and give participants a chance to be heard

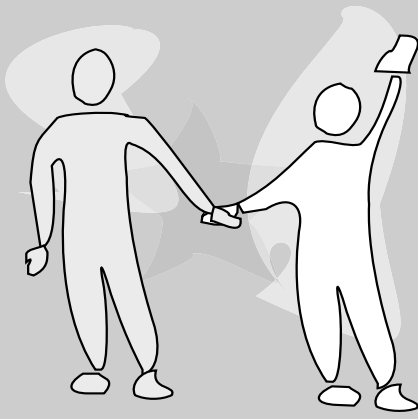
time 45 minutes

group size 20 to 30 participants

materials Three or four sets of Poetry in Motion cards



prepare ahead Create three or four sets of the Poetry in Motion cards. Each set should have 20 cards (one word or symbol per card). Use brightly colored paper cut into shapes (e.g., circles, triangles, or squares), and write the words in large, bold letters with marker. The 20 cards are as follows:



**a
adult
and
are
bigger**

**creativity
community
expanding
harnessing
healthy**

**in
include
of
partnership
talent**

**the
to
together
youth
!**

introduction

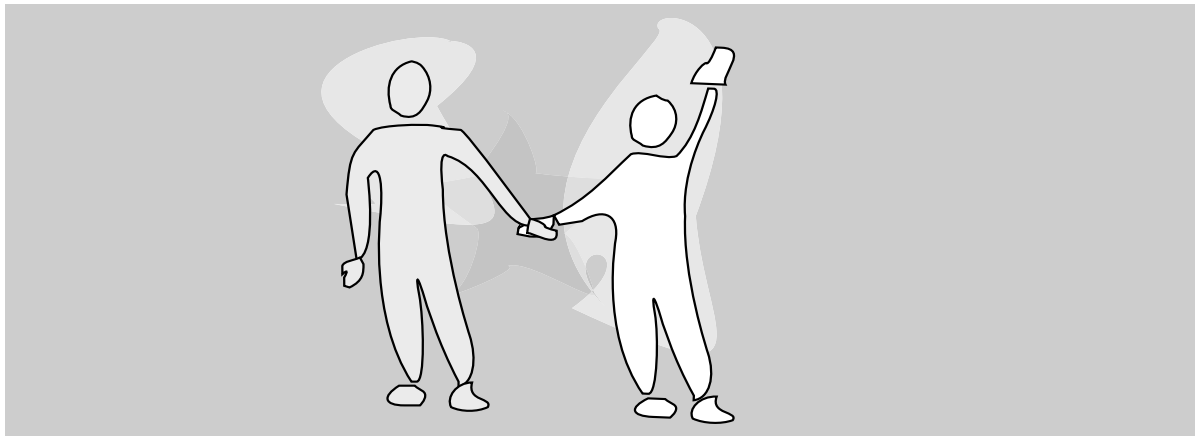
Ask participants to think about a time when they were part of a successful partnership:

- What do you remember?
- How did it feel?
- What made it work?

trainer note: It is important that each participant speak. The trainer could ask the first question in a “round,” going around the table so that everyone sees him- or herself as a participant. Subsequent questions can be addressed to the group and answered randomly by whoever volunteers. The trainer should be affirming, stay neutral, practice active listening, and keep the conversation flowing quickly, sensing when the group is ready to move along to the next question.

Next, ask the participants to think about that same feeling, but visualize a youth–adult partnership. Ask, “What are some of the characteristics that are important to you?”

section two: foundations for youth-adult partnerships



Note the answers to this question on a flip chart. When all the ideas are written on the flip chart, ask the group the following questions:

- Which ideas stand out as most important?
- Which will be hardest to achieve?
- Which ideas are you most interested in working toward?

At the end of the conversation, tell the participants that they are going to do a “word scramble” to help them organize the concepts they have been discussing into a statement reflecting their ideas.

step one

Divide the participants into small groups of three or four participants. Give each group a set of the Poetry in Motion cards.

step two

On the wall, post the following statement:

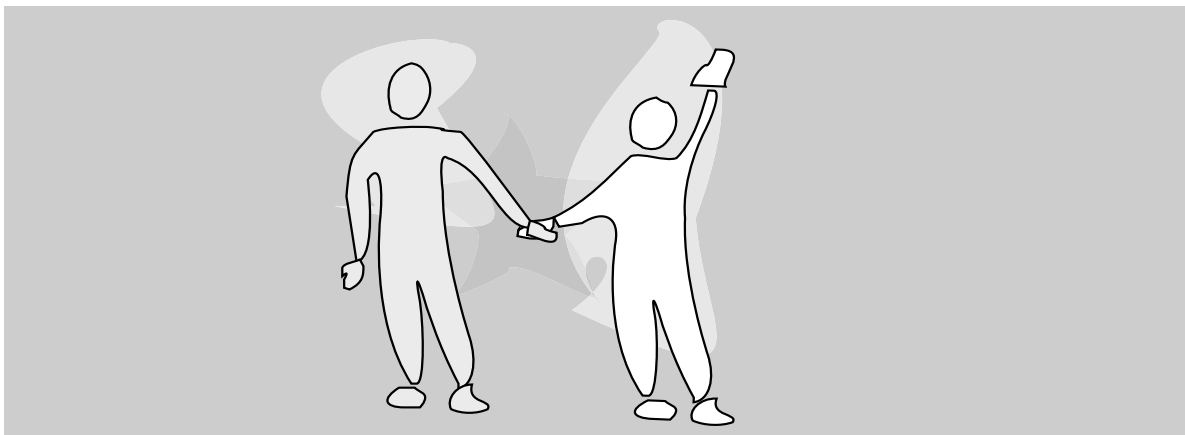
“Effective youth–adult partnerships. . . .”

Ask each group to arrange its word cards to complete the sentence using all the cards. Give each group 5 to 10 minutes to complete the task. When all the groups are finished, ask a representative from each group to present the group’s sentence. The Poetry in Motion sentences can be posted on the wall or on a sticky wall.

step three

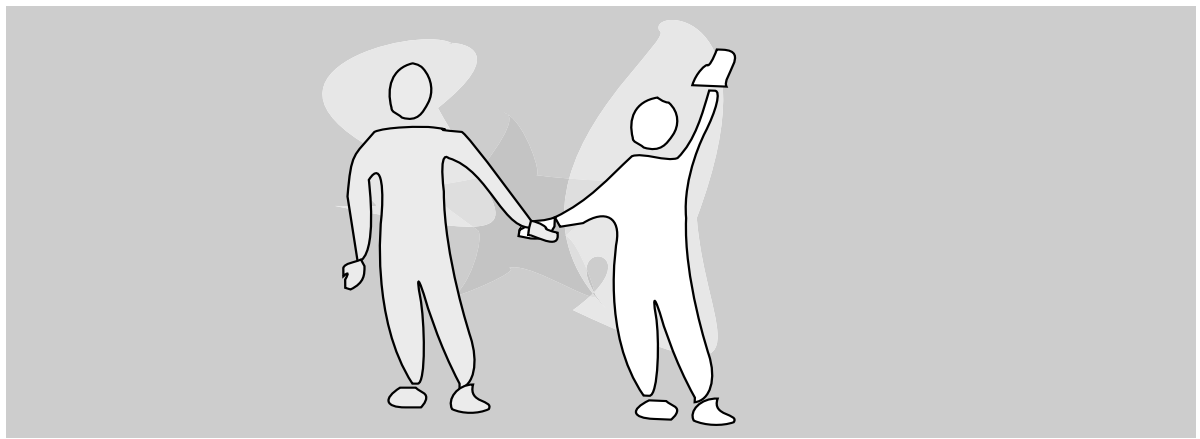
In the large group, ask the group the following questions:

- What common themes do you see?
- What insights have you had that you want to be mindful of as you work in youth–adult partnerships?



reflection and discussion

Ask the group to make a commitment: “As you move forward in building a youth–adult partnership, what are you committed to?” Elicit a few statements from the group, and write them on the flip chart. If all the participants are together, ask the group whether everyone agrees with those commitments.



claiming your voice

- purpose**
- To provide youth and adults with an opportunity to think about the power that youth do or do not have in our culture
 - To engage in a conversation about youth and adult power

time 45 minutes

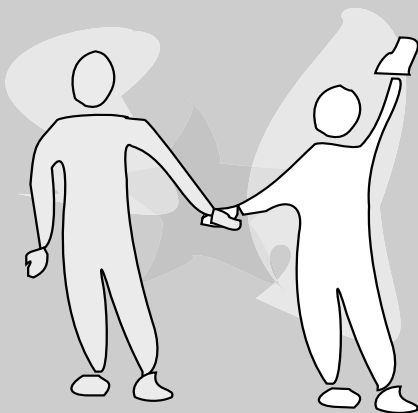
group size 20 to 30 participants

- materials**
- Four signs, one each that says: STRONGLY AGREE, AGREE, DISAGREE, and STRONGLY DISAGREE
 - Tape or tacks

prepare ahead Post the four signs around the room.

introduction

Tell the group that effective youth–adult partnerships are those in which each person is able to contribute his or her unique talents, skills, and knowledge. Often, an unequal distribution of power makes it difficult for this to happen. Because both youth and adults are used to adults having more power than young people do, an honest exploration of power can be extremely helpful to any group seeking to achieve a more equitable balance of power. This exercise is a structured way for groups to explore their attitudes toward youth and adults and the power dynamics between them.



This exercise creates an opportunity for youth and adults to understand each other's perspectives and have an honest dialogue about power. The structure of the exercise is such that the group begins with a process in which there is no debate or conversation, so that people can honestly indicate their opinions without being challenged. The dialogue takes place in the second part of the exercise.

step one

Explain to the group that you will read a series of statements; after each statement, participants should go to the area of the room designated by the sign that corresponds to their level of agreement with the statement.

step two

Point out the four signs posted around the room: STRONGLY AGREE, AGREE, DISAGREE, and STRONGLY DISAGREE.

step three

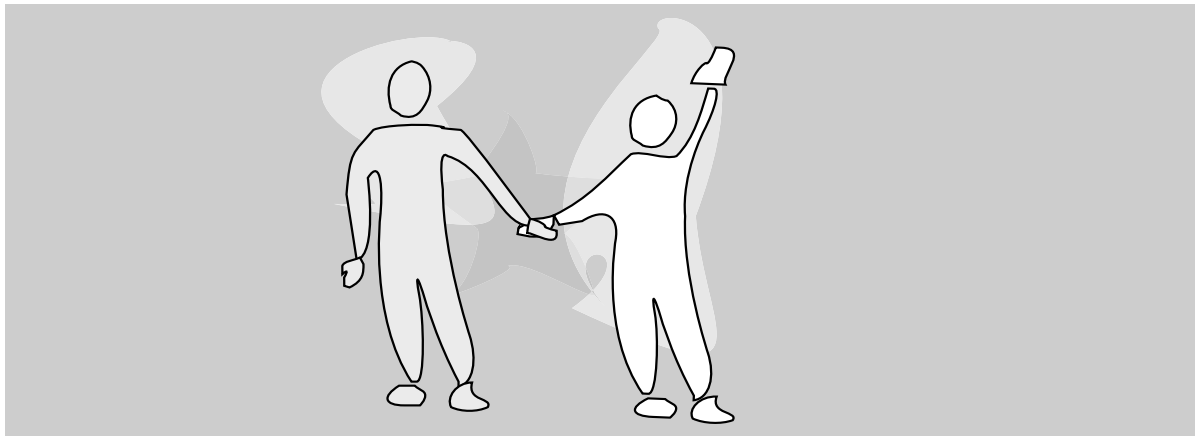
Explain that this part of the exercise will be done in silence; the only speaking will be the statements being read out loud. The participants should not speak while they move from place to place; no conversation, comment, or debate is to take place at this time.

step four

One at a time, read the below series of sample statements about youth power or create your own statements.

trainer note: When the first few statements are read, you may have to prompt participants to move to the appropriate sign.

section two: foundations for youth-adult partnerships



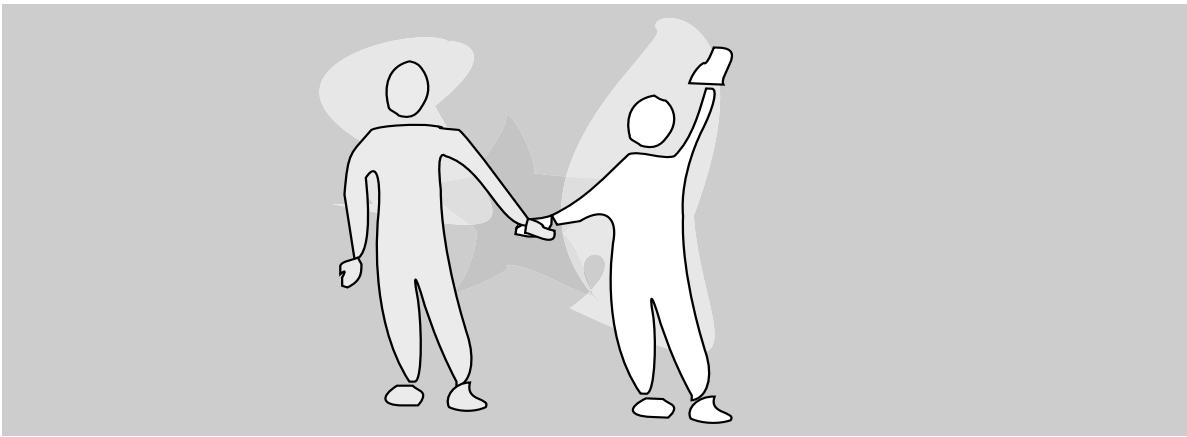
sample statements

- Youth should be able to evaluate the programs and agencies that serve them.
- Young people don't have enough life experience to make informed choices about their lives.
- Youth should be involved in hiring staff.
- Adults don't listen to the opinions of young people when program planning.
- Every youth agency should have young people on its board of directors.
- Elected officials should involve young people in making every decision that affects youth.
- Young people should sit on the school board.

step five

Option One: After each statement, ask for a few volunteers to share why they chose the sign they are standing under. No one else is to comment, and no discussion is to take place. When the volunteers are finished, read the next statement and have everyone move to the appropriate sign again; repeat your request for a few volunteers after every statement.

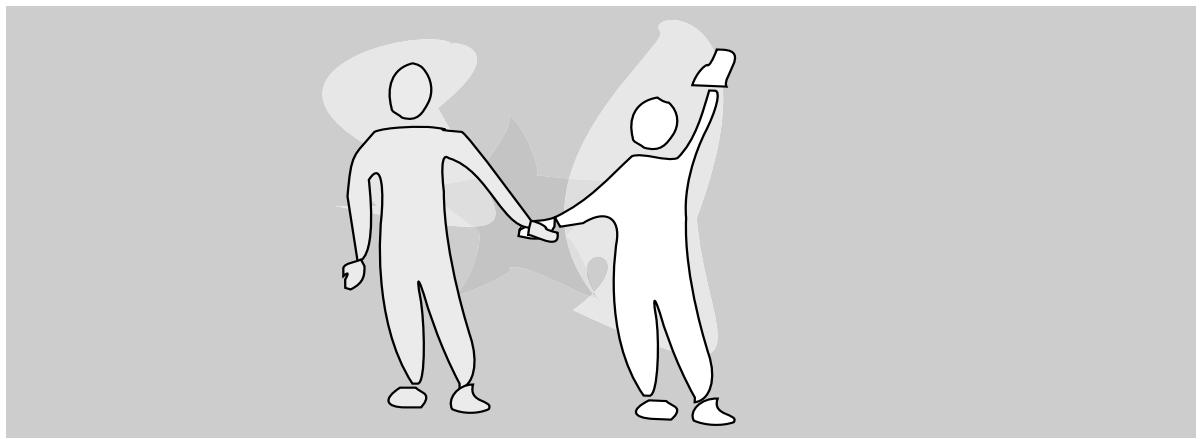
Option Two: Allow some time after each statement (maximum 3 or 4 minutes) for discussion. This option will require fewer statements read out loud (because more time is spent in discussion), but it requires more active monitoring by the trainer so that participants respond to the comments that are made, not to the participant making the comment. Once the time limit has been reached, go on to the next statement.



reflection and discussion

Process the activity in the large group using some of the following questions:

- What word or phrase caught your attention?
- What are some of the main ideas you heard?
- As you listened to participants' opinions, what hopes or fears did you have?
- What were you reminded of as you heard people give their opinions?
- Which opinions delighted you?
- Which opinions surprised you?
- What values do we need to build in creating youth-adult partnerships?
- What implications does this exercise bring up for youth-adult partnerships?
- What changes may be required of us?
- What are the immediate next steps you need to take?



understanding and valuing differences

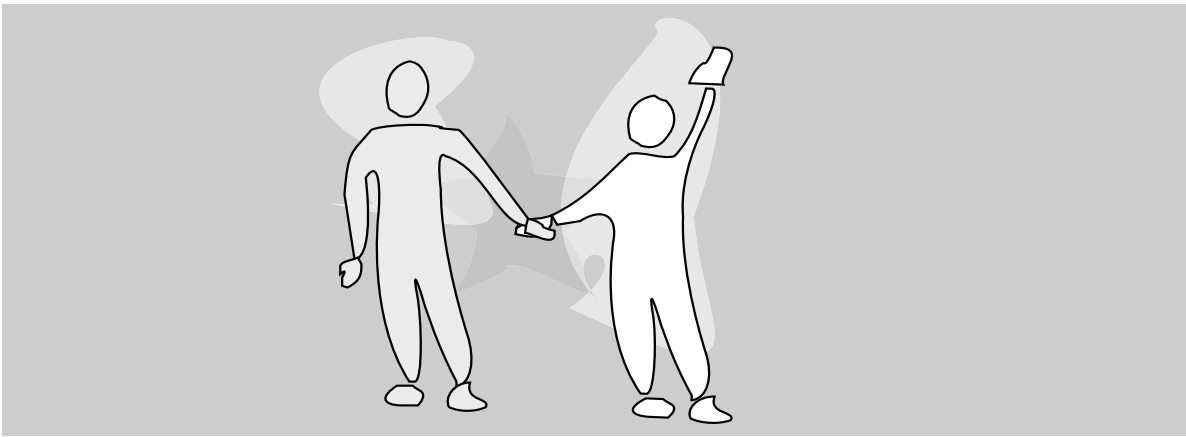
overview

Issues of culture—such as societal messages, cultural definitions, and cultural beliefs—have an impact on the effectiveness of youth–adult partnerships at many levels. The challenge is to understand and respect various cultural frameworks while striving to establish youth–adult partnerships that are effective and productive. This section provides a variety of exercises to increase participants’ ability to address those issues as well as increase cultural competence. The activities in this section are designed for combined groups of youth and adults, although they can be used with homogeneous groups with slight modifications.

learning objectives

Participants will be able to:

- Articulate reasons for dispelling societal mis-perceptions about youth
- Describe various culturally based differences and how they affect relationships
- Identify age as a culture and define age-related factors that influence youth–adult partnerships, and
- Develop and support youth–adult partnerships that consider various cultural traditions.



four corners: my personal foundation

- purpose**
- To give participants an opportunity to think about their own culture
 - To have participants become acquainted with one another

time 30 minutes

group size 20 to 30 participants

materials • Handout: My Personal Foundation

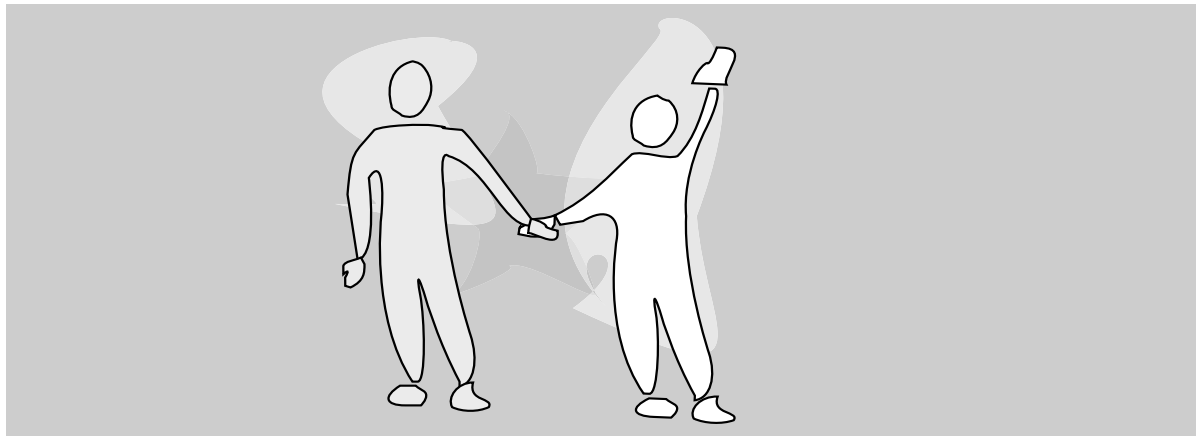
introduction

Before starting the exercise, stress to the group that partnerships require people to know who their teammates are and what each partner contributes to the partnership. This activity focuses the group on what cultures are represented on the team. Acknowledge that culture includes regional, ethnic, racial, class, gender, religious, and age influences.

step one

Distribute the My Personal Foundation worksheet, and ask the participants to complete the following grid:

- In the upper left corner, identify your cultural heritage or background.
- In the upper right corner, draw a picture or use a symbol to describe your cultural heritage.
- In the bottom left corner, list or draw your favorite cultural holiday.
- In the last corner, list three things that you like most or are most proud of about your culture.



step two

Have participants share their responses.

reflection and discussion

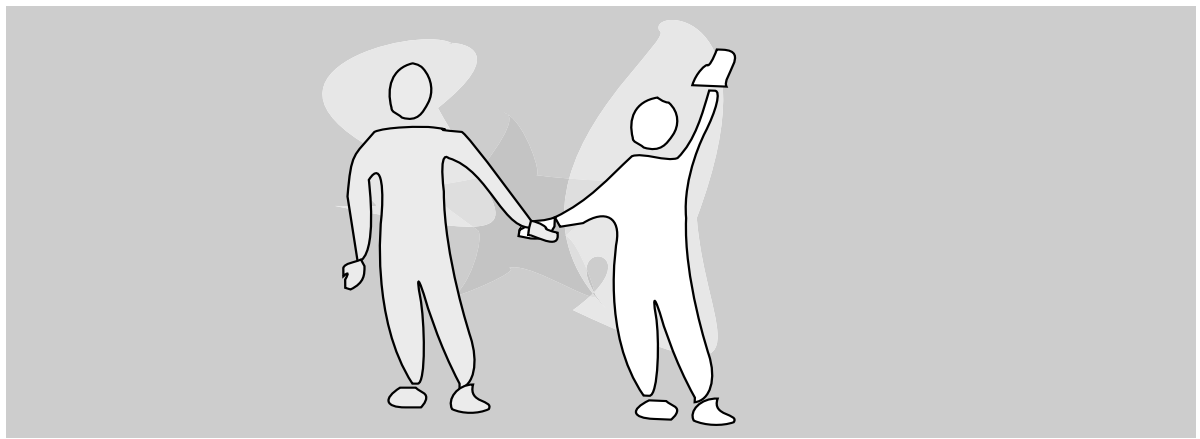
Engage participants in a short discussion using the following questions:

- What surprised you?
- What was new information to you?
- What does culture include?
- How do cultures affect youth–adult partnerships?
- How has your concept of “culture” changed by hearing what others identified as part of their cultural heritage?
- What did you learn from this exercise?
- How can you use this new information in future relationships?

my personal foundation

my personal foundation - a handout

| | |
|--|--|
| <p>What is your cultural heritage or background?</p> | <p>Draw a picture or use a symbol to describe your cultural heritage.</p> |
| <p>Write down or draw your favorite cultural holiday</p> | <p>List three things that you like most or are most proud of about your culture.</p> |



identity mingle

purpose • To help participants increase their awareness of the many differences and similarities among the group

time 45 minutes

group size 20 to 30 participants

materials • Flip chart and easel
• Markers

introduction

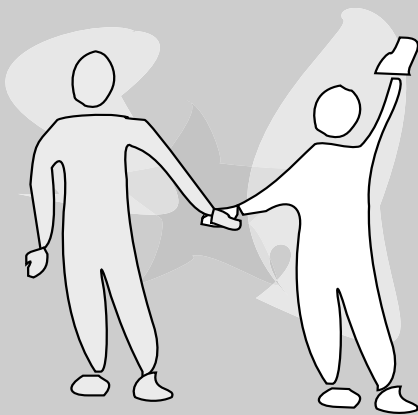
Tell the group that this activity will focus on the many differences and similarities in the group.

step one

In an open space, have the group stand up and mill around as a large group. Instruct them to listen for you to call out a category. When they hear the category, they are to cluster in small groups according to the subcategory in which they belong. Call out one category at a time, giving the group time to cluster before calling out the next category. Either give subcategory definitions to the group, or give people time to decide on their own subcategories.

categories

- Gender (female, male)
- Age: youth, young adult, middle adult, and older adult (self-defined)
- Birth order: first child, second child, and so forth
- Living environment: rural, suburban, or urban



- Birthplace (by state or country)
- Eating preference: vegetarian, pescatarian (fish/vegetables), meat eaters, vegan (no meat/ dairy)
- Ethnicity: African American, Native American, Asian American, Latino/Latina, Italian, German, Irish, Brazilian, and so on
- Class or economic background: raised with enough, less than enough, more than enough
- Religion or faith
- Education
- Groups that you are proud to belong to or are proud that your family or friends belong to (e.g., Scouts, Kiwanis, church- or faith-based organizations).

trainer note: With some groups that have been meeting or working together over time, it is powerful to add categories that go “deeper” than the ones above, such as the following:

- Is or knows someone who is gay or lesbian
- Is or knows someone who is a person living with HIV
- Is or knows someone who has been incarcerated.

step two

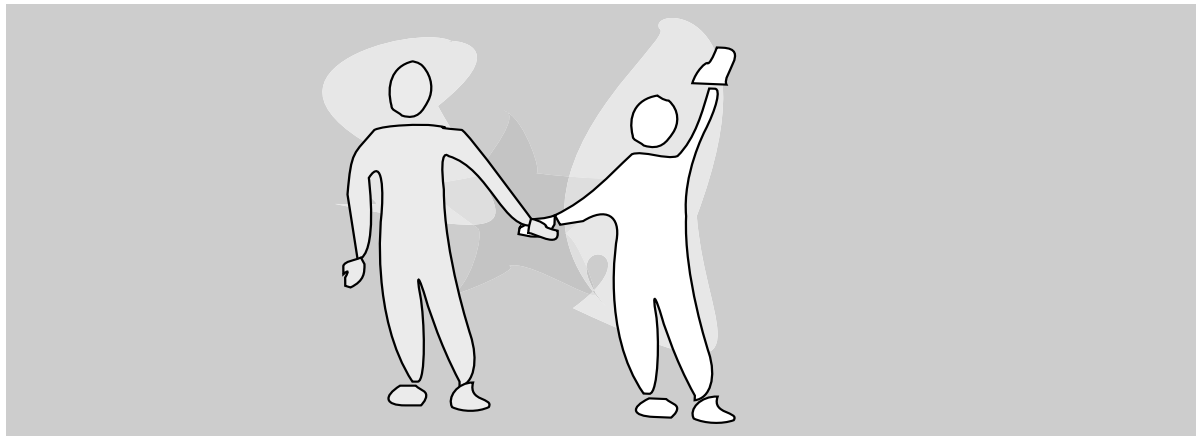
Repeat the process, calling out a new category each time. Allow participants to move to each new group.

reflection and discussion

Process the activity in the large group using the following questions displayed on a flip chart:

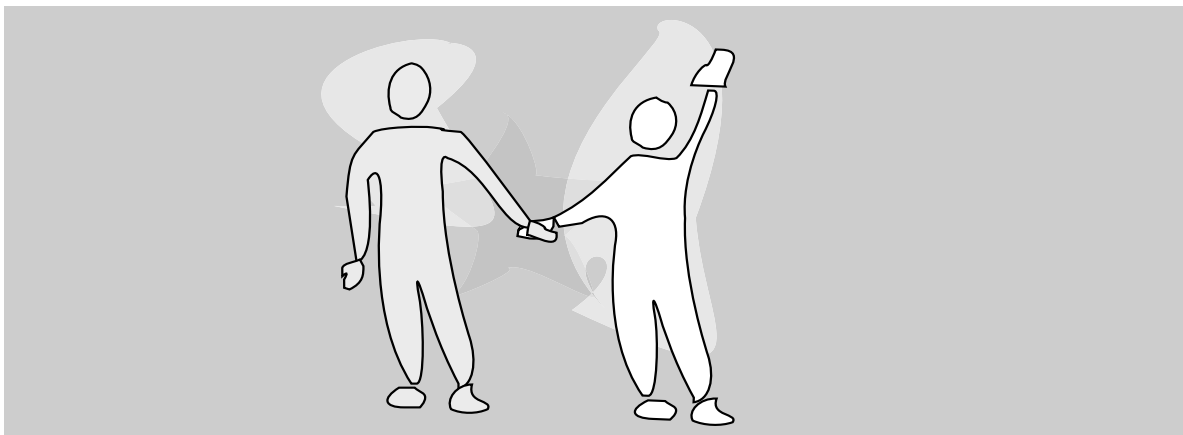
- What did you see and hear during the activity?
- What part felt comfortable? Uncomfortable?
- How did it feel to be in a minority group? A majority group?
- How is this similar to some of your life experiences?
- What kinds of categories were missing or invisible?

section two: foundations for youth-adult partnerships



- What kinds of similarities are there between identity groups? Dissimilarities?
- What kinds of awareness did this exercise raise?
- What kinds of sensitivity did this exercise raise?
- How will you use this awareness and sensitivity in building and sustaining youth–adult partnerships? (Record answers on flip chart paper and post in training room.)

trainer note: If the idea is not stated clearly by the participants or throughout the activity, say, “Our cultural identities influence how we interact with those who are dissimilar or similar to us. The key is to be aware of, honest about, and more in control of the influences.”



youth as culture: class reunion

- purpose**
- To help participants identify age as a culture
 - To define age-related factors that influence youth–adult partnerships

time 75 minutes

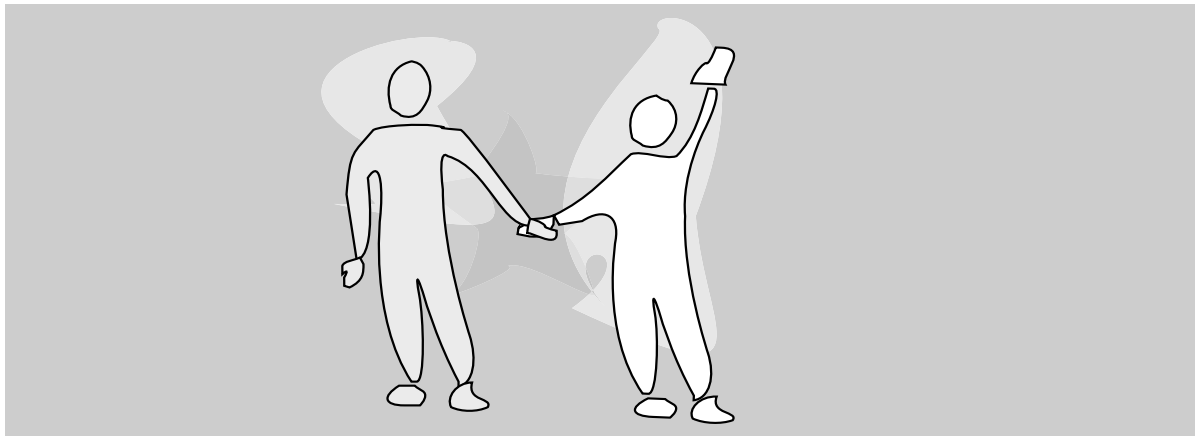
group size 12 to 30 participants

- materials**
- Signs with the class reunion time frames (see Step 1)
 - Construction paper
 - Flip chart
 - Glue
 - Magazines
 - Markers
 - Pencils
 - Scissors
 - Tape
 - Handout: Your Class Reunion

introduction

Explain to the group that each generation has its own culture and values that are based on the time during which its members were born, lived as children, and transitioned to adulthood. The following activity will help us identify the age-based culture that we carry with us.

section two: foundations for youth-adult partnerships



step one

Have group divide into small groups according to when they graduated (or will graduate) from high school or vocational training or received (or will receive) their GED. Post the following class reunion time frames on signs arranged around the room to assist with the clustering:

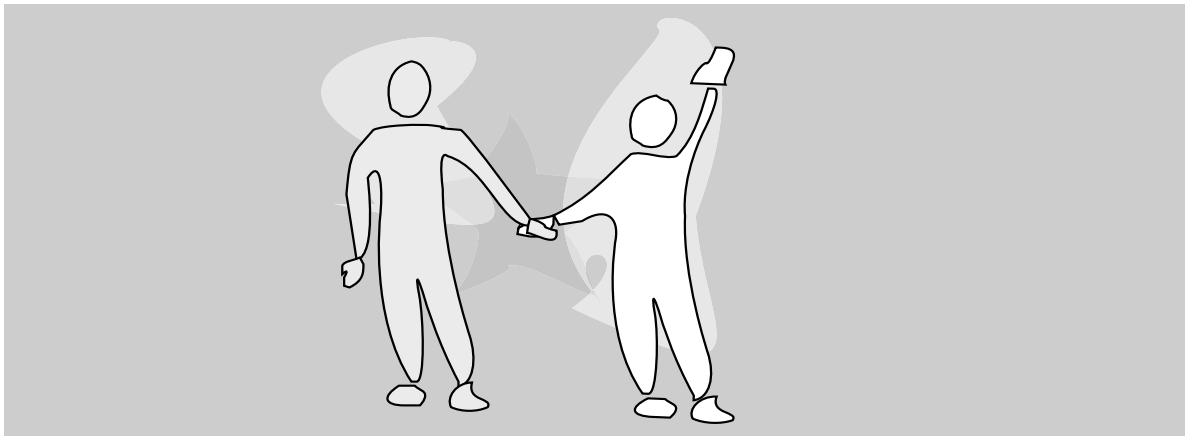
- Before 1942
- 1942–1954
- 1955–1965
- 1966–1974
- 1975–1983
- 1984–1992
- 1993–2002
- 2003–2012

step two

Have each group fill out a Your Class Reunion worksheet together. Instruct them to then develop a “scrapbook page” on a flip chart sheet that will help them present their class to the group. They can draw, use pictures from magazines or construction paper, or use other creative expression. Give each group approximately 40 minutes to complete the task. Each group should prepare a 2- to 3-minute presentation.

step three

Have each group give its brief presentation and show its scrapbook page.



reflection and discussion

Process the activity in the large group with the following questions posted on the flip chart:

- What similarities or dissimilarities did you notice?
- What were you proud about? Embarrassed about? Scared about?
- What were you hopeful about?
- How does your age culture affect who you are? How you are with others?
- What does this help us know about the current youth culture?
- How do we look for strengths in the various age cultures? Understand struggles?
- How does age culture shape youth–adult partnerships?
- How will you apply this knowledge in your youth–adult partnerships?

trainer note: You can document the answers to the last three reflection questions and share them with participants at future meetings, if applicable.

your class reunion

Reflect back on your high school, vocational training, or GED experiences and answer the following questions:

What were your thoughts about. . . .

The future?

Marriage?

Same-sex relationships?

Family?

Career?

Friends?

What were your thoughts about things to do, such as . . .

Dating?

Sex?

Drugs?

Other?

What were the . . .

Fashions?

Heroes?

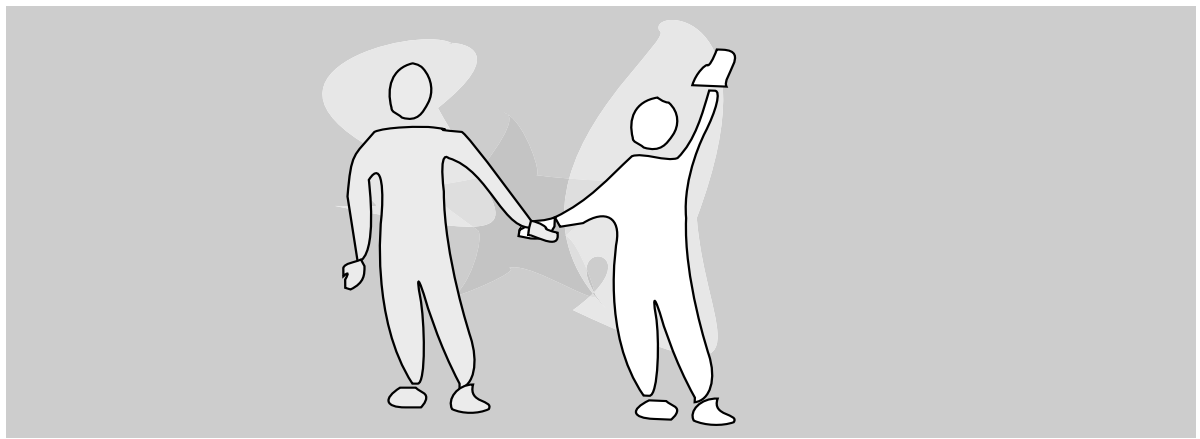
Media, movies, and music?

World events?

Other influences?

What did adults think about youth in general? What did youth think about adults?

What did youth–adult partnerships look like?



relationship connections: culture and its impact on youth—adult partnerships

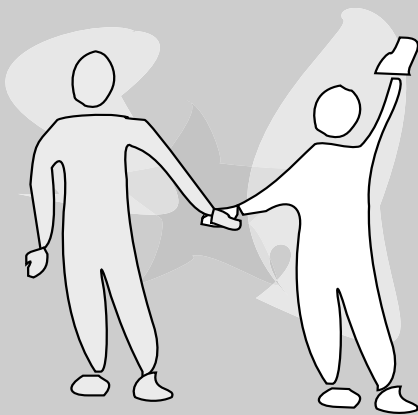
purpose • To help participants increase their ability to develop and support youth–adult partnerships that include a variety of cultural traditions

time 75 minutes

group size 20 to 30 participants

materials • Flip chart and easel
• Flip chart sheets
• Markers
• Spray adhesive
• Stick figures and labels
• Activity questions on flip chart
• Process questions on flip chart

prepare ahead Make stick figures and labels (see template, pg.82)



introduction

Explain to the group that the very notion of youth–adult partnerships challenges many cultural traditions. For example, there is an old adage that “children should be seen and not heard.” Many traditions uphold the idea that adults are wise and that the role of youth is to defer to their wisdom. The idea that youth and adults might have equal power and intelligence within a relationship is often threatening to strongly held beliefs. Ask the participants to think of some other examples, and record them on the flip chart.

Tell the participants that the challenge is to understand strongly held cultural beliefs and to develop and support youth–adult partnerships that respect or gently challenge the beliefs that make partnerships difficult.

step one

Divide the group into small groups of four or five people; groups should consist of a diverse mixture of ages, genders, races, religions, and so on. Give each group a set of stick figures, labels, and a flip chart sheet that has been treated on one side with spray adhesive, thus making one side sticky.

step two

trainer note: Participants may find the following questions challenging.

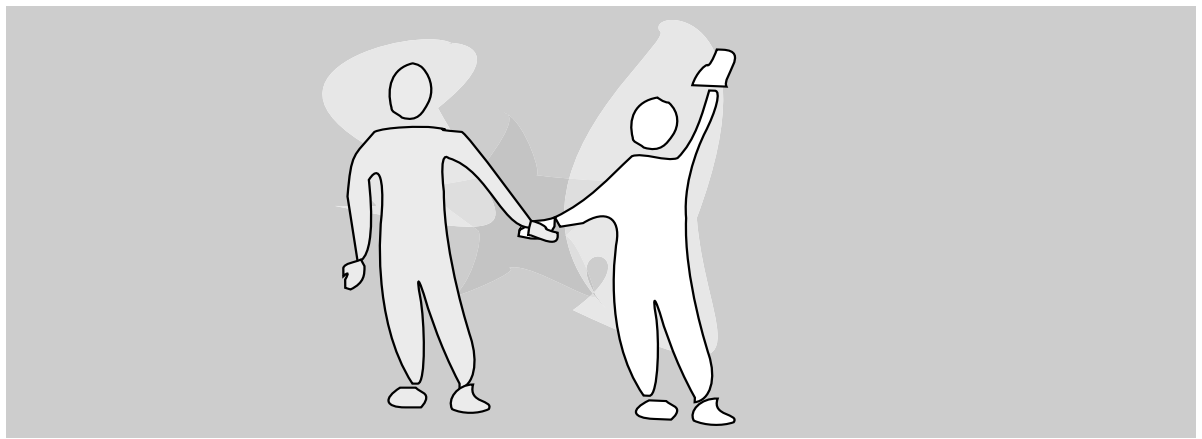
If necessary, ask the group for examples or prepare examples applicable to your audience in advance.

Ask each group to complete the following steps:

Identify various cultural groups represented within each small group.

Answer the following questions, using the stick figures and sticky flip chart paper to illustrate.

section two: foundations for youth-adult partnerships

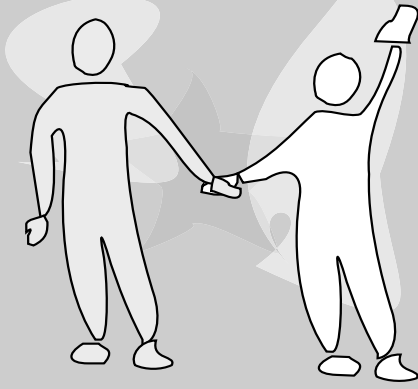


trainer note: Post the following questions on flip chart paper for the small groups to see as they work together. Figures can be placed and re-placed on the sticky flip chart sheets.

- Within the family structure, what are the “sacred relationships” within each cultural group? These are the special, primary relationships upon which family decisions are made. For example, in white, middle-class culture in the United States, it might be the married couple or parents. In the Maori culture of New Zealand, it is the grandparent–grandchild relationship.
- What are some “nontraditional” family structures that exist? (e.g., single-parent families, same-sex partners, and so forth)
- Within the family structure, who is/are the primary leader(s) or decision maker(s)?
- Within the community structure, who is/are the primary leader(s)?
- Who is considered to be wise?
- How do people know they belong, and to what do they belong?
- What is the role of men? Of women?
- What is the role of youth?
- Who teaches whom about being a good citizen, and what do they teach?

step three

Have the small groups return to the large group and share some examples of the various relationships and roles they discovered.



reflection and discussion

Process the activity using the following questions:

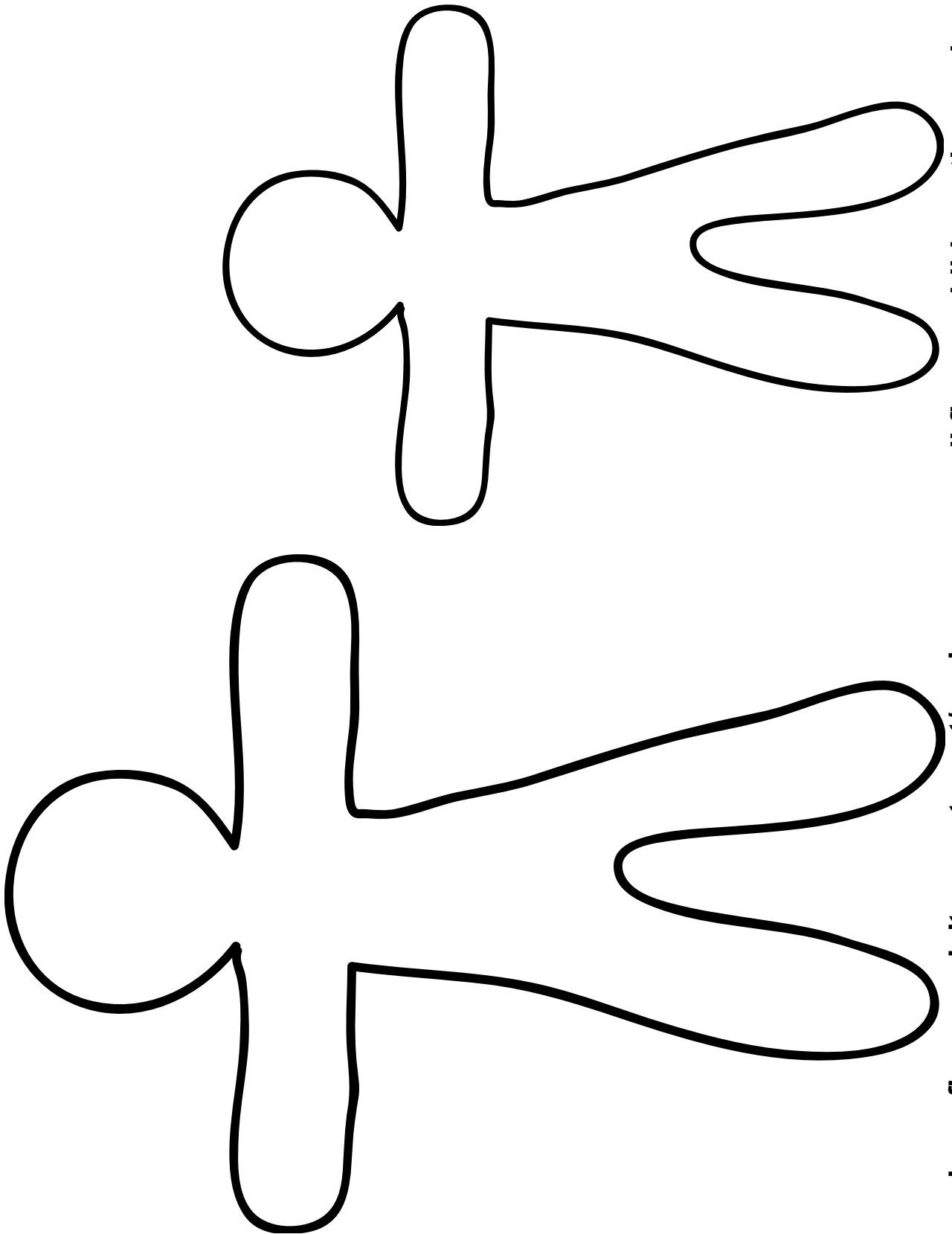
- What were the similarities and dissimilarities in cultures?
- What was easy to answer? Difficult to answer?
- How do these cultural traditions affect the way we see youth–adult partnerships? How can they affect family, community, or organizational support of youth–adult partnerships?
- How can we build and support youth–adult partnerships that are respectful of cultural traditions?
- How can we gently and appropriately challenge cultural traditions that inhibit youth–adult partnerships?
- How will you use this understanding in your youth–adult partnerships?

Record the responses to the last question on the flip chart.

Variation

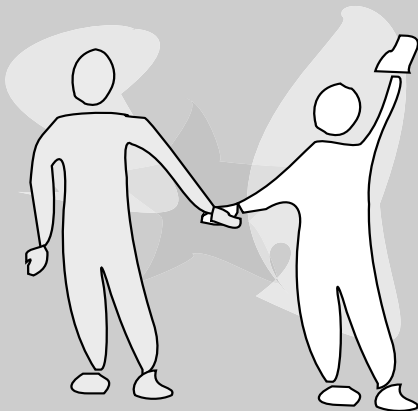
Before the Reflection and Discussion, ask participants to create 2-minute presentations of success stories of youth–adult partnerships in different cultures. The stories can come from participants' own experiences or from stories they know about. Increase the activity time by 15 minutes for groups to prepare their presentations, and allow additional time for the presentations themselves.

relationship connection
stick figure template



small figure - child, youth, cousin

large figure - adult, parent, aunt/uncle,
teacher



personal plans for understanding and valuing differences

- purpose**
- To bring closure
 - To encourage participants to incorporate their new understanding of culture and its impact on youth–adult partnerships into their daily practice

time 30 minutes

group size 12 to 30 participants

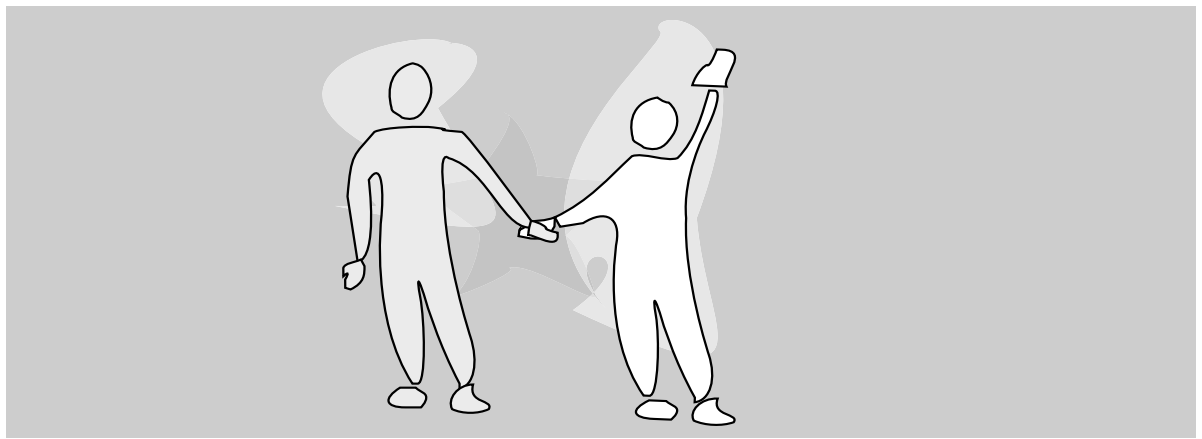
- materials**
- Pencils or pens
 - Handout: Personal Plan for Understanding and Valuing Differences

trainer note: This activity is best used as a reflection activity at the end of a cultural training session.

introduction

Explain to the group that societal messages and cultural traditions can significantly challenge our work within youth–adult partnerships. It is important to proceed with awareness, sensitivity, and courage as we address the issues that inhibit the effectiveness of partnerships. Our responsibility is to maximize our effectiveness by determining what we need to do next in order to improve.

section two: foundations for youth-adult partnerships



step one

Have participants fill out the Personal Plan worksheet.

step two

After participants have worked on their plan, have them share it with one other person in the group.

reflection and discussion

Ask for two or three volunteers to share their commitments. Encourage participants to keep their plans in mind as they continue to work in youth–adult partnerships.

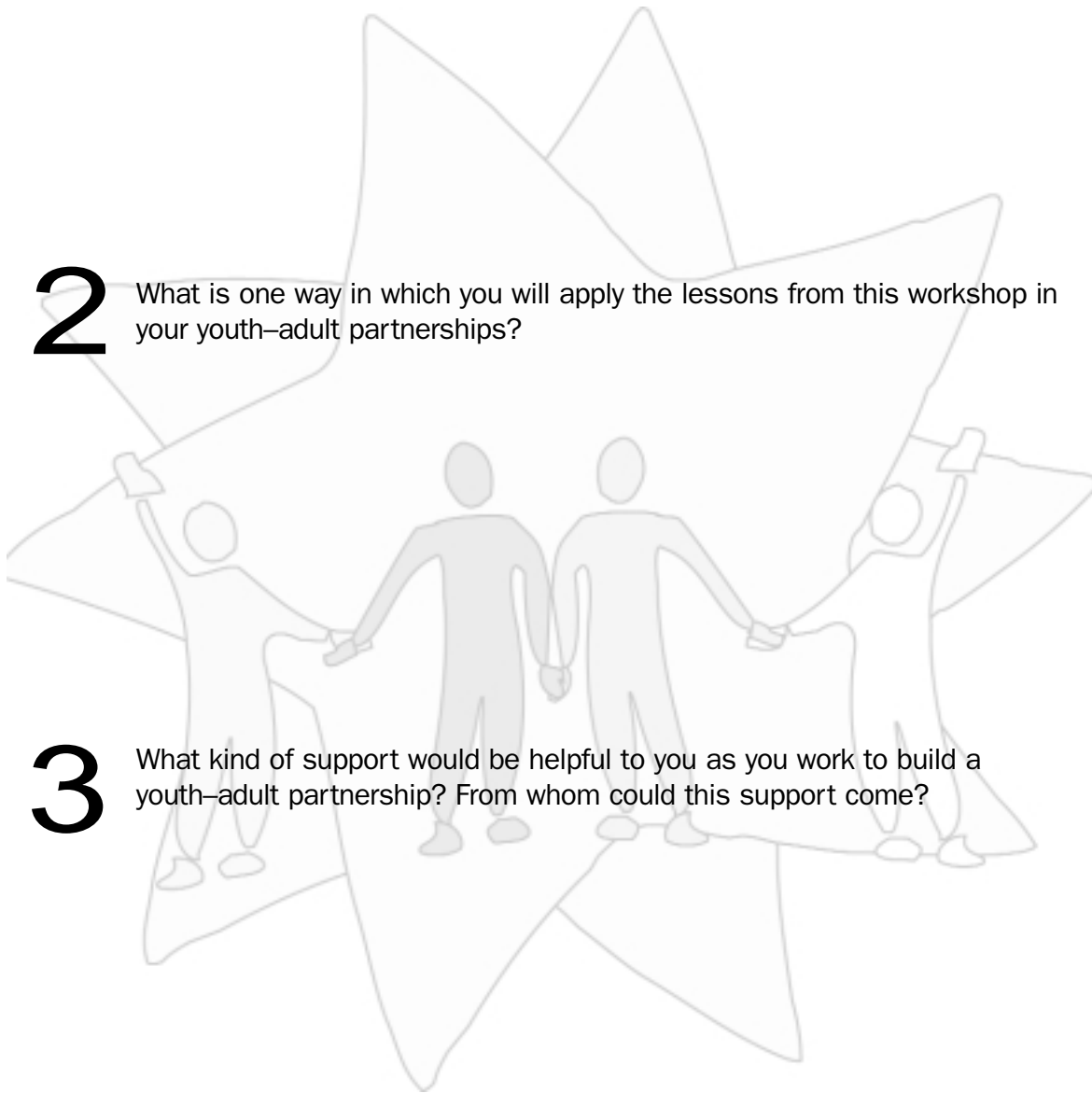
trainer note: If appropriate and if there is time, have the group create a collective plan as well as the individual plans.

personal plan for understanding and valuing differences

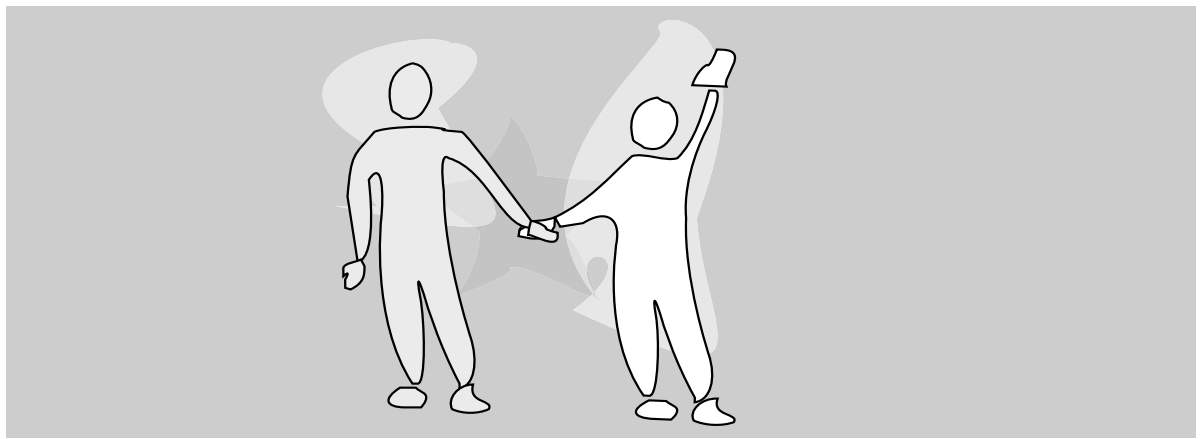
1 What is one thing that you are willing to commit to doing within the next 2 weeks that will enhance your own understanding of cultural differences?

2 What is one way in which you will apply the lessons from this workshop in your youth–adult partnerships?

3 What kind of support would be helpful to you as you work to build a youth–adult partnership? From whom could this support come?



personal plan - a handout



developing a vision for youth—adult partnerships

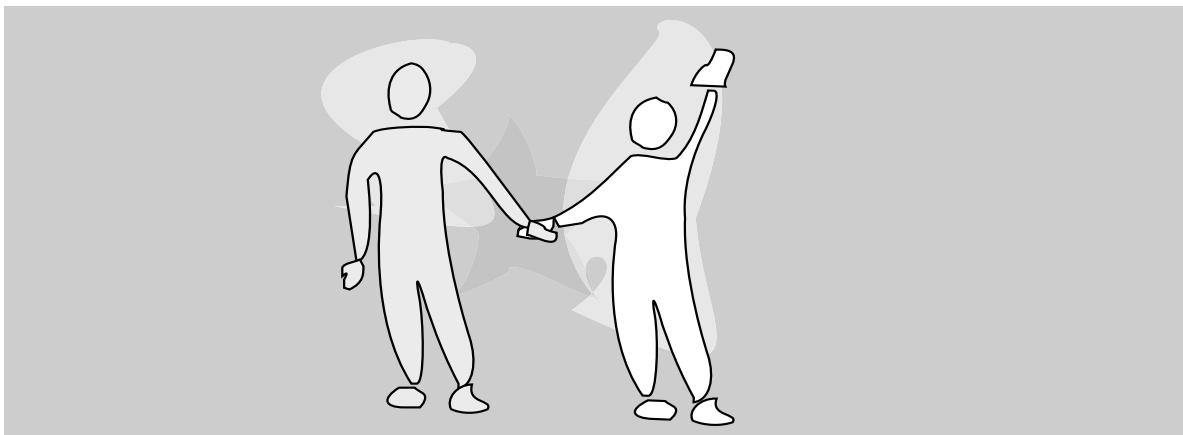
overview

The exercises in this section have been created to support the growth and development of effective youth–adult partnerships. The section provides a structure for starting off with common expectations, including asset mapping, developing a shared vision, and identifying barriers common in practicing youth–adult partnerships.

learning objectives

Participants will be able to:

- develop a shared vision of effective youth–adult partnerships;
- identify potential barriers to effective youth–adult partnerships in order to address these concerns pro-actively; and
- describe the youth–adult partnerships that currently exist within their group, organization, or community and assess the need to further develop those relationships.



mapping youth-adult partnerships

purpose • To provide participants with an image of where youth–adult partnerships are used in their program or organization and where those partnerships could be created

time 40 minutes

group size 20 to 25 participants

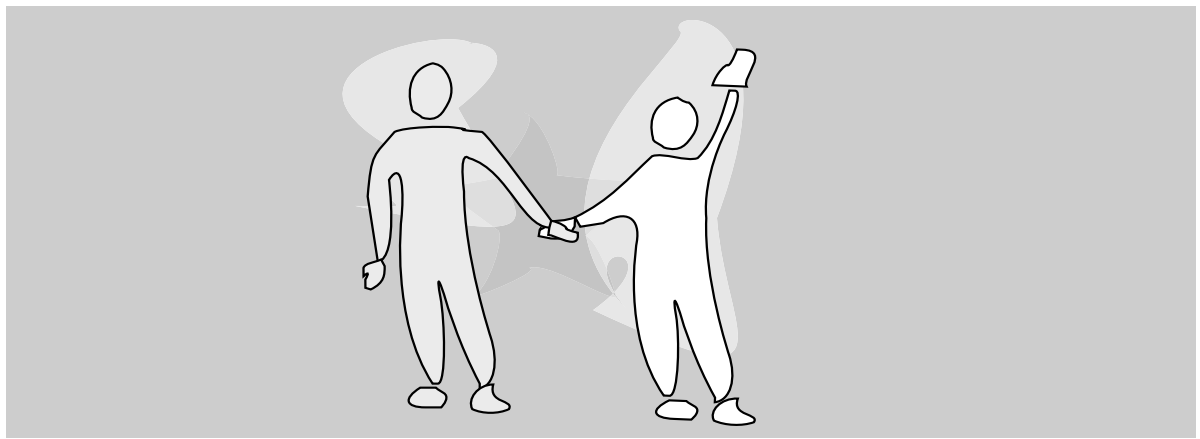
materials • Markers or pens in a variety of colors
• Paper and pencils
• Handout: Mapping Youth–Adult Partnerships

introduction

Explain that the group is going to use the Mapping Youth–Adult Partnerships handout to examine the ways in which their club, program, or organization uses youth–adult partnerships and includes young people in decision making. This exercise also provides a time to think of new ways and places in which they can work in youth–adult partnerships.

step one

Tell the group that they are going to draw a map of where decisions are made within their club, program, or organization. Have participants think of the last decision that was made that affected the entire group.



Ask them the following questions:

- Who identified the problem or issue?
- Who made the decision?
- How did everyone find out about the decision once it was made?

step two

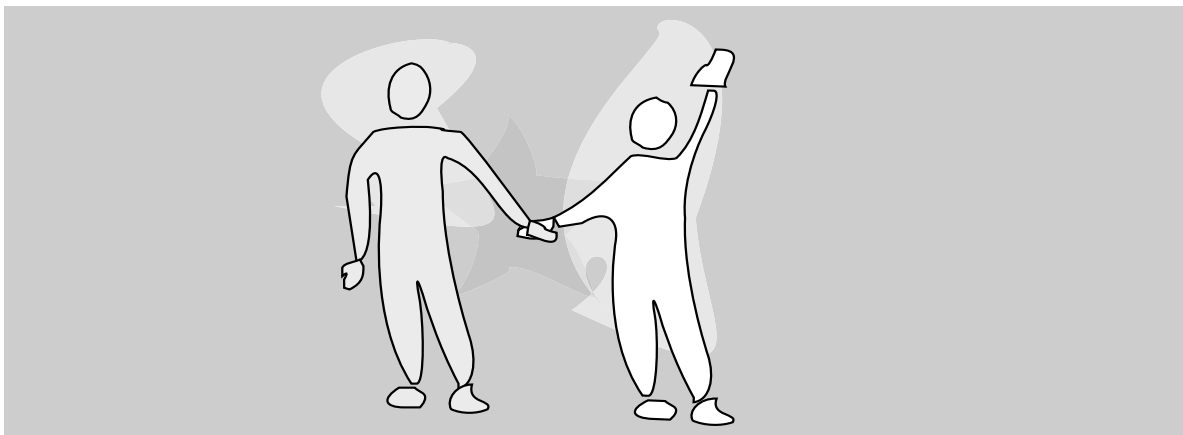
Distribute the Mapping Youth–Adult Partnerships handout and review the instructions:

- Think about all the groups, committees, teams, people, and organizations that make decisions for your organization or community. Include the groups that you are part of as well as those that you are not part of. In the square below, make a list of those groups.
- Think about where youth are involved in the decision making of the various groups. Circle the groups that use youth–adult partnerships. Also, think about the level of the youth–adult partnership—is it token, or do the youth have a full voice and vote?
- Now, think about the groups that could have youth–adult teams or that could increase the level of youth–adult partnership. Put a star next to those groups to indicate where new opportunities exist.

Have participants work individually to fill out the handout. Encourage people to find at least five new areas in which they can work in partnerships. Give participants about 15 minutes to fill out the handout.

step three

When participants have finished, ask them to compare their maps with those of other people from their team (if applicable) or in small groups of four or five people.



reflection and discussion

Process the activity in the large group using the following questions:

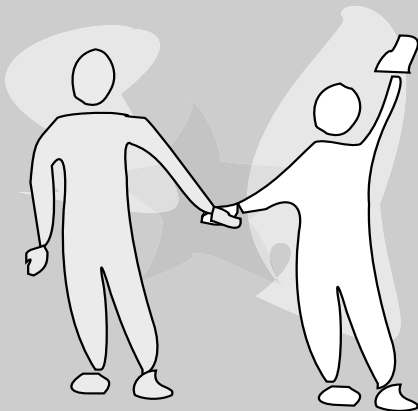
- Where are you already working in partnerships?
- Where are youth currently in decision-making roles?
- How easy was it to identify places in which you are working in partnership?
- How difficult was it to identify places in which you are working in partnership?
- What was your experience with drawing a map of your club, program, or organization?
- What were some of the surprises when you shared your information with your team?
- What does this exercise tell you about your club, program, or organization?
- How do other organizations that are similar to yours use youth–adult partnerships?
- How does this help you think about your next steps?

trainer note: Have extra Mapping Youth–Adult Partnerships handouts to provide blank copes for participants, in case they want to use this activity in the future.

mapping youth-adult partnerships

1. Think about all the groups, committees, teams, people, and organizations that make decisions for your organization or community. Include the groups that you are part of as well as those that you are not part of. In the square below, make a list of those groups.
2. Think about where youth are involved in the decision making of the various groups. Circle the groups that use youth–adult partnerships. Also, think about the level of the youth–adult partnership—is it token, or do the youth have a full voice and vote?
3. Now, think about the groups that could have youth–adult teams or that could increase the level of youth–adult partnership. Put a star next to those groups to indicate where new opportunities exist.





developing a common vision

purpose • To help a group create a common vision for building successful youth–adult partnerships

time 45 to 60 minutes

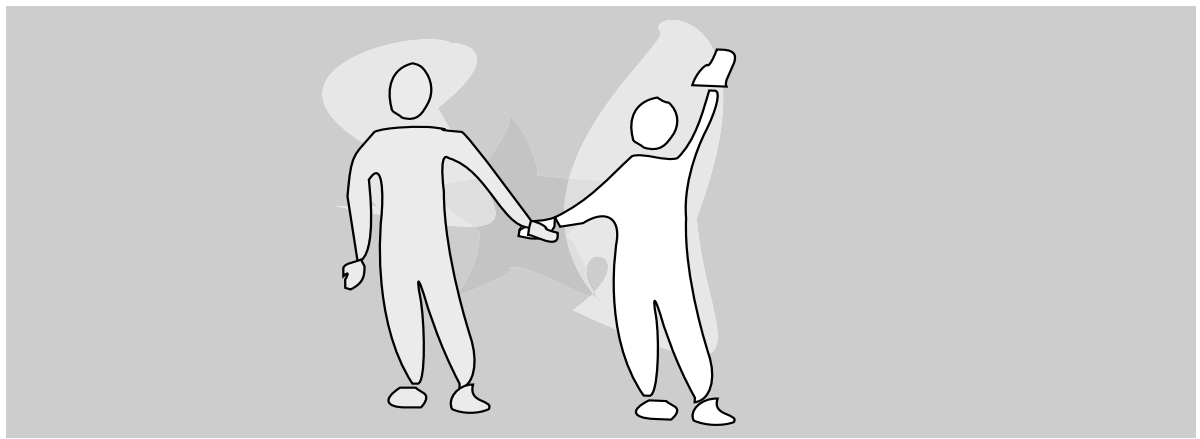
group size 20 to 30 youth and adults who are working together

materials • Flip chart paper and easel
• Markers
• Sticky wall

introduction

This exercise helps participants articulate what kind of youth–adult partnership they are striving to build or maintain. Ask participants to envision the future of the group using a series of questions, such as “What specific project or projects might we work on? What roles can the young people and adults play to get the work done? What outcomes do we want to achieve in a year or two?” The questions are to get participants thinking about what they want their youth–adult partnership to be and to accomplish. You can ask for a couple of answers to the questions, but don’t draw out the conversation.

trainer note: Posting the questions on a flip chart may be helpful to participants who are visual learners. If necessary, develop additional questions that are applicable to the group that is doing this visioning activity. It might be a vision for the future of the group, or it might be specific to a project that they are working on. The questions will vary according to the situation.



step one

After participants have had a chance to think about the above questions, pose the “vision question.” Below is a sample vision question for a youth–adult partnership:

- In 2 to 3 years, what do we want to see in place?

Some probe questions to help the group begin to think about its vision for a youth–adult partnership include the following:

- Imagine it is 2 years from now. What are our accomplishments?
- What have we learned?
- What are others saying about this group?
- Who has been affected?

step two

Ask each person to write down his or her responses to the questions. Allow at least 5 minutes.

step three

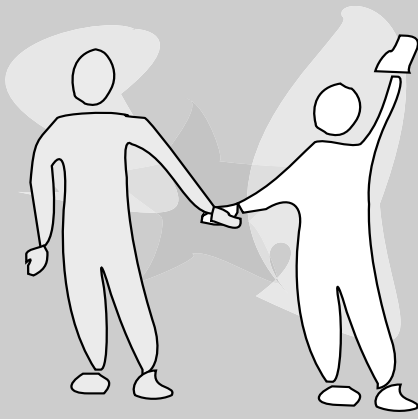
Ask each person to find a partner. Give the first partner 3 to 5 minutes to share his or her vision. Ask the other partner to facilitate by posing the questions. After 3 to 5 minutes, ask the partners to switch roles and repeat the process.

step four

Ask each person to find another partner. Repeat the process, but allow less time, perhaps 1 to 3 minutes per person—this forces people to prioritize and highlight. Encourage participants to steal good ideas that they hear and pass them along.

step five

Repeat the process two or three more times, allowing participants to speak with several different people. This process creates lots of energy.



step six

Gather the group back together and begin a discussion to pull the ideas together. Proceed question by question, asking participants what they learned from their partners. After all the questions have been discussed, ask what themes people heard repeated and record them on flip chart paper.

step seven

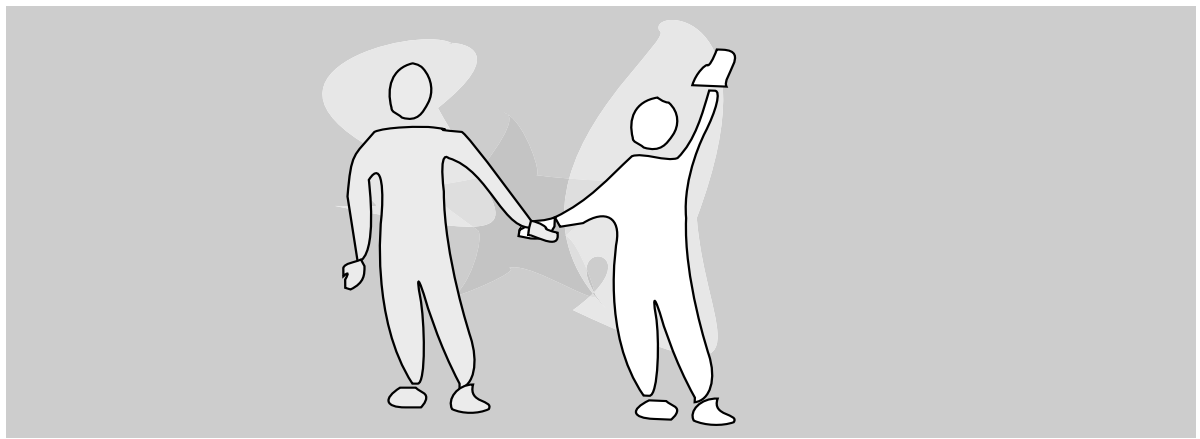
From the themes, have the group create three to five vision statements that they want to use as they work in youth–adult partnerships. Post the statements on flip chart paper.

reflection and discussion

Using the following questions, have the group briefly reflect on the work that it has just done to create a common vision for its youth–adult partnerships.

- What vision statement stands out?
- Where did you struggle during this activity?
- What was easy to do?
- What did you learn about yourself and your partners during this activity?
- How will these statements help your partnerships be effective?
- What are the next steps for this partnership(s)?

trainer note: A logical next step is a planning meeting. The plan should be consistent with the group vision and should be based on goals and objectives that are determined collectively and fit with the purpose of the group. The plan should include tasks, responsibilities, a timetable, and resources needed.



identifying barriers to effective partnerships

purpose • To explore and name the potential barriers to working in partnership with young people

time 15 to 30 minutes

group size 20 to 30 participants

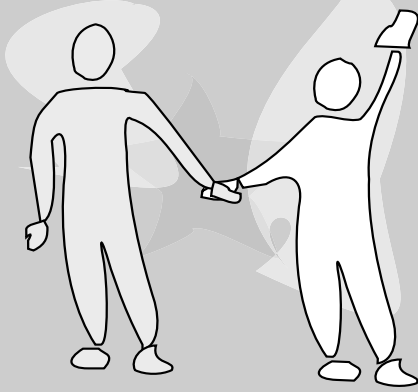
materials • Flip chart
• Markers
• Tape

prepare ahead Seven sheets of flip chart paper, each with one of the six questions listed in Step one. Post the flip chart paper around the room.

trainer note: This activity is best used as a follow-up conversation to the Developing a Common Vision activity on pg. 91

introduction

If we can all agree on the benefits of having youth as full partners in the work that we do and in our communities, then what blocks us from achieving that goal? Have the group think about and discuss the real and perceived barriers to having effective and successful youth–adult partnerships.



step one

Divide the participants into several small groups (six groups would be ideal). Ask each group to stand at one of the following six stations, designated by the six sheets of flip chart paper prepared earlier.

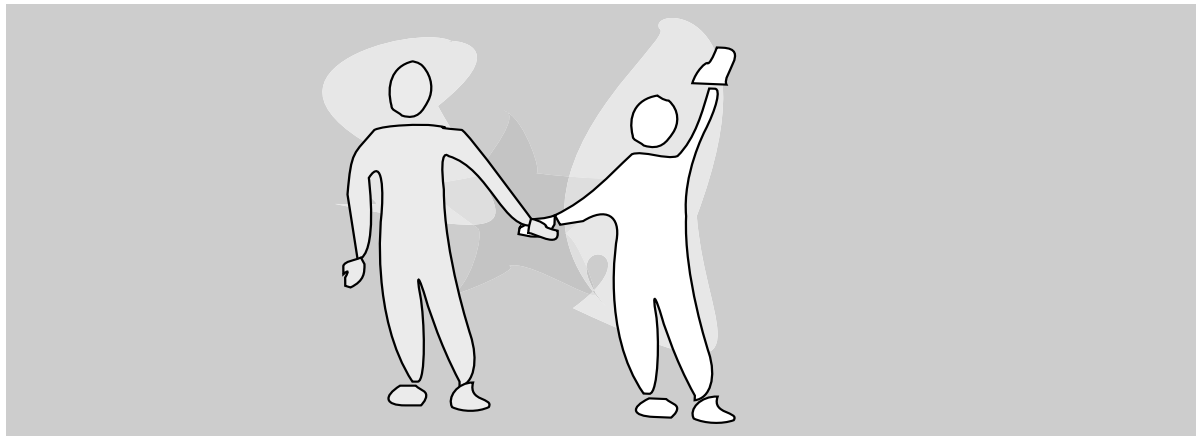
- How do adults view young people?
- How do young people view adults?
- What behaviors have you experienced in intergenerational meetings that would not be helpful in building healthy partnerships?
- What behaviors have you seen that help build strong partnerships?
- What blocks us from building effective working relationships between youth and adults?
- How can we ensure that barriers to building effective partnerships are minimized or eliminated?

step two

Explain that each group will have 2 minutes to brainstorm answers to the questions posted on the flip chart paper. Encourage groups to write down all answers, big or small. After 2 minutes, ask the groups to rotate to the next station. Rotation occurs until all groups have had the opportunity to answer each question.

step three

Ask the group to walk around the room to review each station, then ask the group to reassemble as a large group.



reflection and discussion

Process the activity in the large group using the following questions:

- What words or phrases caught your attention?
- What discussions did groups have as they rotated around the room?
- What gaps exist?
- What new ideas did you see?
- What concerns do you have?
- What would you say about the information to someone who is not here?
- What can you do over the next 2 weeks to begin to address a block or barrier?

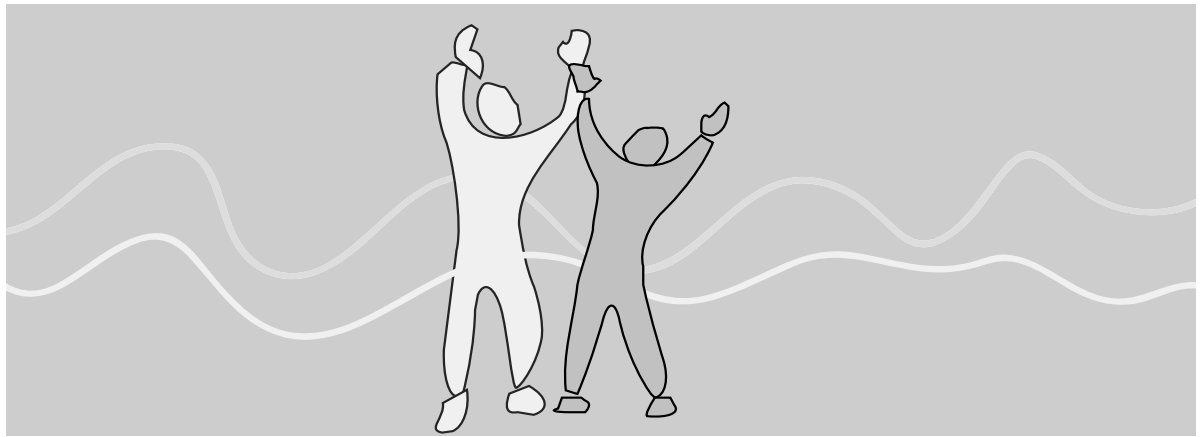
trainer note: Use this information in future group meetings or as a way to check in or assess how the partnership is working. This information may be helpful when using the assessment tools in the Training Essentials section.



**section three:
 advancing youth-adult partnerships**

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introduction

This section focuses on issues and components of youth–adult partnerships that go beyond the beginnings or foundations of partnerships. These activities were designed for youth–adult partnerships that have been in existence for a period of time, such as those on committees or boards or those who are working as a team within an organization or in the community. Several activities explore building an understanding of the principles of shared leadership. The exercises focus on how people are more alike than different and offer a win–win method for resolving issues that might arise. Several of the exercises require “homework,” such as going out to do interviews, as a prerequisite.

These activities should be used either as stand-alone exercises or sequenced with other appropriate activities to create longer trainings sessions. They are not intended for use in the sequence in which they appear in this section.



knowing yourself and your partners

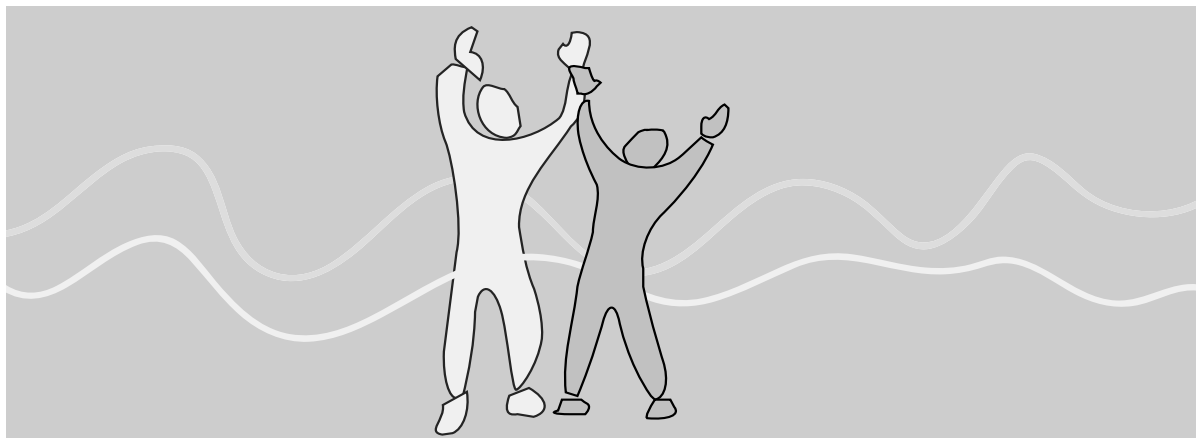
overview

It is important for people to understand who they are in relation to the other partners in a youth–adult partnership. Knowing what kinds of people you are working with, identifying roles and leaderships styles, and determining norms and boundaries help partnerships work more effectively and efficiently. This set of activities helps participants identify what they have to offer a partnership and what other resources exist in the partnership.

learning objectives

Participants will be able to:

- discuss the connection between influence and behavior and identify the characteristics of people who are able to influence other people’s behavior;
- describe friendship as an in-depth form of a healthy youth–adult team;
- identify the areas of strength and skills that they bring to a youth–adult partnership and appreciate the hidden effort needed to be a resource;
- establish boundaries to maintain a healthy, effective youth–adult partnership; and
- identify their personal leadership styles through a shared leadership lens and describe various leadership models.



superstar

- purpose**
- To connect influence with behavior
 - To identify the characteristics of people who are able to influence other people's behavior and examine how they help or hinder youth–adult partnerships

time 45 minutes

group size 6 to 20 participants

- materials**
- Flip chart
 - Marker
 - Paper and pencil

introduction

Describe for the participants one or two famous “superstars”—people with high profiles in the news, alive or dead, who have gained your admiration. Explain what it is about that person that wins your admiration, and list on a flip chart five characteristics that you can imagine or think the person has or had.

for example:

Sally Ride, first female astronaut: driven, determined, dedicated, risk-taker, physically fit

Michael Jordan, basketball player: team player, physically fit, dedicated, personable, parent



step one

Now ask participants to identify famous personalities whom they admire and to imagine the personal qualities of those people. Have them write down those qualities.

step two

Ask the participants to think of someone who is in their environment (school, home, youth agency, or community) who appears to have some or all of the same characteristics—a local superstar.

step three

Have the participants share their superstars, emphasizing the characteristics the superstars have in common. Write the characteristics on the flip chart.

reflection and discussion

Lead a discussion by asking the following questions:

- How old is your local superstar? (You may write the ages on the flip chart.)
- What does this say about the people we see as influential?
- Which influential characteristics would make our local superstar easy to partner with?
- What characteristics would get in the way of a partnership?
- How does our perception of influential people affect our own behavior in a youth-adult partnership?
- Name two things you'll do differently as a result of this discussion.

trainer note: With a large group, have them complete Step Three in small groups and report out shared characteristics. With a mixed group of youth and adults, consider targeting the discussion questions to each group to get an even representation of ideas.



the 20/80 rule

- purpose**
- To help participants uncover the areas of strength and the skills that they bring to a youth–adult partnership
 - To appreciate the hidden effort needed to be a resource

time 45 minutes

group size 6 to 25 participants

- materials**
- Flip chart and easel
 - Flip chart sheets for each participant
 - Markers

introduction

Tell the group that a well-known fact is that because of its large mass, only about 20 percent of an iceberg is above the surface of the water, whereas 80 percent is below the surface.

Like an iceberg, when observing people whom you admire, all that you see is this top 20 percent of the total effort—the study, training, and practice that it took to have great talents, characteristics, and qualities. What the person is doing shows above the surface. Most people will never see the 80 percent of the total effort, study, training, and practice that it took to make it, all of which are below the surface. Many times we think that the “superstars” we hear about are born with so much talent and skill that it was easy for them to “make it big.” Even though superstars make what they do seem easy, if you were to look into their backgrounds, you might be surprised at how much they have had to train and practice to develop their skills and to keep those skills sharp. This is the 80 percent of their effort—their study, sweat, training, and practice—that none of us ever see.

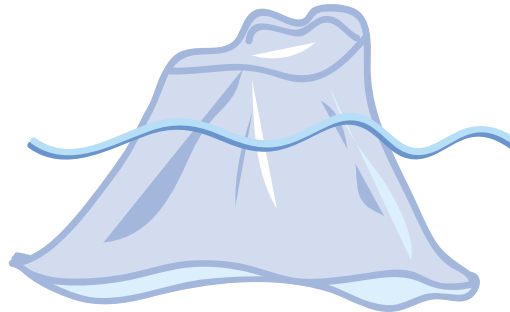


trainer note: Ask the group to identify one or two superstars (e.g., Michael Jordan, Denzel Washington, or Alicia Keys) and to give examples of the 20/80 rule for those superstars.

step one

Draw a large iceberg on a flip chart and again emphasize the idea of 20 percent being above the surface and 80 percent being below the surface.

Give each participant a sheet of flip chart paper. Have everyone draw an iceberg; be sure to have them include the waterline.



step two

On the 20 percent above the surface of the iceberg, have participants list all the things that they are good at, have achieved, or can share as a resource to the youth–adult partnership. Be sure to give and elicit a few examples to get them underway, such as “good listener,” “team player,” and “good with follow through.” Have participants share their drawing with one other person near them.

step three

On the part below the surface, have participants write the actions, efforts, and hard work they have done to become this great resource. Give a few examples, such as, “keep records of meetings,” “return phone calls,” and “maintain an appointment book.”

Hang the icebergs around the room, and have the participants walk around and view the icebergs (i.e., take a “gallery walk”) to observe what others wrote.



reflection and discussion

When participants have completed the gallery walk, ask the following questions:

- What shapes did you see?
- What words did you observe?
- Where did you find yourself saying “right on?”
- What are you skeptical about?
- What did you learn about participants whom you did not know before?
- What decisions, shifts, or changes do we need to make as a group?



the power of friendship

- purpose**
- To explore the concept of friendship as an in-depth form of a healthy youth–adult team
 - To challenge participants to be comfortable working with people outside their peer groups and established friendships

time Part I: Context and Instructions—20 minutes
Part II: Interviews, Analysis, and Discussion—1 hour

group size 4 to 20 young people

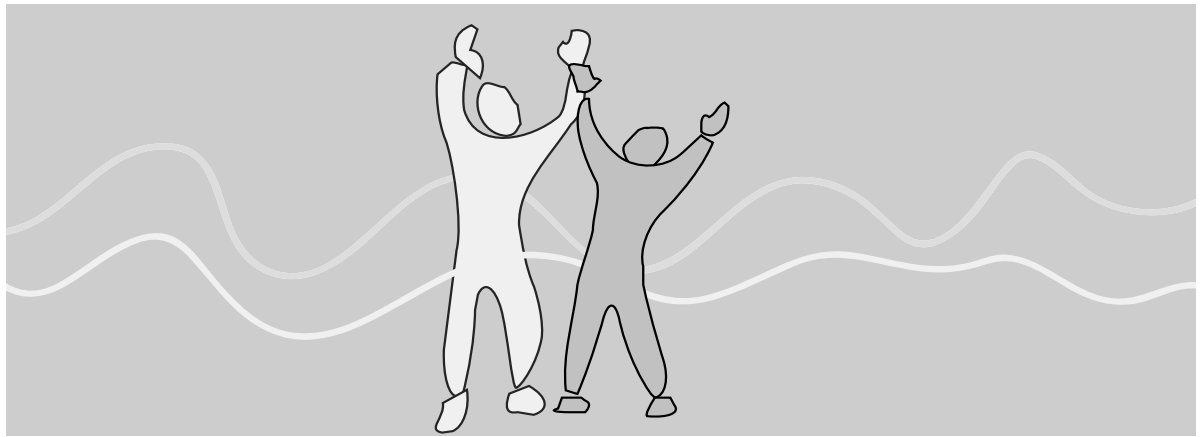
- materials**
- Flip chart and easel
 - Markers
 - Process questions (listed in Step 2)
 - Handout: Interview Sheet

prepare ahead The interview described in Step One should be completed in advance, or time should be provided during the training session for participants to do the interview.

introduction

Developing and maintaining meaningful friendships is important not only in adolescence but also throughout a lifetime. Friendships develop from a basis of liking and helping each other, loyalty, trust and sharing. Friendship characteristics continue to change as people mature. The elements of similarity, power, and acceptance may decrease in importance during adulthood. Despite changes, understanding adult friendships will help us see how we can be friends and work with all sorts of different people.

section three: advancing youth-adult partnerships



trainer note: This exercise is a two-step process.

step one

Using the Interview Sheet, have the young people interview an adult who is a family member, friend, agency staff, or teacher. The interview will take approximately 20 minutes to conduct.

step two

At your next designated time together, ask the young people to reflect on their interview notes. Have a discussion using the following questions:

- Describe one or two reasons your adult interviewee gave for having long-term friendships (for 10 years or longer).
- Describe two ways in which this person said friends influence what he or she wears, where he or she goes, or other things he or she does (peer pressure).
What surprised you most about his or her friendships?
In what ways are your interviewee's friendships and your friendships alike?
How are they different?
- How is what you learned about the important characteristics of friendships similar to those of your youth–adult partnership? How are those characteristics different?
What will need to be added, improved, or changed to make the youth–adult partnership like the long-term friendships your adult interviewees described?

interview sheet

Interview an Adult
(Family Member, Friend, Teacher, Agency Staff)

Name of person interviewed:

What activity do you most enjoy doing with a friend?

Have any of your friendships lasted for 10 years or more? If so, why do you think you have remained friends for so long?

What friendship quality do you most admire in your best male and best female friend?

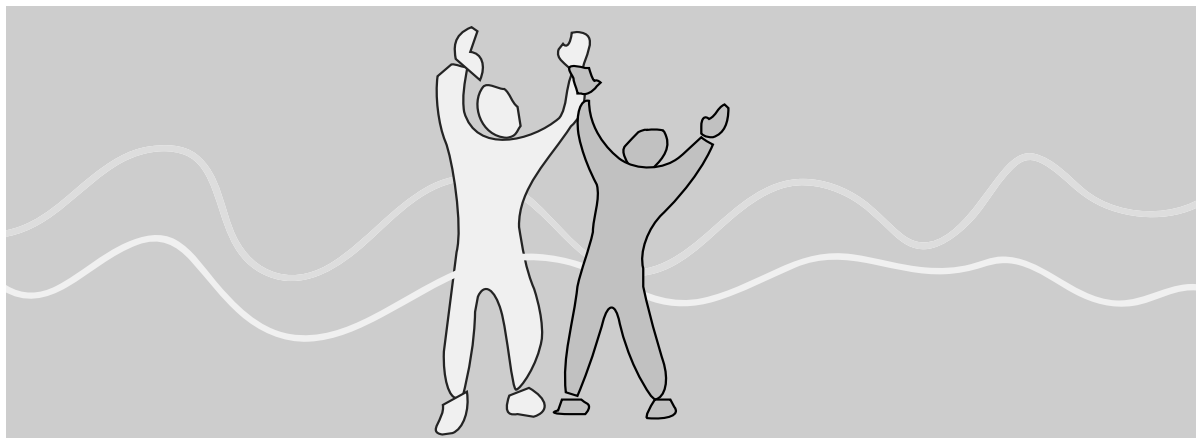
Compared with when you were a teenager, are your friends:

- More important today?
- Less important today?
- Just as important today?

Do your friends influence your decisions about the clothes you wear, the places you go, the things you do?

Give examples:

interview sheet - a handout



real partnering

- purpose**
- To increase the participants' knowledge of themselves and their partners
 - To increase the participants' understanding of how to work together constructively

time 60 to 90 minutes

group size 6 to 14 participants; group size can be larger if the time is increased accordingly

- materials**
- Markers
 - Pencils and pens
 - Sheets of paper
 - Thick construction paper

trainer note: The room should be set up so that partners are sitting next to each other and facing the front of the room. If you set it up in a half-moon shape, the teams will be better able to see the other teams.

introduction

This activity takes place in three sets. During two sets, each team member will be asked questions in relation to his or her partner. In the third set, each team member will answer questions in relation to him or herself. This activity is designed to help the partners understand the reasoning for the decisions they make and to secure a better understanding of their way of thinking and making choices.

This exercise can also help participants learn more about their and their partners' goals and expectations.



step one

Divide the group into teams of two (preferably two people who work together often). The youth–adult composition of the teams does not matter. The teams will compete against one another.

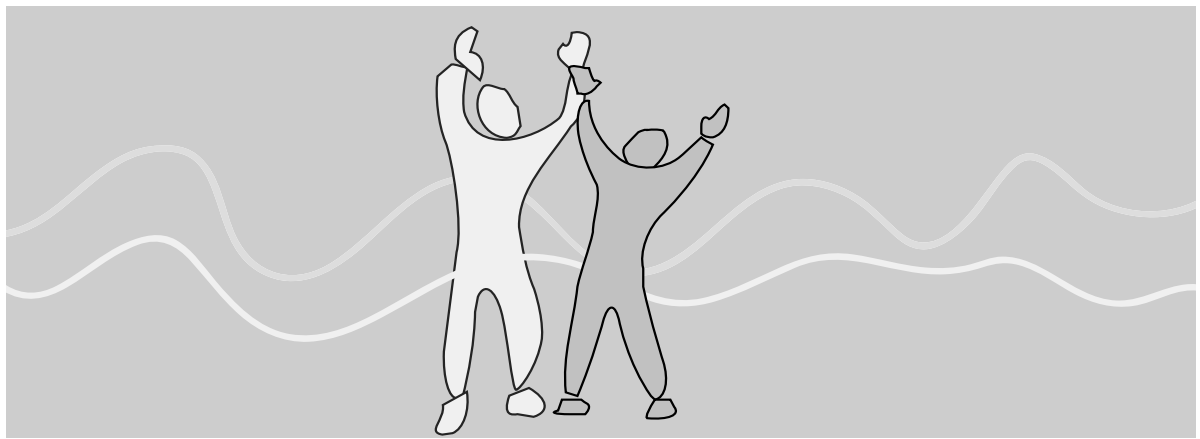
step two

Have the teams send one partner out of the room. When the partners are out of the room (and out of hearing distance), ask the team members who stayed to answer the following questions. Participants will need to use small sheets of construction or regular paper to write down their answers—one answer per sheet of paper. When the partners return, they should not see the answers; have the participants hold their answers face down on their lap.

Answer the following questions about your partner:

- Your partner’s favorite color is. . . .
- If your partner could travel anywhere in the United States, he or she would go to. . . .
- One of your partner’s favorite hobbies is. . . .
- One reason your partner became involved with your organization is. . . .

trainer note: You can add or change the questions, but be sure that they remain at a simple level (favorite television show, ice cream flavor, etc.).



step three

Next, bring in the other half of the teams from the next room. Explain that you already asked their partners a set of questions about them. Now you are going to ask them the same questions about themselves. Start with one end of the room and ask the absent partner the first question. He or she should answer out loud; the partner then holds up his or her answer. Ask the same question of each team before moving on to the next question. Answer the following questions about yourself:

- Your favorite color is. . . .
- If you could travel anywhere in the United States, you would go to. . . .
- One of your favorite hobbies is. . . .
- One reason you became involved with your organization is. . . .

step four

Now send the partners who initially answered the questions to the other room (i.e., switch positions). Using the same format, including paper and markers, ask the participants the following questions.

- One of your partner's favorite things about working in partnership is. . . .
- If your partner could try one new or different activity, it would be. . . .
- Your partner's favorite food is. . . .
- One of your partner's goals at his/her job (or school) is to. . . .

step five

Next, bring in the teammates from the next room and repeat the same process as earlier. Ask them the following questions, and compare their answers with their partner's answers:

- Your favorite thing about working in partnership is. . . .
- If you could try one new or different activity, it would be. . . .
- Your favorite food is. . . .
- One of your goals at your job (or school) is. . . .



step six

For the next section, both team members will stay in the room. They will again write their responses on the sheets of paper, keeping their responses confidential.

trainer note: Notice that these questions refer to themselves, rather than to their partners.

Answer the following questions about yourself:

- Three qualities I have that help me work well with others are. . . .
- One of my biggest challenges in working in partnership is. . . .
- If I could change one thing about the way youth and adults work in partnership at my organization, I would. . . .
- I love what I do in this organization because. . . .

step seven

Have partners share their responses with each other after they have written them down. Allow a total of 5 minutes for sharing.

reflection and discussion

Bring the group back together for a reflection discussion. Use the following questions, and include your own as you see fit:

- Think about the activity; what is one thing that you remember hearing or doing?
- What surprised you about this activity?
- When were you most excited during this activity?
- When were you most frustrated during this activity?
- What do you think was the purpose of this activity?
- How can you learn more about your partner?
- How could this activity affect your project or work once you leave here today?



where are you coming from? looking at shared leadership

- purpose**
- To examine individual leadership styles both for personal insights and for group development
 - To identify some common ground in leadership
 - To begin the process of identifying the group's assets relative to leadership styles

time 60 minutes

group size 20 to 30 participants

- materials**
- Animal pictures
 - Flip chart paper and easel
 - Leadership quotations displayed on wall of training space
 - Markers (enough for small groups)
 - Handout: Attributes of Leaders

trainer note: The time for this exercise can vary. Trainers may choose to spend more or less time with the context-setting discussion, depending on time constraints and the interests of the groups.

introduction

Ask participants to spend some time thinking about someone in their lives who they consider to be an exemplary leader. Explain that this leader may be someone they know or someone who influenced them without knowing them personally. Have participants introduce themselves and share who their leader was in five words or less.



Explain that one of the first hurdles to overcome in developing leadership is to rethink long-held notions about leadership. Both adults and youth tend to hold on to traditional views about leaders and leadership. Many believe that leaders are people who hold political offices, run businesses, or coach sports teams, but the truth is that leadership is much more complex and can include a broad range of people, actions, and abilities.

step one

Tell the group that leadership has many definitions and interpretations. Point out that around the room are several quotations on leadership by some currently recognized experts on the topic (see pg. 125-131).

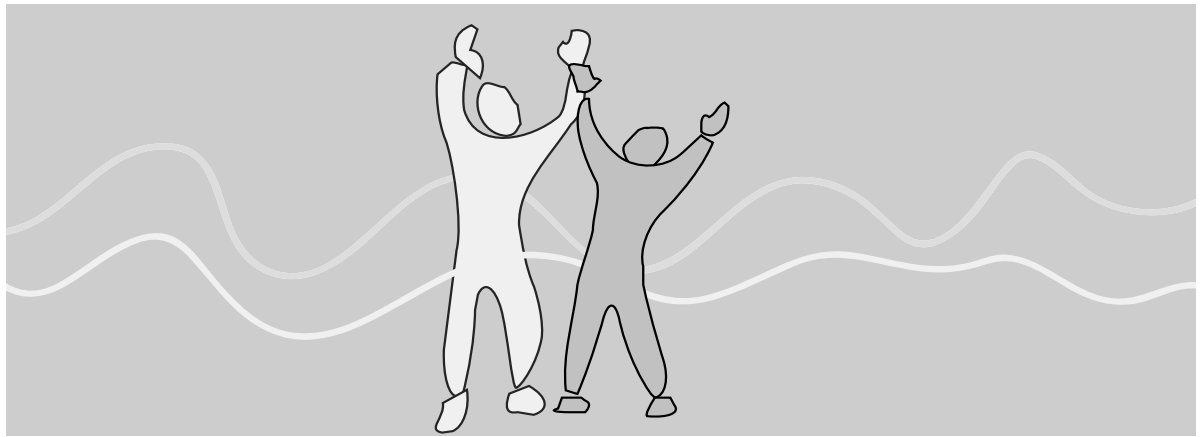
Ask for a volunteer to read each quotation. To encourage participation, a different volunteer for each quotation should be selected.

Ask the participants, “What do these definitions have in common?” (The main answer is that they all recognize that leadership can occur only in the context of a group of people who are working together.) As these definitions reflect, many different leadership models are out there. Many organizations operate using a top-down, or hierarchical, leadership model, which relies principally on the expertise of the people at the top. Some examples include the military and many of our corporations.

Ask the group to think of organizations they have been involved with that had hierarchical leadership structures.

These examples have applications within a certain context. Within the context of effective youth–adult partnerships, however, the shared leadership model is more closely aligned with our philosophies. Inherent in an effective youth–adult partnership is the effective practice of shared leadership.

Shared leadership, or a facilitative leadership style, is a democratic leadership model in which an organization (group) has more than one leader. Shared leadership recognizes both a functional and a situational component, allowing that at different times, while addressing different tasks, groups need different leadership skills. Shared leadership helps ensure the right mixture of skills and keeps the group dynamic and its members committed.



People differ in the leadership styles they find most comfortable and effective. Many people have a preferred leadership style to which they gravitate when in a leadership role. In an effective shared leadership model, it is important to recognize this preferred style in oneself and respect the individual styles of others. It is increasingly recognized, however, that a successful leader is able to modify his or her style to fit the group's needs.

step two

Distribute the Attributes of Leaders handout (pg.123). Ask participants to take a minute to read the handout quietly to themselves. As people complete the reading, ask the following questions:

- What words stood out for you?
- What attributes struck you as being especially critical?
- What attributes do you think would be most challenging?
- How does the list reflect your own leadership style?

step three

Introduce the topic of leadership styles, and invite participants to examine their own styles in an activity. Explain that just as we are individuals in other ways (e.g., dress, learning style, and social style), we differ in our style of leadership. Tell the group that this exercise will ask them to examine their own leadership style and reflect on its implications in different situations.

Have pictures of animals ready. Invite the group to think about the leadership qualities inherent in each animal and decide which animal is most like their own leadership style. Hold up each picture as you read the animal's name: (pg.117-122).

DOG SNAKE CAT LION DEER MOUSE

Then post the animal pictures around the room.



step four

Ask participants to go to the animal that most reflects their leadership style. Give each group two sheets of flip chart paper. Instruct each group to identify a presenter, who will present the group's answers, and a "scribe," who will record the group's responses to the following question:

"What are the qualities of your animal that best describe your leadership style?"

step five

Allow the groups 15 minutes to discuss, debate, share, and laugh on this question and write their responses on the first sheet of paper. Ask the presenters to present their animal's qualities to the group.

Have tape ready to post the paper on the wall as the "presenter" speaks.

step six

After all the groups have shared, ask each participant to select one of the other animals in the room and respond to this question:

"Given the qualities of this animal, what will I need from that animal in order to work with it successfully?"

Ask participants to write their answers on the other sheet of paper. Give the groups about 15 minutes to discuss the question and write their thoughts.

step seven

Ask for presenters to share their groups' thoughts. Their paper should be posted next to their first paper on the wall.

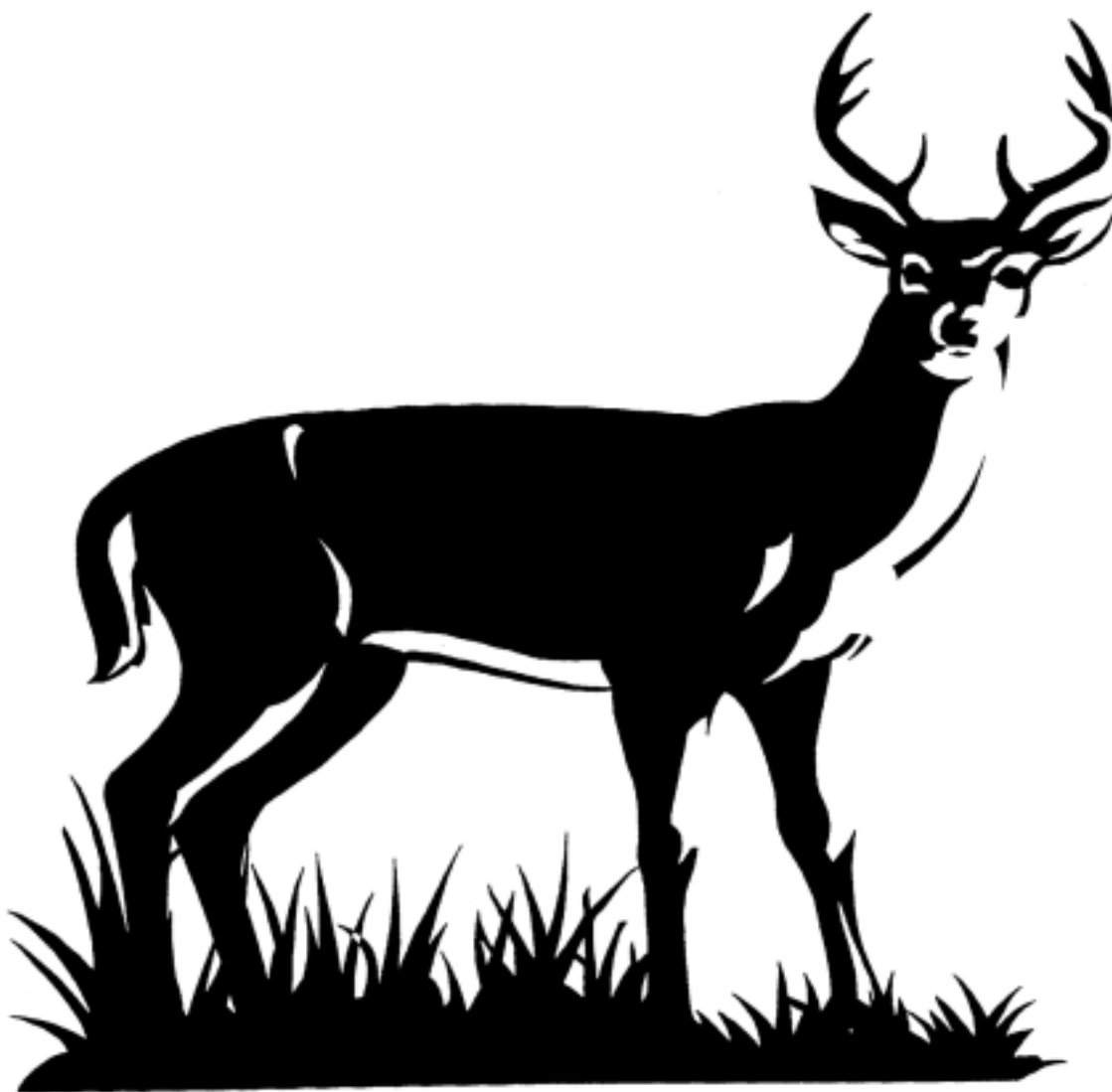


reflection and discussion

Process the exercise with the following questions:

- What did you see when you looked at the people in your group?
- How did your group approach the tasks assigned?
- What were some challenges you experienced?
- How did you feel when your animal was discussed by another group?
- What insights did you gain on your own leadership style?
- How could you apply those insights to your youth–adult partnership experience?

where are you coming from?
looking at shared leadership - a handout



DEER

where are you coming from?
looking at shared leadership - a handout



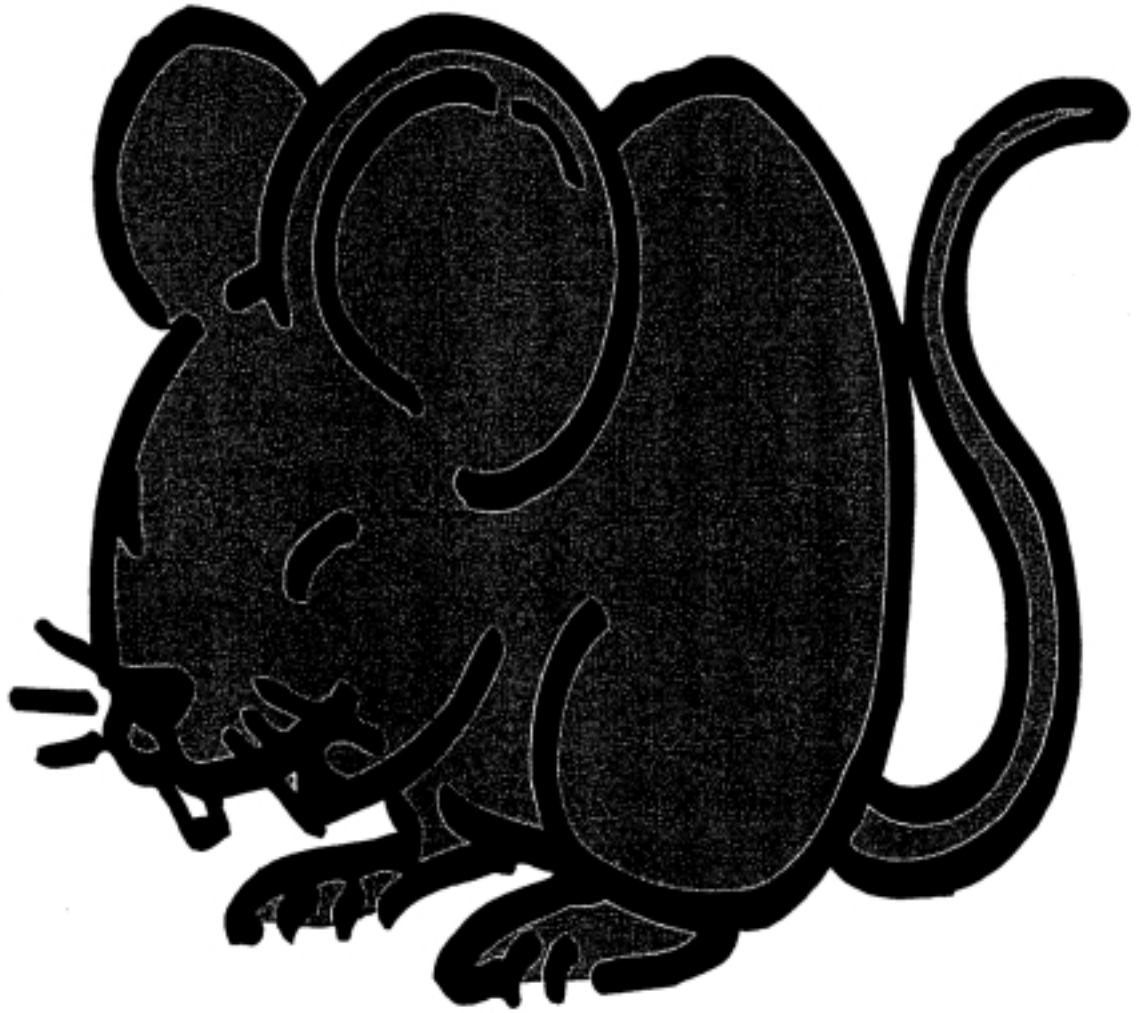
DOG

where are you coming from?
looking at shared leadership - a handout



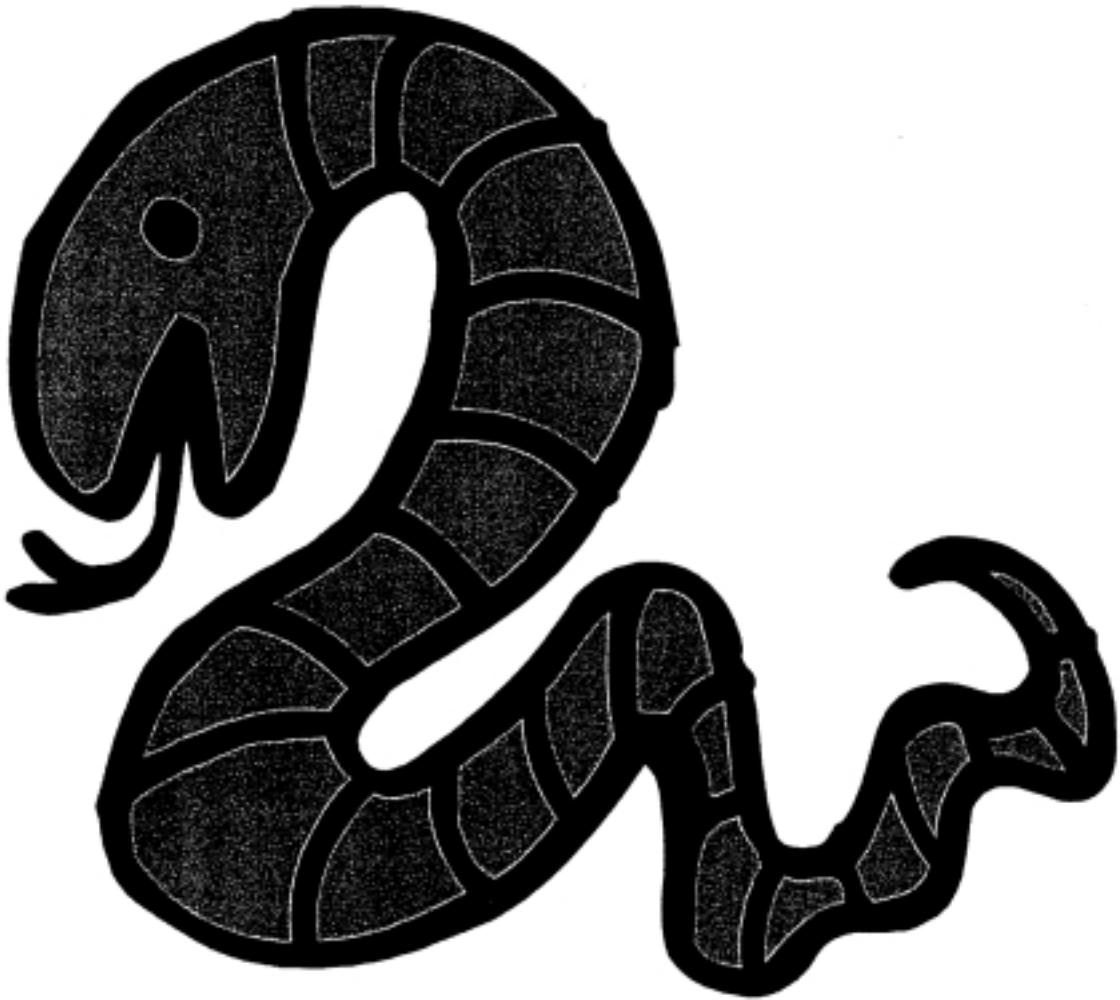
CAT

where are you coming from?
looking at shared leadership - a handout



MOUSE

where are you coming from?
looking at shared leadership - a handout



SNAKE

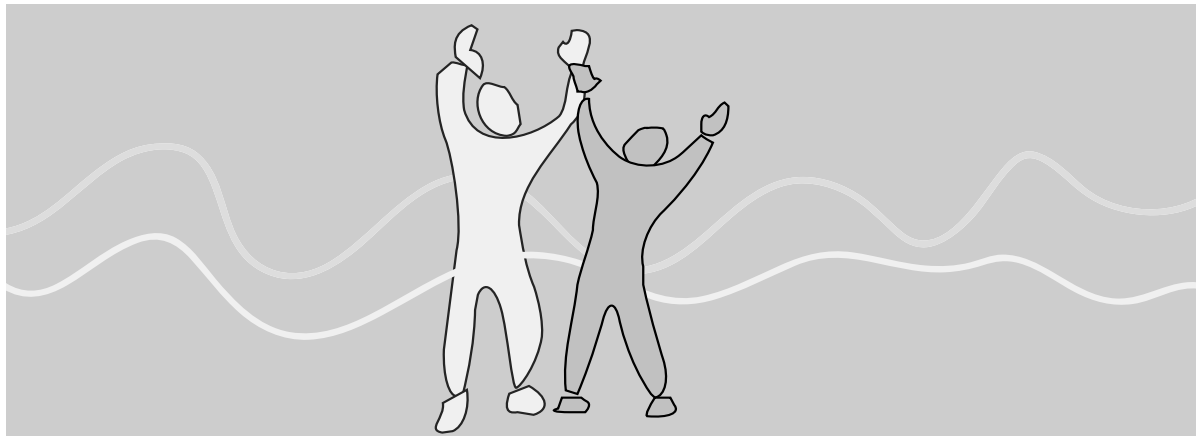
where are you coming from?
looking at shared leadership - a handout



LION

attributes of leaders

- Physical vitality stamina
- Intelligence and judgment-in-action
- Willingness (eagerness) to accept responsibilities
- Task competence
- Understanding of followers/constituents and their needs
- Skill in dealing with people
- Need to achieve
- Capacity to motivate
- Courage, resolution, steadiness
- Capacity to win and hold trust
- Capacity to manage, decide, set priorities
- Confidence
- Ascendance, dominance, assertiveness
- Adaptability, flexibility of approach



closure

Remind the group that many different leadership styles exist and that no one style is better than another. No one style is age exclusive. Certain tasks require certain styles of leadership, and some tasks may be more or less challenging for people of one style than others. Shared leadership allows for different styles to operate as best fits the task at hand. In a youth–adult partnership, as in any partnership, insights into the different styles can facilitate the intentional selection of a leadership style.

If you can
dream it,
you can
do it.

–Walt Disney

Fail to honor people,
they fail to honor
you; but of a good
leader, who talks lit-
tle, when his work is
done, his aim ful-
filled, they will all
say, “We did this
ourselves.” *–Lao-tzu*

True leadership
is the art of
changing a
group from
what it is to
what it ought to
be.—*Virginia Allen*

quotes

If you are a block ahead of the parade . . . you're leading it. If you are two blocks ahead of the parade, you aren't even in it.

—*Dr. Lawrence Kratz*

Time is neutral
and does not
change things.
With courage
and initiative,
leaders change
things.

–Jesse Jackson

Leaders must encourage their organizations to dance to forms of music yet to be heard.

–Warren G. Bennis

Do what you do
so well that they
will want to
return to see it
again and bring
their friends.

*–Walt Disney at the opening of Disneyland,
1955*



working as a team

overview

Being a well-oiled machine means take a look at the “mechanics” of partnerships. Learn how to make the process of partnership work smoothly by exploring how communication, time, partner roles, and boundaries affect the work of partnerships. Partnerships will spend more time on process and, possibly, experience more angst without having clear systems in place.

learning objectives

Participants will be able to:

- describe how working in teams takes more time and requires clear lines of communication;
- work comfortably with other people—both youth and adults—outside their peer groups, colleagues, and established friendships; and
- define the various roles on a team.



working with more than one person:

a set of three activities

- timing is everything
- communication maze
- giving partnership a chance

- purpose**
- To increase participants' awareness of the challenges of working with more than one person
 - To identify issues involved in schedule conflicts
 - To challenge participants' skills in communication and highlight the role communication plays in partnerships

trainer note: Another section of this activity will look at how working with more than one person may be a longer process but is necessary for group participation and ownership. It can be more time consuming to practice clear communication when groups comprise more than two people.

time Approximately 90 minutes total (approximately 30 minutes per activity)

group size 8 to 24 participants

materials See each activity for specific materials



option To add a fun and competitive aspect, participant teams may be awarded points, using a scale of 1 to 10, according to which team finishes first, second, and third at the end of each activity.

why would someone need these activities?

- If a group is becoming frustrated with partnerships.
- If a group is having scheduling conflicts.
- If a group is worried about the issue of responsibility.
- If people are not being fully involved in a project due to lack of time.

trainer note: These activities may be used together in one session or as separate activities.



timing is everything

purpose • To increase participants' awareness of the challenges of working with more than one person and to identify issues with scheduling conflicts

time 30 minutes

group size 8 to 24 participants

materials Handout: Schedule Maps A-F (pg.138-143).

introduction

Tell the group that the object of this activity is for each group to juggle its multiple schedules and eventually find a time that is mutually workable to meet.

step one

Separate groups (at least four members per group) as equally as possible. Ask each group to establish a leader and a team name.

step two

Once a leader has been established, give each member of the group (other than the leader) a different copy of the provided schedule maps. Explain that the group members cannot show each other their maps.



trainer note: If a group has more participants than there are separate schedule maps, it is okay for more than one person to use the same map as long as the group has one of each map.

step three

Explain that the leader's job is to try to plan a 2-hour meeting as quickly as possible because, as he or she will discover, the team is very busy. This leader must be able to work around the schedules of his/her diverse and busy group. The only rules are as follows:

- No one may cancel any appointment, and they may only move the underlined appointments.
- Each person must be asked about a specific slot in order to reply. In other words, a person cannot offer up when he or she is free but can only answer specific questions.

step four

Explain to the groups that when they have successfully planned a day and time for their meeting, they should signal you to verify that their scheduled time is workable for everyone. Every group should continue working until the members have completed the objective.

step five

Finally, when all the groups have scheduled the meeting, bring the whole group back together to process the activity.



reflection and discussion

Lead a discussion by asking participants the following questions:

- Can someone briefly explain what we just did?
- What about this activity sticks out most in your head?
- What was easiest about this activity?
- What was most difficult in completing this activity?
- What are some similar issues you face in your project or work?
- What is one thing you will take from this activity that may help you with your youth–adult partnerships?

weekly schedule (a)

All items underlined may be re-scheduled. Meeting may not take place between the hours of 8 p.m. and 8 a.m.

weekly schedule (a) - a handout

| | |
|----------------|--|
| Monday 1 | school 8a.m. - 3 p.m. play practice 3 p.m.- 5 p.m. <u>basketball game at school 6 p.m.- 8 p.m.</u> |
| Tuesday 2 | school 8a.m.-3 p.m. play practice 3 p.m.- 5 p.m. |
| Wednesday 3 | school from 8 a.m.- 3 p.m. play practice 3 p.m. - 5 p.m. work 6 p.m. - 10 p.m. |
| Thursday 4 | school 8 a.m.- 3 p.m. <u>meet group at library to work on project for school 5:30 p.m.</u> |
| Friday 5 | school 8 a.m. - 3 p.m. work 4 p.m. - 8 p.m. |
| Saturday 6 | work 10 a.m. - 4 p.m. |
| Sunday 7 | church 10 a.m. - 12 p.m. <u>work on group project for school 1 p.m. - 5 p.m.</u> |

weekly schedule (b)

All items underlined may be re-scheduled. Meeting may not take place between the hours of 8 p.m. and 8 a.m.

| | |
|----------------|---|
| Monday 1 | meeting @9 a.m. lunch 12 p.m.- 1p.m. office from 1 p.m. - 5 p.m. |
| Tuesday 2 | office 9 a.m. lunch 12 p.m. - 1 p.m. office 1 p.m. - 3 p.m. |
| Wednesday 3 | day off <u>go shopping for niece's birthday</u> |
| Thursday 4 | office 9 a.m. - 3 p.m. <u>grocery shopping 3:30 p.m. - 6 p.m.</u> staff meeting @ 6:30 p.m. |
| Friday 5 | office 10 a.m. - 3 p.m. |
| Saturday 6 | leave for family reunion out of town until monday |
| Sunday 7 | out of town |

weekly schedule (b) - a handout

weekly schedule (c)

All items underlined may be re-scheduled. Meeting may not take place between the hours of 8 p.m. and 8 a.m.

weekly schedule (c) - a handout

| | |
|----------------|--|
| Monday 1 | teach class 8 a.m.- 4:30 p.m. |
| Tuesday 2 | teach class 8 a.m.- 3 p.m. staff meeting 3:30 p.m. - 5 p.m. |
| Wednesday 3 | class 8 a.m. - 12:30 p.m. workshop 2 p.m. - 4 p.m. <u>go out to dinner with friends 6 p.m. - 10 p.m.</u> |
| Thursday 4 | teacher institute day 9 a.m. - 3 p.m. kid's first band concert 7:30 p.m.- 9 p.m. |
| Friday 5 | teach class 8 a.m. - 4 p.m. <u>stay home with kids after 4 p.m.</u> |
| Saturday 6 | teacher re-certification class 8 a.m. - 4 p.m. |
| Sunday 7 | <u>spend the day with family</u> |

weekly schedule (d)

All items underlined may be re-scheduled. Meeting may not take place between the hours of 8pm and 8am.

weekly schedule (d) - a handout

| | |
|----------------|---|
| Monday 1 | meeting 11am-3pm kid's doctor appointment at 5:30pm |
| Tuesday 2 | office @ 8am lunch 11am-12pm staff meeting 1pm-3pm |
| Wednesday 3 | office 8am-2pm workshop 4am-6pm |
| Thursday 4 | office 8am-3pm <u>yoga 7pm-9pm</u> |
| Friday 5 | office 8am-3pm appointment with accountant @ 4pm stay home with kids (babysitter's day off) |
| Saturday 6 | kids soccer game (bring juice and snacks) 10am-4pm |
| Sunday 7 | church 9am-1pm <u>spend rest of the day with family</u> |

weekly schedule (e)

All items underlined may be re-scheduled. Meeting may not take place between the hours of 8 p.m. and 8 a.m.

weekly schedule (e)

| | |
|----------------|---|
| Monday 1 | class 10 a.m. - 1 p.m. interview downtown 3 p.m. - 6 p.m. |
| Tuesday 2 | no classes <u>work on final project</u> |
| Wednesday 3 | class 9 a.m. - 12 p.m. work 4 p.m.- 8 p.m. |
| Thursday 4 | class 1 a.m. - 3 p.m. |
| Friday 5 | work on final project 3 p.m. - 7 p.m. |
| Saturday 6 | <u>study for finals 12 p.m. - 4 p.m.</u> birthday party around 7p.m. |
| Sunday 7 | study for finals and complete work on project |

weekly schedule (f)

All items underlined may be re-scheduled. Meeting may not take place between the hours of 8 p.m. and 8 a.m.

| | |
|----------------|--|
| Monday 1 | no school <u>hang out with friends</u> |
| Tuesday 2 | school 8 a.m. - 3 p.m. soccer practice 3 p.m. - 5 p.m. |
| Wednesday 3 | school 8 a.m. - 3 p.m. soccer practice 3 p.m. - 5 p.m. youth group 7 p.m. - 9 p.m. |
| Thursday 4 | school 8 a.m. - 3 p.m. indoor soccer game 7 p.m. - 10p.m. |
| Friday 5 | school 8 a.m. - 3 p.m. babysit 4 p.m. - 12 a.m. |
| Saturday 6 | orchestra rehearsal 10 a.m. - 3 p.m. |
| Sunday 7 | |

weekly schedule (f) - a handout



communication maze

- purpose**
- To challenge participants' communication skills
 - To look at what roles people play in partnerships

time 20 minutes, depending on group size

group size 8 to 24 participants

- materials**
- Blindfold
 - Newspaper
 - Masking tape (or another thick tape)
 - Obstacles (chair, crumpled paper, box, etc.)

prepare ahead Using masking tape, create a rectangle on the floor long enough that all participants can stand comfortably along both sides of the length of the rectangle.

introduction

Tell the group that the object of this activity is for each team to successfully get its leader from one end of a rectangle to the other without bumping into any roadblocks.

step one

Divide the participants into two groups.

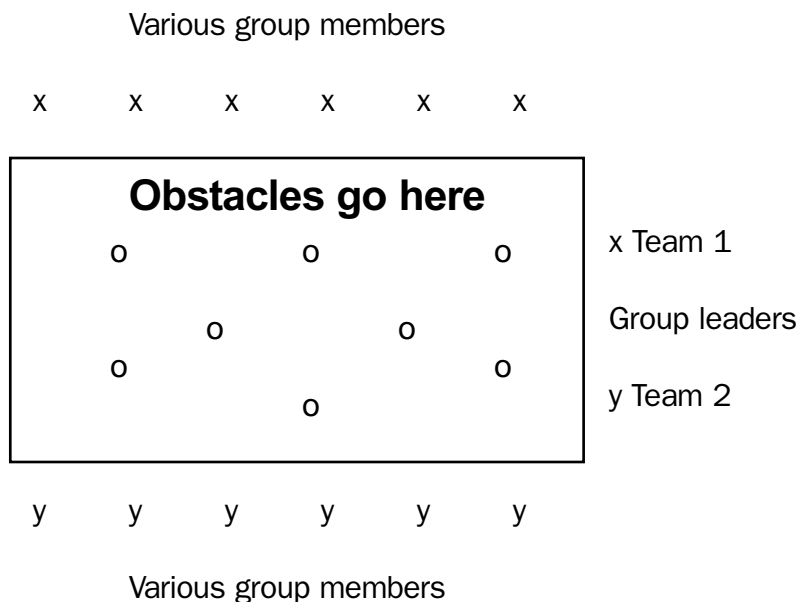


step two

Have each of the groups elect a leader. This leader has now become the team’s “game piece.”

step three

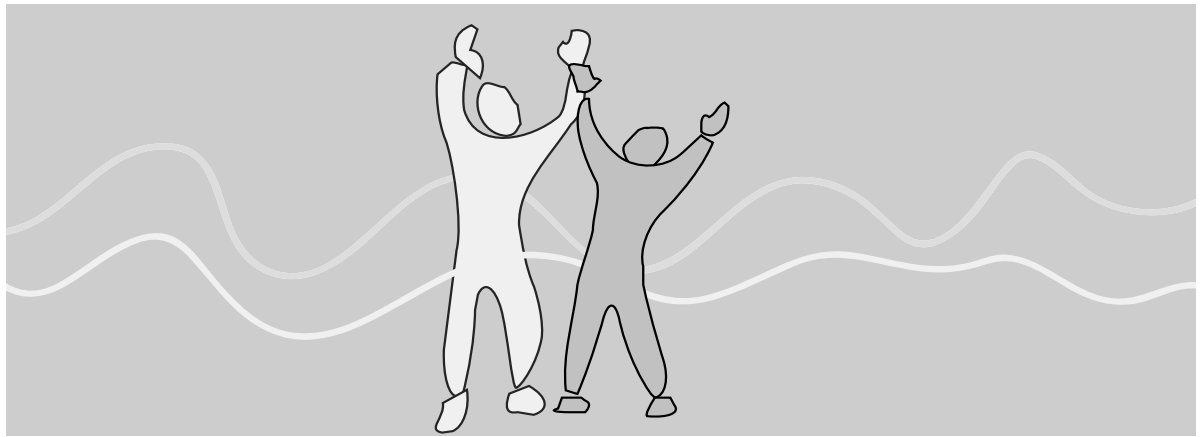
Line up the two game pieces along the width of the rectangle and have the remaining teammates line up along both sides of the length of the rectangle.



Once the remaining teammates have selected a place to stand, they may not move.

step four

Blindfold the game pieces and set up an obstacle(s) in the rectangle. You may wish to use chairs, cans, newspaper, or anything else of your choice as obstacles.



step five

Explain that the blindfolded game pieces are to make their way across the room trying to reach the other side of the rectangle without running into any obstacles or people. The game piece must listen for his or her teammates and try to follow their direction. The teammates are responsible for communicating to their game piece the safest route through the maze. Teammates are not allowed to touch the game piece.

step six

If the game piece does run into an obstacle, the trainer is to immediately yell “FREEZE,” and all movement and voices stop. The game piece who ran into the obstacle must return to the beginning of the maze. The trainer should guide that game piece back so that he or she does not have the chance to see or study where the obstacles are located. Start the activity again.

step seven

The first team to have its game piece reach the other end of the maze wins! If time permits, you may allow the other game piece to finish. After everyone completes the activity, bring the whole group back together for a reflective discussion.



reflection and discussion

Ask participants to briefly describe what they did during the activity. Then ask the following questions:

- What are some of the words or phrases you remember hearing others say?
- How did you aid the leader?
- How did your team aid the leader?
- What was easy about this task?
- When did you feel challenged during this activity?
- Ask the leader(s): What was helpful to you? What was not helpful?
- What similar real-life experiences have you had as a leader?
Or as a team member?
- Who were the influential team members? Why?
- How did verbal and nonverbal cues play a part in getting the leader to the finish line?
- How does this activity relate to your partnership activities?
- What are some lessons from this activity that may be applicable to your project or work?



giving partnership a chance

- purpose**
- To explore how the process of working with more than one person may take longer and complicate communication
 - To see how expanded time and communication are necessary for group participation and ownership

time 30 minutes

group size 8 to 24 participants

- materials**
- Newspaper
 - Masking tape
 - Object cards (cactus, martian, paintbrush, etc.) (pg.151)

introduction

Tell the group that the object of this activity is for each small group to construct a specific object out of newspaper and tape. Only the leader knows what the object is. Other challenges include limited time and means of communication.

trainer note: You may want to supply each group with newspaper and tape before you begin the activity.

step one

Divide large group into smaller groups of four to five people. Have each group choose a leader.



step two

Give the leader an object card and explain that he or she cannot share that card with anyone. Let the groups know that group members will have 15 minutes to work together to create the object to the best of their ability using only newspaper and tape. Also explain that everyone must play a part in creating the object.

trainer note: To ensure confidentiality, you may want to collect the cards before the activity.

step three

Explain that the leader will not be allowed to talk during this activity unless asked yes/no questions by group members. Only then will the leader be able to answer, saying either yes or no. The leader is allowed to build the project with the group.

optional step three

You may give the group members limits or roles to increase the difficulty of the activity. Such roles may include the following:

- Some group members may be prohibited from speaking.
- Some members can play roles, such as being a positive or negative force.
- Group members may be blindfolded.
- Group members may be able to use only one hand.

step four

Give groups 15 minutes to create their object.

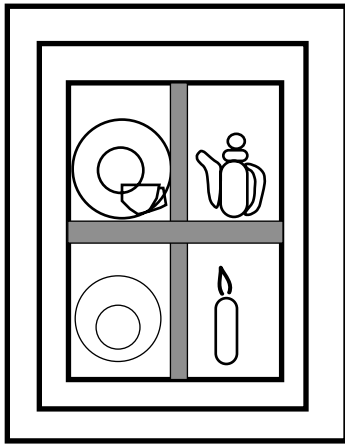


reflection and discussion

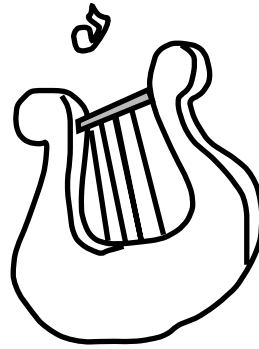
Start by going around the room and asking each person to share one thing he or she did during the activity. Then ask the following questions:

- What do you remember seeing others do during this activity?
- What made the process quicker?
- What made the process slower?
- How did communication affect your activity?
- How is this activity similar to other projects or work you are involved in?
- What have you learned from this activity that you may be able to apply to your work or project?

A



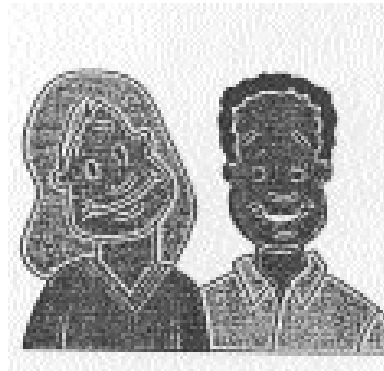
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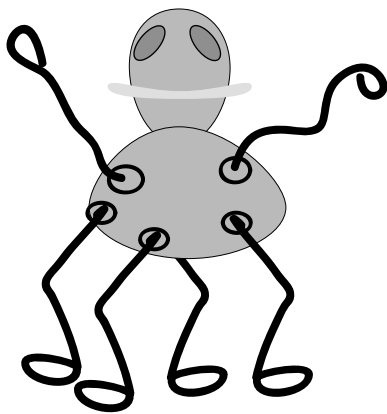
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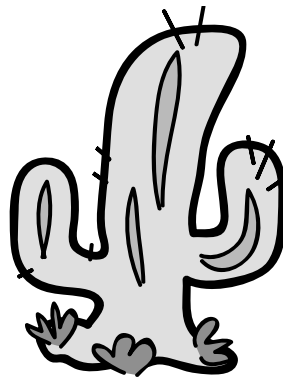
D



E



F





bound: perceiving limits

purpose • To explore the meaning of limits and challenges

time 60 minutes (depending on group size)

group size 8 to 30 participants

materials

- One bandanna (or similar material) per participant
- Flip chart
- Markers and creative materials (e.g., paint, crayons, cloth, glue, colored paper)
- Sample pictures from magazines (option one)

prepare ahead The trainer may want to set up the room ahead of time if training alone. Give participants as many creative materials as are available, such as paint, crayons, cloth, and glue, or simply provide them with markers. Provide only the paper on the table(s), and scatter the other materials around the room to allow participants to choose their resources as a team.

introduction

Explain that the object of this activity is for groups to recreate a simple picture or create their own picture that is based on a specific topic—whichever they prefer. Explain that this activity can be helpful to them if participants want to effect changes but feel that they cannot; if they want to explore new ways to overcome obstacles when working with others; or if they want to learn to use their limits to their advantage rather than avoiding them.



step one

Split the participants into teams of 8 to 10. (Note: this number may vary according to group size). Have each team line up shoulder to shoulder.

step two

Using the bandannas, tie each team member's wrist to that of the person next to him or her, until the entire team is connected at the wrists. You may tie the wrists yourself or have participants tie each other's hands. Explain that the bandannas that are connecting them represent everyday limits that they may encounter at work or school, while planning projects, with family and friends, and so forth, such as lack of funding; lack of resources; a stubborn Board of Directors; or disagreements with parents, caretakers, or spouses and partners).

step three

Next, supply each team with a sheet of flip chart paper. Be sure that the markers and creative objects are spread around the room.

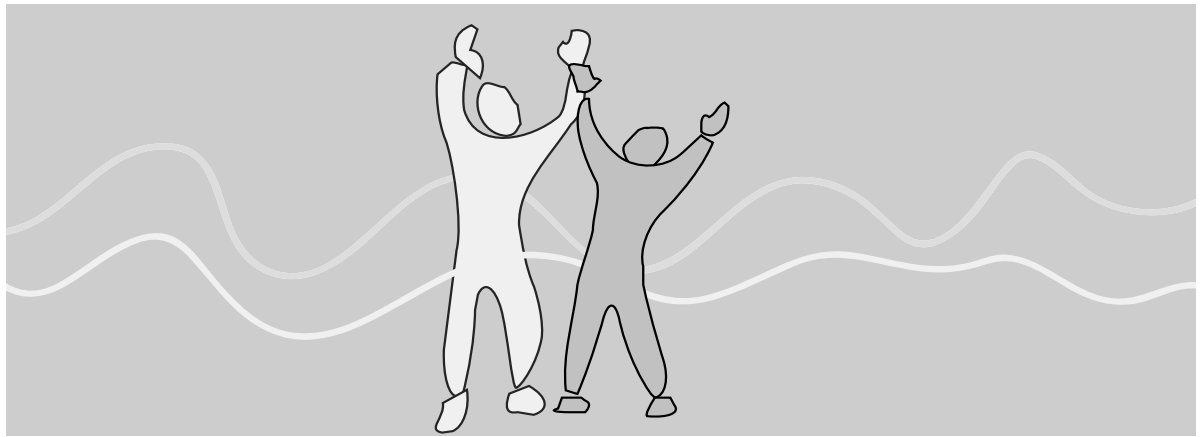
step four

Explain the objective to the participants:

option one: Participants will recreate a simple picture (from magazine samples).

option two: Participants will create a picture that is based on a theme, such as an ideal summer home, a perfect community, their community, or a team mural.

trainer note: You may want to allow an extra 5 to 10 minutes for Option 2 to allow for discussion time.



Explain that the participants will have to work within their limits to achieve their objective within the allotted time of 20 minutes (25 to 30 minutes if using Option Two). They are not allowed to remove their limits; they are only to find ways to work around them or with them.

step five

Explain to participants what their resources (i.e., markers and creative materials) are and where to find them. They are only to take what they will need in order to make sure there are enough materials for everyone.

step six

Have groups create their pictures. After the time is up, have each group hang its poster in the front of the room.

reflection and discussion

Ask someone to briefly explain the activity the group just did. Then process the exercise with the following questions:

- What is one thing that you did to contribute to the objective?
- What are some things that you heard people say?
- When were you most frustrated in the activity?
- When were you most engaged in the activity?
- How did the limits affect your involvement?
- How did the limits affect the group project?
- What do you think the purpose of the activity was?
- What have you learned from this activity?
- What might you apply from this activity to your youth–adult team?



project development: traditional roles

purpose • To challenge participants' awareness of traditional roles as they work in partnership

time 60 minutes

group size 6 to 24; both youth and adults **MUST** be present
Add an extra 10 minutes for each additional group

materials • Flip chart paper
• Markers

trainer note: A minimum of two trainers is best for this exercise; you must have a minimum of two trainers if you have more than two participant groups.

introduction

Explain that this exercise is an interactive approach for groups to start looking at their traditional ways of approaching problems and the effects of those approaches.

step one

Select from the list below a scenario that is most appropriate for the participants, or create one to best suit the group you are working with.

section three: advancing youth-adult partnerships



- Your agency has been given \$10,000 to start an after-school program for youth in high-risk settings. Design this program.
- The local public high school board of administrators refuses to change a uniform policy. What about this policy would you like to see changed, what are you going to do to effect that change, and how are you going to go about doing it?
- You have received a grant for \$5,000 to create a new program in the community to keep youth from using drugs or alcohol. Plan this program.
- Your agency wishes to plan a fundraising dinner. Plan the arrangements and how you will achieve them on a budget of \$2,000.

step two

Tell the group that you have several projects for them to complete in a limited amount of time and that you would like to separate the youth and the adults into groups.

step three

Move one of the groups into a separate room (out of hearing distance) and ask them to work on the scenario you selected. Give them flip chart paper and markers so that they can easily present their ideas when they are finished. Allow them 20 minutes to complete their idea.

trainer note: You want them to think that they are working on a different project from the other group.

step four

Repeat the directions to the other group, assigning them the same scenario. If you have more than two groups, you can assign the third and fourth groups a new scenario.



step five

After time is up, bring the two groups back together. Have each group BRIEFLY present its ideas to the group. After both groups have presented their information, facilitate a discussion on the process. Feel free to use the questions below and to include others as you see fit.

- What scenario did your group work on?
- What are the similarities between the two outcomes? The differences?
- What other resources could each group have used?
- (optional) If the groups did not use each other as a resource, point that out to them, and ask them why they did not invite someone from the other group to join their group. The participants may be surprised and defensive, telling you that you told them to work on the projects separately. Remember to discuss with them the fact that that most of our systems are set up for youth and adults to work separately, and that it takes a concerted effort to reach out to the group that is not represented.
- (optional) If the groups did use a member of the other group, discuss with them how they decided to do that, even though they were not encouraged to do so. If the plans were created in partnership, how might they be different?

step six

Ask the groups to pick out the top ideas from each group's original presentation and construct a third flip chart together. Again, provide them with flip chart and markers. Give them 15 minutes to complete this project.



reflection and discussion

Finally, lead participants in a brief group reflection on the activity. Ask the following questions:

- Thinking back over this entire exercise, what is one word or phrase that you remember hearing?
- What was hard about this activity? What was easy?
- When were you most engaged in the activity?
- How did this activity most challenge you?
- What do you think was the purpose of this activity?
- How might this activity affect the work of your youth–adult team?

trainer note: If possible, laminate the final, wonderfully creative plan and post it in a visible site as a reminder that the limitations of traditional roles are still out there and that when we overcome those limits and really work together, the final product is always better!



what s your role?

purpose • To help youth and adults see the importance of their roles in a team and how best to work together

time Approximately 60 minutes

group size 16 to 36 participants

materials

- One 100-piece puzzle
- Riddle or brainteaser
- Two math word problems (Other “solvable puzzles” can be used.)
- A word problem
- Handout: My Role in the Group and Cooperation and Roles Questionnaire (pg. 162& 163)

prepare ahead Set up “solvable problem” stations in the room prior to beginning this activity. The following are station examples:

- Two math word problems, scratch paper, and pencils
- A 100-piece puzzle
- A riddle or brainteaser (see samples on pg. 164)
- A word problem

introduction

Explain that this exercise gives participants a chance to experience roles they customarily assume in group situations. It helps the partners understand each other better and see that people take on different roles in different situations.



step one

Form small groups of equal numbers of adults and youth. Assign each group to a “station” in the room. Each station should have a “solvable problem” situation for the group to work on.

step two

Give each group 5 minutes to work. Points are to be awarded to each group according to what the group has achieved at each station (i.e., 1 point for minimum work and 5 points for solving the problem). The object is to get the group to work together quickly and effectively.

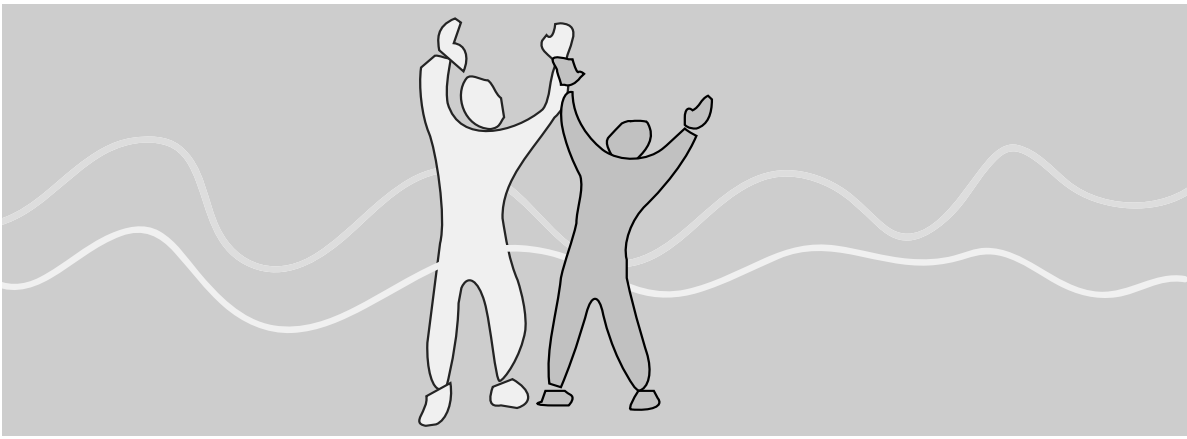
trainer note: Remind the participants that they are not competing against the other groups. You can award points to teams for working together and for quickly solving the “problem.”

step three

When time is up for the first problem, award points to each group, then move each group to the next station. Continue the procedure until each group has been to all stations. Celebrate their successes.

step four

Gather everyone back and have each person complete the two handouts, the My Role in a Group worksheet and the Cooperation and Roles Questionnaire.



reflection and discussion

When participants have completed the handouts, ask the following questions:

- What are some examples of what you observed?
- What did you learn about yourself?
- How did communication style and characteristics affect the process?
- Why is it important for people to take on different roles?
- From what you just experienced about roles, what is important to keep in mind in order to have an effective youth–adult partnership?
- What are you going to work on to make your partnership work and your work in groups more productive for everyone?

my role in the group

The circle represents all of the time you spent with your small group. How much of the time were you a follower? A leader? An observer? A helper? A clown? A loner? A rebel? Divide the circle into wedges like a pie and label the parts.

Pie Parts:

Follower

Leader

Observer

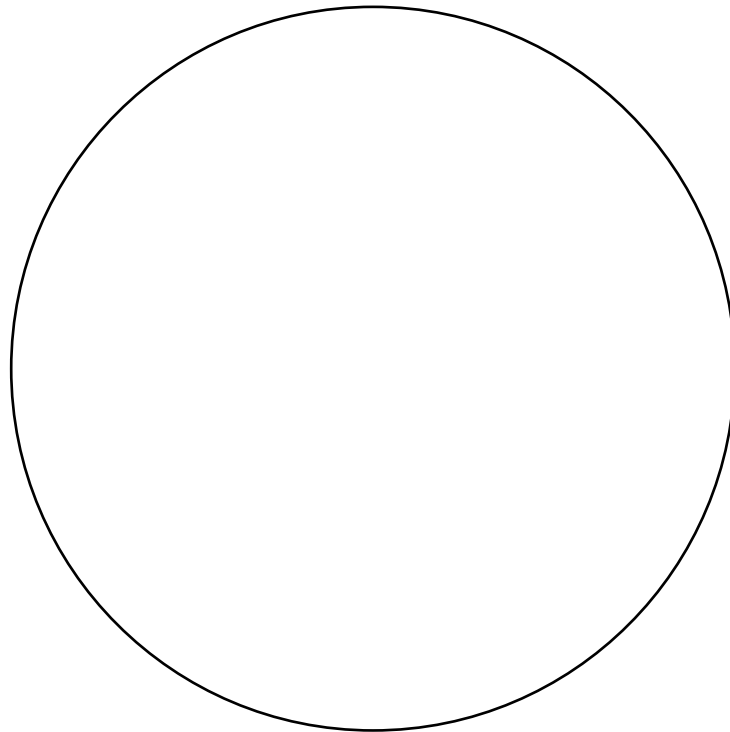
Helper

Clown

Loner

Rebel

Other (specify) _____



cooperation and roles questionnaire

Who emerged as the leader of your group?

Why was that person (or persons) the leader?

Were any group members observers or non-participants?

Did your group have a person who challenged the group's decisions?

How did everyone help with the group's decisions?

Think about the importance of cooperating. How big a role did cooperation play when your group worked at each station? What did you observe?



sample riddles

How can you go without sleep for 7 days and not be tired? (Sleep at night.)

What flies with out wings, propellers, or jets? (Time)

What room has no walls, no doors, no windows, and no floors? (A mushroom)

How many bricks does it take to finish a house? (Only one—the last one)

—From Rosenbloom, J. (2001). *Goofy Riddles*. New York: Sterling Publishing.



sustaining your partnerships

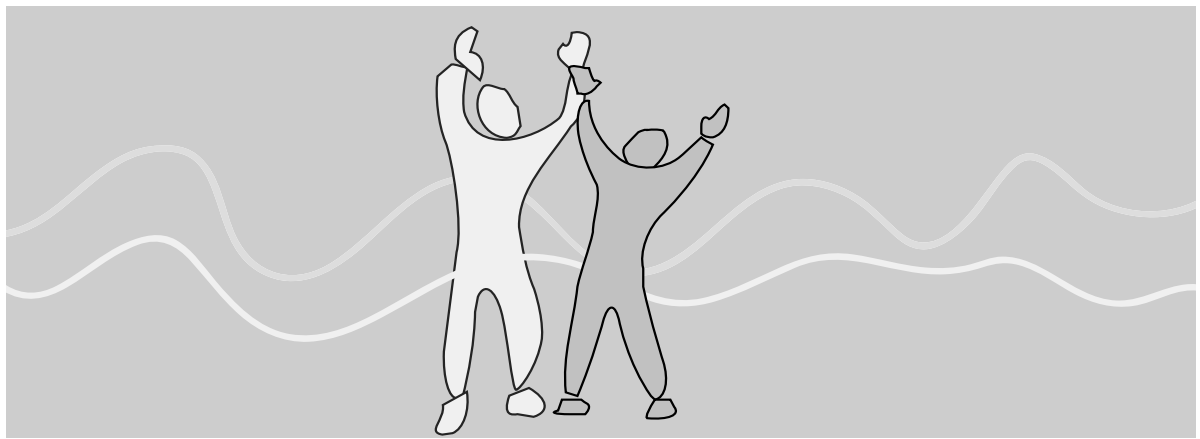
overview

Why should youth and adults go through the effort of creating partnerships if there is no way to sustain them? These activities explore several key concepts for making a partnership live a long and healthy life! The exercises focus on spotting indicators, establishing youth leadership as a part of an organization's mission, and taking a critical look at what is working for your partnerships and what needs to be changed.

learning objectives

Participants will be able to:

- explore and reflect on how youth leadership ties in with and promotes their organization's mission;
- uncover the tangible and intangible indicators of a successful youth-adult partnership; and
- practice a structured dialogue for giving and receiving constructive feedback in a supportive manner.



talking it over: learning to give and receive feedback

purpose • To create a format for a constructive dialogue between two parties to identify the action steps each can take to improve the relationship

time 45 minutes

group size 20 to 30 participants

materials • Flip chart paper
• Markers

trainer note: This activity can be used to resolve conflict or to work on the relationship before problems set in. It can be helpful in resolving issues in a relatively low-risk manner because both parties frame issues as positive suggestions for improvement. Because both parties contribute equally, the exchange feels mutual and supportive.

introduction

Set a positive climate for the exercise by talking about the value of giving and receiving feedback. Make sure the appropriate group norms are in place to encourage participants to speak freely and honestly. Divide the participants into two small groups. (This exercise also can be used with two individuals volunteering to give and receive feedback.)



trainer note: You could insert a scenario or do a role play if the group is hesitant to use a real situation.

step one

Explain the process to all participants. Tell them that the groups will be separated for about 15 minutes. During that time each group will think about the following questions:

- What do I/we need from you in order for our partnership to be effective?
- What do I/we offer in return to meet your needs?

Ask each group to write its ideas on a flip chart under the titles, “I/we need” and “I/we offer.”

step two

When each small group has completed its list, bring the participants together to share each group’s thoughts. Ask each small group to withhold any comments or reactions until the other group has completed its presentation. When finished, discuss participants’ reactions:

- What words or phrases caught your attention?
- Which ideas are similar?
- Which ideas are different?
- What ideas are effective in giving or receiving feedback?
- What is an example of something you could offer to meet one of the stated needs?

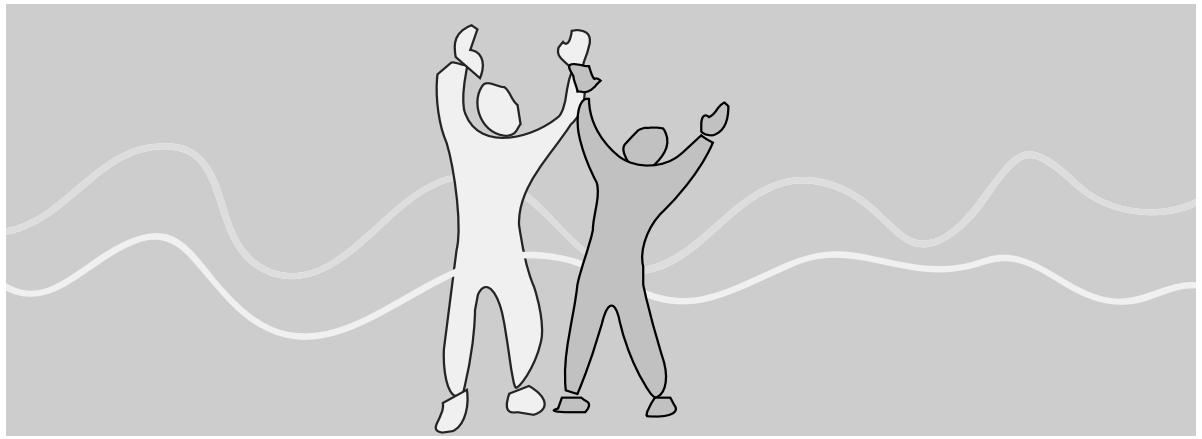
step three

Have each small group prepare action steps toward implementing their needs or offers.

step four

Conclude by asking each small group to make a summary statement about what his or her commitment and action steps will be.

section three: advancing youth-adult partnerships



trainer note: If the group is continuing to work together, you may want to have the group plot its follow-up action steps on a calendar or create a process to implement those actions. It is important to help the group maintain momentum.



learning the indicators of successful youth-adult partnerships

purpose • To identify the intangible (or not so obvious) indicators of a successful youth–adult partnership by exploring the ups and downs of youth–adult partnerships

time 45 minutes

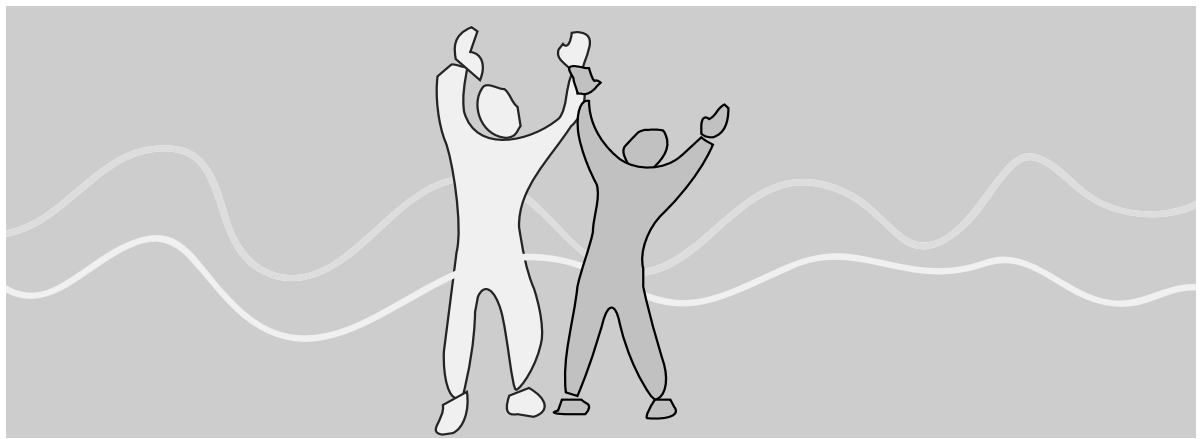
group size 6 to 25 participants

materials • Flip chart and easel
• Markers

introduction

Explain to the participants that often success is defined as meeting a stated goal or finishing something that was started. Success might include the following accomplishments:

- Making money
- Winning a ball game
- Completing an assignment
- Creating something
- Making a new friend
- Getting a good grade
- Ask for other examples



step one

Ask the group the following questions:

- What feels good about these accomplishments?
- What motivates you to be successful at any of these accomplishments?
- Why are they considered success?
- What do you get out of the experience for the effort you put into an accomplishment?

step two

Divide the participants into groups of two to four people; have each group discuss the following questions, writing their answers on a sheet of flip chart paper:

- When we think of success in our youth–adult partnership work, what comes to mind? (Think of six different things.)
- How do you know when success is happening?
- What behaviors do you see? What do you hear? What is written down?
These are called indicators.

step three

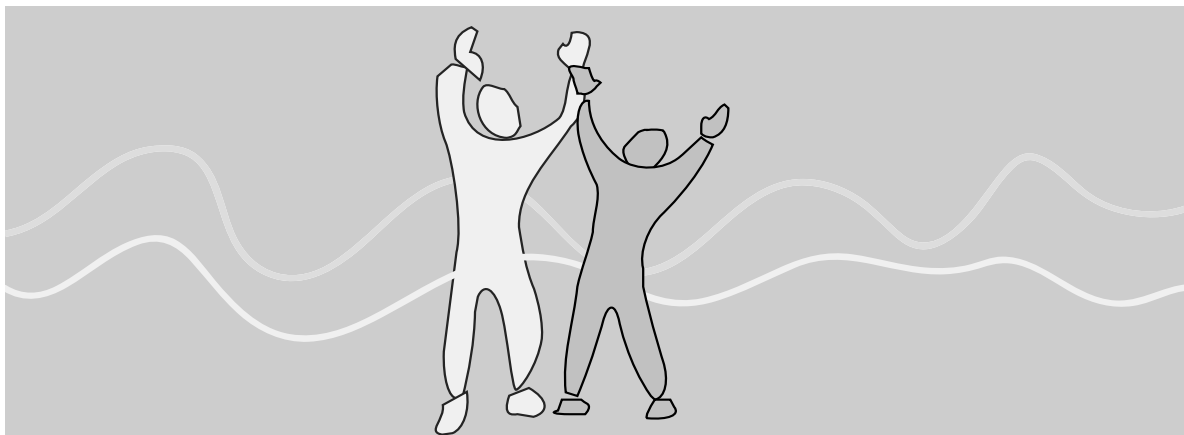
Ask each group to share five indicators with the large group. Write them on the flip chart.

reflection and discussion

Ask the group the following questions:

- What indicators stand out for you?
- What were surprises for you?
- What did you learn?
- How are these indicators of success the same or different for you in other groups?
- What can you do to be more aware of your indicators of success and build on them?

End with each small group devising a 1-minute group pantomime of a successful youth–adult partnership in which indicators can be observed. Have the other participants name those indicators.



negotiations

purpose • To establish written and agreed-upon commitments for ensuring active and supported youth–adult partnerships

tim: 90 to 120 minutes

group size 15 to 25 participants

materials

- Flip chart
- Half sheets of 8.5 x 11 paper
- Markers
- Sticky wall

prepare ahead Before starting this activity, create a two-column chart on a sticky wall. The left column heading should read “List”; the right column heading should read “Always, Good Faith, When Possible.” See sample graph below:

| List | Always | Good Faith | When Possible |
|------|--------|------------|---------------|
| | | | |

section three: advancing youth-adult partnerships



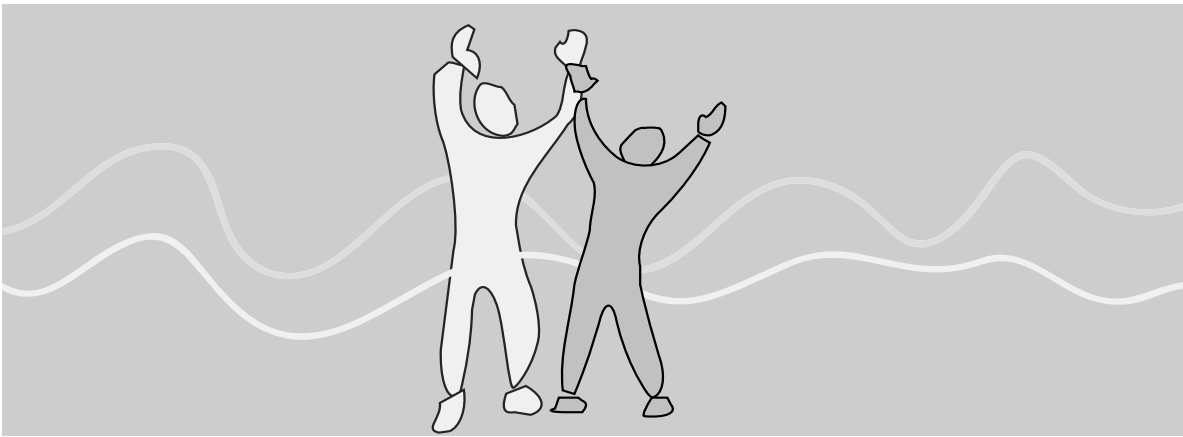
trainer note: The success of this exercise depends on the participants thinking honestly, critically, and realistically about how youth–adult partnerships can and should be part of their organizational life. Participants will be asked to decide when youth–adult partnerships are negotiable and when they are non-negotiable, which means that people need to be willing to do just that: negotiate. Introduce the discussion by talking about the importance of high-quality, as opposed to high-quantity, youth–adult partnerships. It is the quality, not the quantity, of an organization or group’s partnerships that contribute to its strength and success.

This exercise can be used as a follow-up to the Identifying Barriers to Effective Partnerships exercise in the Foundations for Youth–Adult Partnerships section of this manual (see pg. 94).

introduction

Explain to the group that many youth-serving organizations and groups are committed to incorporating youth–adult partnerships as a way to get things done—and they know that doing so can be a challenge. The fast pace of most programmatic and organizational decisions, the difficulties inherent in any collaboration, and the differences between youth and adult schedules make it hard to put true youth–adult partnerships into practice.

Some organizations and groups fall into the trap of claiming that they use youth–adult partnerships in every aspect of their operations, when in reality those partnerships are not “real” or meaningful to either the youth or adults involved. Negotiations is a simple exercise that helps groups make deliberate and considered decisions about how youth–adult partnerships will exist.



step one

As a group, have a conversation about the importance and challenges of youth–adult partnerships. On three sheets of flip chart paper or on half sheets of paper, have a volunteer record the group’s brainstorming on three topics:

- Why are youth–adult partnerships important to what we do?
- What makes youth–adult partnerships difficult to incorporate into our operations? (That is, what are the challenges?)
- List every facet or aspect of the organization’s operations, such as hiring staff, preparing tax forms, program delivery, board processes, fundraising, and administrative processes.

Allow 15 to 20 minutes for brainstorming. Encourage discussion as the brainstorming takes place; ask people to “say more about that” if they contribute something that is not clear or they say something that could be controversial.

Asking people to think about their particular areas of responsibility will help them add items to the list. Again, record the responses on flip chart paper or on half sheets of paper.

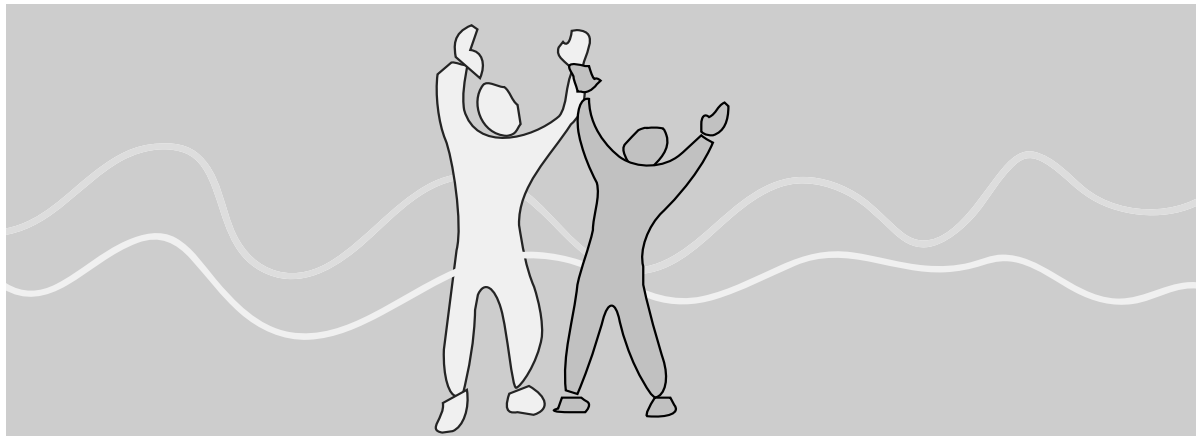
step two

Present the group with the following questions:

When will we as an organization ALWAYS use, nurture or engage in youth–adult partnerships? When are these partnerships NON-NEGOTIABLE for us? In other words, when are they so important that if they are not present, we are not fulfilling our mission and goals?

When will we make a GOOD FAITH EFFORT to use youth–adult partnerships? When are those partnerships important, but somewhat NEGOTIABLE for us? In other words, what are the situations in which, even though youth–adult partnerships might be very important to us and we will do whatever we can to protect them, circumstances might prevent us from using them?

section three: advancing youth-adult partnerships



When will we engage in youth–adult partnerships WHEN POSSIBLE? When are these partnerships NEGOTIABLE for us? In other words, when are youth–adult partnerships less critical to the tasks at hand?

Ask participants to have an in-depth discussion about each of these questions. Begin by taking the questions one at a time, although it is likely that the group will end up talking about all three topics at once.

Ask the participants to refer to the three lists they have already generated and answer the following question: Keeping in mind why youth–adult partnerships are important to us as well as their challenges, in which of the three categories outlined in the questions would we put each aspect of our operations?

Record the group’s responses (ALWAYS, GOOD FAITH, WHEN POSSIBLE) on the flip chart, or move the half sheets to the column where the group says they belong. Be prepared to cross things out, move things around, reword, edit, and so forth.

trainer note: Allow 30 to 60 minutes for this step. Some groups may find that an hour is still not enough time to fully cover the three questions and arrive at some consensus. If that is the case, agree to longer time, or plan to follow up the discussion at a later meeting.

You know that you are finished when the group has arrived at consensus (defined as opinion held by all or most or a general agreement) regarding when and where youth–adult partnerships are negotiable and non-negotiable and when everyone is willing to commit to the group’s decisions.



reflection and discussion

Process the exercise with the following questions:

- What items on the lists stood out to you? What parts of the conversation stick out in your mind?
- When were you pleased to see something on a list?
- When were concerned by something on the list?
- How do you feel about the items determined to be non-negotiable or negotiable?
- How can this exercise improve your youth–adult partnerships?
- How can the information help the group or organization?
- What are the next steps or actions to ensure that your youth–adult partnerships are successful?

trainer note: Reproducing the flip charts or the chart on the sticky wall may be helpful for the participants, possibly for posting in a visible location in their offices or meeting place. This document could become part of group norms or the organization’s operations manual, philosophy statement, or written standards. The group may want to ask its board of directors, youth committees, or various departments in the organization to ratify the document. The document could be used for new staff orientation as well as in new program orientations with young people.



connecting youth leadership to your organization's mission

- purpose**
- To think specifically about how youth leadership ties in with and promotes your organization's mission
- time**
- Part I: Interviews—1 hour
Part II: Discussion—30 minutes
- group size**
- 3 to 12 participants
- materials**
- Discussion question list
 - Flip chart paper and markers
 - Handout: Interview Form
- prepare ahead**
- The interviews described in Step One must be completed in advance. Ask participants to bring their organization's mission statement for Step Two.

introduction

Tell the participants that understanding whether, why, and how youth leadership is consistent with their group's or organization's mission—or even a specific part of it—will help them figure out which opportunities are appropriate and would likely have the most success. In addition, support for new ventures is much easier to build when people see the connections to existing commitments.



step one

Part I: Assign participants to interview at least two people in their organizations, including leaders; longtime staff; and other associates, such as parents and young people. Have participants ask the questions using the form on the following page.

step two

Part II: After the interviews have taken place, gather the participants and have each person write his or her current organization's mission statement on a flip chart sheet. Have participants underline the words, phrases, or sentences that indicate support of youth leadership.

reflection and discussion

Process the exercise with the following questions:

- What did you learn from your interviews?
- How confident are you that engaging youth in leadership is appropriate for your organization?
- How can you articulate your reasons if people express concerns?
- What values seem to be important to express in the mission?
- How can you enlist support from others? Whom should you engage to support you?
- How can you engage youth in leadership on your own?
- Do you feel supported in your efforts to build youth leadership? If not, why not? What can you do to build support?

interview form

Name of Interviewee

Position in Organization

Do you think youth leadership is an important part of the organization?
If so, how?

If not, how?

What values of the organization support or challenge youth leadership?

How does involving youth in leadership forward the mission and goals?

What is the history of youth leadership in the organization?



section four: philanthropy: a new arena

contents

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philanthropy: a new arena for youth-adult partnerships

overview

Philanthropy is a new arena for youth–adult partnerships that aim to make a difference in their organizations, groups, or communities. Youth and adults who work together to raise funds for or give money and time to causes and efforts that are important to them share a powerful experience. This section helps youth and adults understand the role of philanthropy in society and in their own lives. It shows how to use the strength of youth–adult partnerships to engage in fundraising and personal giving.

This module is designed primarily for teams of youth and adults who have an ongoing relationship. It can be presented either as one training session of approximately 5 hours or as separate, consecutive training activities. The purpose is to increase the participants’ understanding of philanthropy and financial giving, enhance their commitment to lifelong philanthropy, and empower them to encourage others to give.

learning objectives

Participants will be able to:

- display an understanding of philanthropy and its role in America’s history;
- identify the core elements in developing effective youth–adult fundraising partnerships;
- describe individual habits of financial giving to the community; and
- develop strategies to sustain philanthropic youth–adult partnerships.



philanthropy in american history

purpose • To increase participants' understanding of the word philanthropy and its role in America's history

time 50 minutes

group size Up to 20 to 25 participants

materials • Flip chart
• Markers
• People cards
• Story cards
• Handout (optional): Philanthropy in American History (pg.190-194).

prepare ahead Prepare People and Story cards on index cards or small pieces of paper. Write the definition of philanthropy on a sheet of flip chart paper. (pg.186-189).

trainer note: For further preparation for this activity, the trainer can use the Philanthropy in American History background information handout.

section four: philanthropy: a new arena



introduction

Write the word “PHILANTHROPY” at the top of a sheet of flip chart paper. Ask the group to call out what they think of when they hear the word and record responses on a flip chart sheet. If necessary, prompt them with questions such as, “What kinds of people are involved in philanthropy? What kind of actions do you think of?”

After a few minutes, stop and review their list. Explain that people use the word philanthropy to mean different things. For some people, the work makes them think of the people who donate lots of money, like those who built schools or libraries or museums. For others, it might mean people who give their time to help others, like Mother Theresa or Cesar Chavez. Philanthropy includes all of those acts, but it doesn’t have to be as big as funding a new university or devoting your whole life to serving the sick and poor. It is something that we all can do, every day.

Underneath PHILANTHROPY, write this definition: “Thoughtful, intentional, and ongoing giving of one’s time, talent, and treasure for the common good.” With the group, go back and look at each of the words in the definition to be sure that everyone understands the definition and why each word gives meaning to the whole. Explain that this is the definition that will be used in the training sessions.

trainer note: Below are some definitions and key concepts in the definition of philanthropy:

Thoughtful: Participants have considered and have decided that something is important to them.

Intentional: The effort is focused on a particular area that the giver cares about.

Ongoing: The effort doesn’t happen just once, but throughout life.

Time: This is our most valuable commodity.

Talent: Talent consists of our unique skills, knowledge, and abilities.

Treasure: Treasure consists of our finances and materials.



section four: philanthropy: a new arena

philanthropy in history

Explain that the idea of philanthropy has a long history that begins with Judaic idea of Tzedakah and the Greek idea of philanthropy. Both of these ideas emphasized helping the community and the needy and grew with the advent of the Christian era and the Muslim religion. In the Middle Ages, philanthropic concepts made the leap from religious arenas to the public policy arena when Elizabeth I of England enacted the Poor Laws (see History handout) in the 16th century and added the idea of social justice to philanthropy. The founders of the United States brought these ideas with them and broadened them. Early philanthropy in America evolved around neighbor helping neighbor. With the coming of the Industrial Age, many families amassed vast fortunes in the steel, railroad, and coal businesses. These families became the first major philanthropic donors in the United States, and their giving habits are the reason why so many people think philanthropy only involves giving large sums of money. You've probably heard many of their names: Carnegie, Rockefeller, Kellogg, Ford, and Lilly. All of these families established large foundations to continue their philanthropy for generations.

And that brings us to today, where we have unprecedented opportunities to help each other through charitable organizations, to learn and share through the Internet, and to give to causes both next door and across the planet. Modern philanthropists, such as Bill Gates, Oprah Winfrey, Martin Luther King, Jr., and Ryan White, highlight the importance of sharing our time, talent, and treasure to improve the common good. And now, we take our place on the philanthropic timeline.

step one

Shuffle the People and Story cards and have each participant choose one card.

trainer note: If you have only a few participants, each participant may pick two cards.

section four: philanthropy: a new arena



Tell the group that they are going to play a matching game to help them remember some of the famous philanthropists from yesterday and today. Each person receives a People or Story card. Tell them to hold the card in front of them, chest high, and walk around the room searching for their match. They can go up to anyone to get information about their card and see if they can discover their match.

trainer note: You may provide hints to participants having trouble finding their match. Keep a copy of the handout, uncut, to help participants. After 15 minutes, halt the game and separate the “matches” from the participants who have not found their matches. Ask the matches to read the story and then give the name. If correct, move to the next match. If incorrect, put them back into the group with the non-matches. Ask the entire group to help match the remaining People cards with the Story cards.

step two

Lead the group in discussion by asking the following questions:

- How did you determine your match?
- What was easy about matching? What was hard?
- What did you learn today about philanthropy or about some of the philanthropists of the past? What did they share?
- How did some of the philanthropists we discussed make a difference in their communities? How were they intentional, or focused, in their giving?
- Can you think of any people you know, youth or adults, whom you would consider to be philanthropists? What do they do that makes them philanthropists?
- Do you think most youth and adults know enough about philanthropy and its role in our society? How can we help others understand philanthropy better?



step three

Suggest to the participants that as a follow up to this exercise, they could research other local philanthropists and their stories, possibly by talking to their local librarian about the books available at the library about these famous philanthropists. Participants can create other People and Story cards to share this exercise with a younger age group (e.g., children ages 5 to 11). As a group project, have them take the cards to a classroom or Sunday school room and have the children play.

Variations

variation one: The matching activity can be made more interactive through role-playing, either in partners or in a group. The trainer will hand out the Person and Story cards to the person who will be role-playing; the participant then acts out the Story card. Others guess until they figure out who the philanthropist is. Repeat until all cards have been used.

variation two: Assign a philanthropist's name or description of a person to each participant and ask him or her to research the philanthropist on the Internet or through books. At the next meeting, participants can report back to the group on their assignments or use the matching game.

variation three: The trainer can also have participants discover their own family tree of philanthropists. Participants start by asking their parents what they have done related to giving their time, talent, and treasure; then they ask their grandparents and their extended family. They can illustrate their findings by creating a family tree illustrated with pictures and writings of the philanthropic events. Alternatively, the group could create an organizational tree of philanthropy that is based on the history of their organization.

people and story cards - a handout

| | |
|---|-------------------------------|
| <p>I founded a company that produced a line of beauty products for black women. I was America’s first black female millionaire. I made many charitable contributions to the black community and specified in my will that my company continue such philanthropy after my death. Who am I?</p> | <p>Madame C.J. Walker</p> |
| <p>I was a rich industrialist in the late 19th and early 20th century. By the time of my death, I had given away \$350,695,653. To this day, many libraries and educational institutions still bear my name. I also wrote a book about my philosophy of philanthropy, titled, “Wealth.” Who am I?</p> | <p>Andrew Carnegie</p> |
| <p>I spent most of my long life as a nun ministering to the poorest of the poor in Calcutta, India. Even before my death in 1997, people had been considering that I might become a saint by the Catholic Church. Who am I?</p> | <p>Mother Theresa</p> |
| <p>Best known as a heartthrob of Melrose Place, I used my star status to found “Do Something,” a non-profit youth organization. Its Mission Statement reads, “We inspire young people to believe that change is possible, and we train, fund, and mobilize them to be leaders who measurably strengthen their communities.” Who am I?</p> | <p>Andrew Shue</p> |
| <p>Despite adulthood documented by the media and a messy divorce from a prince, I am perhaps, best loved for my charitable efforts which included AIDS work and an effort to ban the use of land mines. Who am I?</p> | <p>Princess Diana</p> |
| <p>Best known as an outspoken media mogul, owner of the Atlanta Braves and CNN Broadcasting, I recently pledged \$1 billion to the United Nations. Who am I?</p> | <p>Ted Turner</p> |

| | |
|---|------------------------------------|
| <p>As a former United States President, I have become highly regarded in recent years for my work with Habitat for Humanity and my efforts to promote peace and justice around the world. Who am I?</p> | <p>Jimmy Carter</p> |
| <p>After many failed business ventures, I finally found success with a simple chocolate bar. I founded a community in Pennsylvania to provide homes for my employees. One of my favorite philanthropic endeavors was a home and school for orphan boys that I founded and supported for many years. Who am I?</p> | <p>Milton S. Hershey</p> |
| <p>For the last 10 years, I have been at the top of the talk show ratings. I have been vocal about wanting to steer clear of trashy topics and have a positive effect on my viewers. I have tried to encourage reading through my book club and encourage philanthropy through my Angel Network. Who am I?</p> | <p>Oprah Winfrey</p> |
| <p>During my lifetime, I was committed to the cause of Civil Rights. I fought segregation, even went to jail for my beliefs. I led the March on Washington and my "I Have a Dream" speech has served as a rallying cry for the Civil Rights Movement. Who am I?</p> | <p>Martin Luther King, JR.</p> |
| <p>I am the founder of Barrios Unidos in Santa Cruz, CA. My organization is transforming the lives of Latino youth in 27 cities by providing skills and leadership development opportunities and jobs. These youth began a silk-screening business and the proceeds from the business help fund their initiatives. I am proudest of Cesar Chavez School for Social Change, named for a famous philanthropist. Who am I?</p> | <p>Nane Alegandrez</p> |

| | |
|---|---------------------------------------|
| <p>I was a fourteen-year-old illiterate gang member who drug trafficked and started a gang of my own. In prison, I met a “lifer” who taught me how to read. When I was released , I started “X-HOODS”, an organization, which worked with young people to “X” out all the bad elements in themselves and their community. I now go to law school, am the Director of the YMCA, and founder of the Boston Urban Edge’s Youth Police Partnership. Who am I?</p> | <p>Will Morales</p> |
| <p>I am one of the youngest players on the professional golf circuit. My hope is to “change the face of golf by bringing the spirit of diversity” through involving inner-city youth in golf clinics. I started my own foundation, which sponsors these clinics throughout the country. Who am I?</p> | <p>Tiger Woods</p> |
| <p>I come from a very famous family. We have had lots of tragedy in the family including a sister who was mentally challenged. Therefore I am proudest of the establishment of the Special Olympics. Over one million people have participated from 130 countries in this event. Who am I?</p> | <p>Eunice Kennedy Shriver</p> |
| <p>My husband is better known than I am. He has been leading television star and stand-up comedian for many years. We both have a strong belief in education for all children. To that end, we have given money to several colleges and have provided scholarships for over 60 students to attend college. We both speak on behalf of the importance of gaining an education and both of us have received honorary doctorates for this work. Who are we?</p> | <p>Bill and Camille Cosby</p> |

| | |
|--|--|
| <p>Big Bird, Ernie and Elmo are my friends. They help me provide wholesome television for pre-school children. I am the founder of the Popular Children's Television Workshop and the creator of "Sesame Street." Who am I?</p> | <p>Joan Ganz Cooney</p> |
| <p>I hope to win an Oscar some day for a leading performance in a movie. Until then, I keep busy with films and with my volunteer work. I am currently serving as the spokesperson for the Boys and Girls Clubs of America. I do this because I was a member of a club. In addition, I support the Nelson Mandela Children's Fund and a home for people with AIDS. Who am I?</p> | <p>Denzel Washington</p> |
| <p>"Touch 'em all: Teammates for Kids" is the name of my foundation. I have organized a group of major league baseball players, entertainers, and corporations to come together and support causes for kids. You may know me by my black cowboy hat I wear when I perform. Who am I?</p> | <p>Garth Brooks</p> |
| <p>My wife and I are two of the finest actors in the country. We are considered to be philanthropists – she in the Arts, especially ballet and with causes for children. I fund my efforts by selling salad dressings, sauces, and popcorn. My charitable contributions since 1981 have accumulated to over 80 million dollars. Who are we?</p> | <p>Paul Newman and Joanne Woodward</p> |
| <p>I am cuddly, funny and have big feet . I tell stories to children about caring and sharing. Some people say that I am the first person to talk to children about helping the family and community. If you love the color purple, you'll love me! Who am I?</p> | <p>Barney</p> |

philanthropy in american history

background information

a lesson in philanthropy

The headwaters of the river began before the birth of Christ with the Judaic idea of charity and the Roman idea of philanthropy. Both of these ideas emphasize helping the community and the needy.

The river became broader and wider with the advent of the Christian Era, which added new components to the word, charity, as it joined the stream of philanthropy. The Muslim religion joined the river and it continued its flow through the Middle Ages. It was Elizabeth I of England in the late 16th Century who gave life to the river's movement. She enacted Poor Laws and added the idea of social justice to the ideas of charity and philanthropy. Her Poor Laws required the government of a nation to step in to help fill the needs of the poor. The people who founded America brought the ideas of charity, philanthropy, and social justice with them. They widened the world river even further. Early philanthropy evolved around neighbor helping neighbor. Neighbors cared for each other's needs, such as building a new barn if one burned down or helping to plant crops when the farmer was injured.

As the United States moved into the Industrial Age, many families amassed vast fortunes in the steel, railroad, and coal business. These were the USA's first major philanthropists and also the reason why so many think "philanthropy" only involves the giving of money. You will hear about several of these early philanthropists such as Andrew Carnegie who stated, "the millionaire will be but a trustee for the poor." Names such as Rockefeller, Ford, Lilly, and Kellogg established large foundations to provide a systemic process for helping those in need. These foundations are some of the largest in the world today.

At this juncture in history, philanthropy encounters a tremendous opportunity to improve the quality of life for many individuals and organizations. Within the next 20 years, there will be an unprecedented transfer of \$10.4 TRILLION from one generation to the next. In the United States today there are more millionaires than there ever have been in the history of this country, and the communications, computer and other high-tech industries will create many more before the close of the millennium. Think about those that you know: Bill and Melinda Gates, Ted Turner, Michael Jordan, Oprah Winfrey, Tiger Woods, Steven Jobs, and Michael Dell. The training you are receiving will assist you to become a "philanthropist." Not just in the "money-giving" aspect but also in giving your time and talent. Think about others you know who have done that: Mother Teresa, Cesar Chavez, Martin Luther King Junior, Ryan White and Helen Keller. YOU as Philanthropist are the purpose of the training.

Get ready to be a part of History!

history of philanthropy

19th Century Roots

Kindness, generosity, and concern for the welfare of others have been a part of the religious and social inheritance taught to children throughout the ages. In the United States' earliest days, Americans looked to the children to "assure that democratic values would prosper." Some of the earliest efforts included school and church education and education of the youth work force. These efforts encouraged youth to give of their time (extra chores at home and for neighbors), talent (knitting or sewing for bazaars and fairs) and treasure (contributing part of their wages).

By the 1830's, social change was sweeping the country. Youth participated in adult organizations, but soon began to organize and lead their own organizations. The largest of these was the Cold Water Army, which advocated for temperance. It might be said that the Cold Water Army was the precursor to the "Just Say No" movement of today. Many of the groups who began during this time moved into the churches and many of the youth-led groups were disbanded. In the 1880's, the important new development was in religious youth work. The original group, the Society for Christian Endeavor, included missionary work and community service efforts; however, community service soon took a back seat to service to the denomination and local church.

20th Century Progress

By looking at the Timeline, we can see that many youth organizations began in the early 1900's. More young people had free time and different forms of youth organizations developed to serve different needs. The largest of these, the YMCA, the YWCA, Boys Clubs and Campfire continue today – almost 100 years later! World War I saw youth involved in Junior Red Cross and Scouts and their purpose was to serve "our fighting men." They did so by knitting, assembling basic need kits, planting victory gardens, and raising money for war bonds. After the war, many of the organizations that promote citizenship were formed for youth. These include organizations that until this time, only served adults were the Rotary, Kiwanis, Civitan, and Optimist Clubs.

history of philanthropy

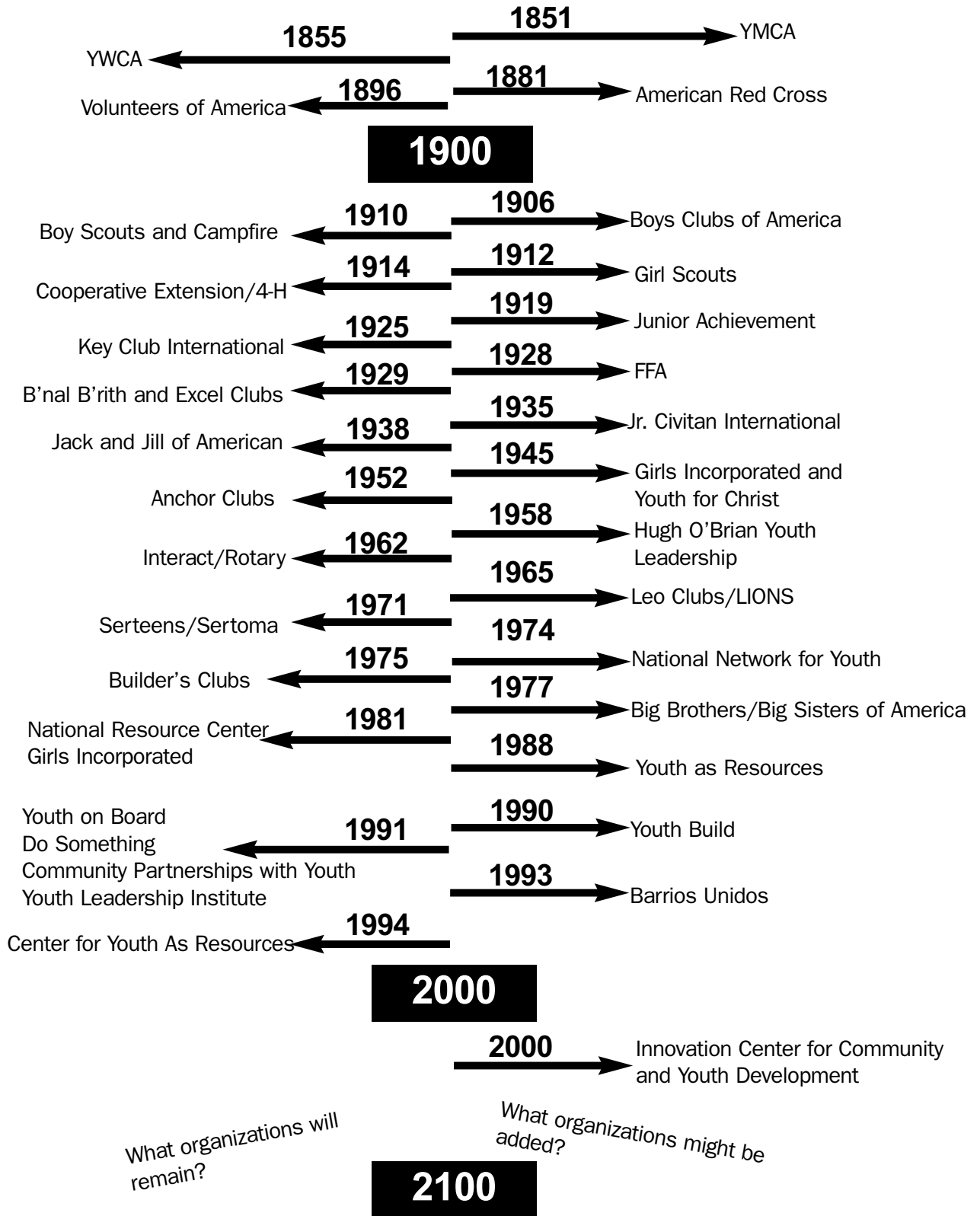
As the century drew to a close, the timeline tells us that youth were more involved than ever before. They became equal partners with adults in resolving some of the community issues and took their place 'at the table' of many organizations by serving on boards, committees of board, and advisory councils. They became valuable voices for a community that truly cares about serving the common good of the community.

Judith Erickson states, "youth organizations have changed a great deal over the years and must continue to evolve within the communities where they operate. They must recognize their own potential as educational environments as well as providers of recreational activity to fill leisure hours. Young people today have too many competing demands on their time to spend it in ways that are not meaningful to them."

The material for the adaptation of the article on organizing children's philanthropy is part of an ongoing research effort. The American Youth Organizations Project, seeks to understand the historical development and contemporary roles of youth groups in the United States. In addition to numerous journal articles, products of the project include The Directory of American Youth Organizations: A Guide to 500 Clubs, Groups, Troops, Teams, Societies, Lodges and More for young people, published biennially by Free Spirit Publishing.

organizational millennium timeline

where does your organization fall in the youth movement history?





my habits of giving

purpose • To explore the participants' financial priorities and their habits of financial giving to the community

time 45 minutes

group size 15 to 20 participants

materials • Flip chart
• Markers
• Worksheets: Budget worksheet; Allocation of Gift chart (pg.199 & 200).

introduction

The trainer begins by taking on the role of the attorney for “Mabel Dear,” a long-lost great-aunt of the participants. Ms. Dear has left a bequest in her will to her nieces and nephews (the participants). The trainer says:

“Thank you for gathering to witness the reading of the will of Ms. Mabel Dear. I am (trainer’s name), her attorney. You are her last relatives, her great-nieces and -nephews, and although you did not know Mabel and were not even aware of her existence, she was proud of you and included you in her will. Let’s begin.”



LAST WILL AND TESTAMENT OF MABEL LORRAINE DEAR:

I, Mabel Lorraine Dear, of All County, USA, being of sound mind, declare this to be my Last Will and Testament and revoke all prior wills and codicils heretofore made by me.

To each of my great nieces and nephews, I give, devise, and bequeath the sum of \$250,000 each. The remainder of my estate, valued at approximately \$5 million, I do give devise and bequeath to Building Better Communities (a fictitious organization).

step one

The trainer explains that every person in the room has received a check for \$250,000 from Great-Aunt Mabel's bequest and says:

"Today, you are going to decide how you will spend the money. The Allocation of Gift chart will give you some idea of things you might want to do and an approximate cost for that item. You may know of something you want that is not on the chart. If so, add it to the chart and estimate the dollar value."

Distribute the Allocation of Gift chart. The trainer explains that the participants may not go over the \$250,000 received, so they will have to pick and choose very carefully with their dollars. After the participants have had time to work on the Allocation of Gift chart, the trainer brings the participants back to the large group.

step two

Lead the group in discussion by asking the following questions:

- What were some of the items on the Allocation of Gift chart that caught your attention?
- What was it like to pay 20 percent of your inheritance right off the top to the IRS?
- How did you decide where your money would go?
- What other items did you select that were not listed on the Allocation of Gift chart?



- What did you find enjoyable in making your selections?
- What concerns did you have in making your selections?
- Which decisions required the least amount of consideration?
- Which decisions were most difficult?
- Which decisions do you value the most?

step three

Hand out the Budget worksheets to each participant. Ask them to fill out the information with their income and estimates of what they spend each week on the different expense items. Encourage them to use the worksheets to think about their personal finances and how they would like to change or improve their financial habits.

trainer note: The Budget worksheets are for individual use. Participants do not need to share them.

step four

Ask for volunteers to share how they are going to change their financial habits. Tell the group that whether they are giving \$5 or \$50, they are taking philanthropic action on behalf of their community.

trainer note: Remember, talking about finances can be very threatening. Make sure the participants know that discussing them is voluntary.



reflection and discussion

Lead the group in discussion using the following questions:

- What did you find out that you didn't know before?
- What difference does this exercise make for you in your own personal giving?
- How does spending money reflect your values? How do you set an example with your money?
- What, if any, differences are there in how youth and adults spend money?
- What, if any, are the differences in how youth and adults approach giving?
- How does this activity affect your youth–adult partnership work in philanthropy?
- How might youth–adult teams be effective in philanthropic efforts?

trainer note: Take time to have the group discuss their answers to these questions. Help participants avoid making judgments about how or why youth or adults spend money or approach giving. Validate the reasons given and acknowledge the different circumstances that may affect individual answers.

gift allocation

how will you use the money from your inheritance?

| Items | Cost | Willing to Spend |
|---|--------------|-----------------------------|
| Inheritance tax | \$50,000.00 | \$50,000.00 |
| Income tax | \$30,000.00 | \$30,000.00 |
| Remainder of inheritance | \$170,000.00 | \$170,000.00 |
| College education | \$100,000.00 | |
| Harley-Davidson Motorcycle | \$20,000.00 | |
| Vacation to Hawaii for parents/guardians | \$7,500.00 | |
| State-of-the-art computer and printer | \$4,000.00 | |
| Newest "hot" car | \$30,000.00 | |
| Shopping spree at the mall | \$5,000.00 | |
| Cancer research | \$3,000.00 | |
| Playground equipment at a daycare center | \$6,000.00 | |
| Thanksgiving dinner at the homeless shelter for 50 | \$1,250.00 | |
| New stereo system and 50 CDs | \$1,250.00 | |
| Big screen television | \$4,000.00 | |
| Savings account | \$50,000.00 | |
| Party for 50 friends | \$2,500.00 | |
| Purchase equipment for disabled youth and adults | \$5,000.00 | |
| Adventure trip | \$5,000.00 | |
| Speedboat and jet ski | \$35,000.00 | |
| Decorating two rooms at the Children's Hospital | \$5,00.00 | |
| Other: | | |
| Total | | \$250,000.00 |

gift allocation - a handout

my budget

Remember:

Whether giving \$5 or \$50, you are taking philanthropic action on behalf of your community.

You...

are on your way to being a Philanthropist!

Ask yourself these questions:

Do I budget money each week (or month) for a contribution to my favorite cause or organization?

If not, how can I budget that in?

How do I need to eliminate or lessen the amount spent?

Weekly Income:

- Allowance \$ _____
- Job \$ _____
- Babysitting \$ _____
- Dog walking \$ _____
- Raking leaves \$ _____
- Shoveling snow \$ _____
- Other \$ _____

Total Income: \$ _____

Weekly Expenses:

- Food \$ _____
- Gas \$ _____
- Entertainment \$ _____
- Clothes \$ _____
- CDs/Software \$ _____
- Savings Account \$ _____

Contributions:

- Worthy Causes \$ _____
- Church \$ _____

Total Expenses: \$ _____



maintaining our philanthropic partnership

purpose • To develop strategies to sustain youth and adult philanthropic partnerships

time 75 minutes

group size 15 to 25 participants

materials • “Fishbowl” questions (see Step Four)
• Flip chart
• Markers

introduction

Ask the group to think about dating, a long-term relationship, or marriage. What does it take to sustain a good dating or marriage relationship? (For example, does it take good listening skills? Do you need to have respect for your partner?) Have them briefly brainstorm a list of what it takes to build and maintain a good relationship. How does what they listed as important in dating or marriage translate into their philanthropic work with each other?

Ask the participants to take a few minutes to reflect on how they can sustain philanthropic partnerships between youth and adults. How do they keep their giving going?

trainer note: It is helpful to write answers to the above questions on the flip chart.

section four: philanthropy: a new arena



step one

Divide the group in half. Tell them that they are going to engage in a “fishbowl” activity to help focus on partnership in philanthropy.

step two

Ask the first group to take their chairs and create a small circle, seats facing into the circle, big enough for 8 to 10 people and the trainer to have a seat. Ask the second group to form a circle around the inner circle, also facing in. Ask all participants to take their seats.

step three

Explain that we have created a fishbowl, where the people on the “outside” of the fishbowl can observe those who are “inside” the fishbowl but cannot speak. Only the people inside the fishbowl can talk. This arrangement is designed to help us listen. Too often, when we listen, we spend a lot of time thinking about what we’re going to say. By taking away the need to think about our response, our listening skills will be sharper. Also explain to the “fish”—the inner circle—that although you will be prompting them with questions, what you’d like to see is a discussion, not just answers. They should feel free to talk to each other, ask their own questions of each other (as long as they relate to the topic), and build on what others are saying. They can agree, disagree, or add on to each other’s comments.

trainer note: Each discussion should be no longer than 15 to 20 minutes. As the trainer, try to let the group lead its own discussion as much as possible. Keep them on task, prompt them with questions, and try to keep the conversation flowing.



step four

Ask the “fish” the following questions:

- What experiences have you had with philanthropy?
- What strengths do youth bring to a youth–adult philanthropic partnership?
- What problems might arise in such a partnership? How might we solve those problems?
- What would youth need from adults to make that partnership work?
- How do we keep our philanthropy and our partnership going over time?

After this group has finished its discussion, thank everyone and ask the groups to switch.

step five

Explain that the same rules are in effect. Only those on the inside can speak, and the people outside observe. Repeat the fishbowl questions above.

step six

When the discussion is finished, thank both groups for their participation and openness. Have them reassemble into the large group for discussion, using the following questions:

- What did you hear from the different groups?
- What surprised you?
- What did you hear that pertains to maintaining our philanthropic partnership?
- What did you hear that might affect how we act with each other?
- What did you hear that might affect how you might take action in your community?



step seven

Explain that the group has had the opportunity to listen to and learn from each other, but what will sustain a partnership isn't an activity. People need to commit to the partnership and identify ways to keep their communication flowing, show their respect for each other, and strengthen their philanthropy.

Tell them that the group is now going to create a code of ethics to describe how the group will act to show that members care for each other and for their community. It will be their Philanthropic Partnership Promise.

Have the group identify actions and attitudes to which they want to commit for the coming year to help strengthen their youth–adult partnership in philanthropy. They should describe how they want to treat each other to build their partnership and how they want to serve their community. Write their suggestions on a flip chart, and then have a small group of volunteers take the list and finalize it into a document they can all agree to as a Philanthropic Partnership Promise.

Variations

variation one: Ask the participants to write a letter to themselves that describes what they want to remember from the discussions. Ask them to list the partnership and philanthropic goals they are setting for themselves. Have them seal their letters in envelopes and address them to themselves. Hold the letters for 2 to 4 months, and then mail them to the participants.

variation two: Have the group develop a series of philanthropic projects they will complete over the coming year to serve their community while having fun and building relationships among the members.



how much would you give?

- purpose**
- To provide participants with the skills necessary to ask for individual donations for their cause or organization
 - To explore the strengths of youth and adults in fundraising

time 2 hours

group size 20 to 30 participants

- materials**
- Flip chart paper
 - Index cards
 - Markers
 - Pens
 - Handout: What We Gave/Got and Fundraising Tips

prepare ahead Create handouts or flip charts with definitions of linkage, ability, and donor's interest (see Step One for definitions).

introduction

Explain that the group is going to learn how to raise funds for members' organizations or causes through asking for direct donations. Many people are uncomfortable asking for money, but asking others for money when it's coming from the heart is much easier. Remember, fundraising is just providing people with the opportunity to give to a worthy cause.



step one

Ask the participants whether they have donated any of their money in the past year. To whom have they donated this money? Record their responses on flip chart. Ask them to think about why they gave to those organizations. What prompted them to write that check or give that dollar? On a new sheet of paper, record their responses. Ask the participants whether they know the number-one reason people donate money. (The answer is, “Because they were asked.”) Explain that this is the reason we are working on our skills in asking people to support important causes.

Explain that getting funds for our causes and organizations is important. After all, money is needed to pay for the light bill and staff time at the YMCA, or for the space at the local food pantry, or for the medical expenses at the animal shelter. So what are the ways to raise funds for good causes? An organization can raise money in four basic ways: direct donations, special events, sales, and grant writing. This activity will focus on direct donations.

According to the Fundraising School at the Center on Philanthropy, the most effective method of fundraising is to ask for direct donations, face-to-face. In the long run, people who directly ask for donations from individuals and corporations get more funds and more repeat donations than they do from the other methods of fundraising.

trainer note: For more information on the different methods of fundraising, see some of the resources listed in the Resources chapter.

Direct donation fundraising is simply asking others to give to your cause. It can happen face-to-face, over the phone, in a letter, or through a website on the Internet. Whichever method you choose, it’s still just letting people know about your cause or program and giving them the opportunity to help through a donation. Three important pieces of information to know in this type of fundraising are the **linkage, ability, and interest** of a potential donor.



Linkage is finding the right person to ask a donor—a person with some link to them. Maybe they know each other. Maybe they share common interests. **Ability** is the ability of the donor to make a donation. Don't ask donors for \$1,000 if they can probably only donate \$50, and don't ask them for \$25 if they often give \$500! **Donors' interest** consists of reasons they might believe in the cause. What's their stake in your program or cause?

When you're asking from the heart, what seems difficult can actually become easy. All it takes is a little practice and preparation.

Tell the group that they are going to try out the direct-donation method on each other.

step two

Have the participants divide into youth–adult pairs. Ask the teams to select one cause or organization that they both strongly support or care about. Ask them to write their cause or organization on one side of an index card. On the other side, they should draw a line splitting the card down the middle with “What we gave,” “\$1,000” on the top left, and “What we got” on the top right. Explain that each team now has \$1,000 (no more, no less), which they can give away to other causes in the room. Each time they give away some of their money, they should deduct it from the \$1,000 they have in the left column, until they have no more money to give away. At the same time, they will be presenting their cause to other groups and asking them to donate to their cause. Any money that is donated to them should be recorded in the right column. Ask the participants to keep track of which teams they gave money to and who gave them money by noting the group's initials or names by that deduction or donation.

Be very clear that the \$1,000 they have to give and the money they receive are two different streams of money and cannot be combined. That is, they can't give away the money they've gotten from other people. And they cannot give any of their \$1,000 to their own cause.

section four: philanthropy: a new arena



trainer note: You might explain that giving away the money they received from other people would be unethical. After all, those donors wanted their money to go to the specific cause that team presented to them.

Tell the participants that they will have 10 minutes to strategize and then 20 minutes to move around the room, listening to people's causes and donating part or all of their money to them.

trainer note: If your group is large, you may wish to give them more time to mill around and listen to other people's causes.

Tell the group that when they are strategizing, they may want to think about several questions. What linkages do they have in the room? Do they have an idea of specific people's interests? Does one or the other have a better story to tell for a specific potential donor? What are the "selling points" of their cause or organization?

Answer any questions the participants have.

step three

Ask the pairs to begin, first with their strategizing, then with their solicitation. Provide 3-minute warnings before the ends of both the strategizing period (10 minutes) and the solicitation period (20 minutes).

step four

After the time has elapsed, instruct the participants to add up the amount of money they received for their cause and find a seat. Have each team share its cause with the entire group and tell how much money they raised. See who received the most money for their cause. Also ask the group whether any teams did not give away all of their money.

Explain that the activity was focused on a strong method of fundraising: direct donations. If they are going to start raising funds for their organization, this approach can be a foundation for that work. So take some time to have participants think about their experience.



step five

Quickly debrief the activity with some of the following questions:

- What did you observe during the planning and solicitation periods of the activity?
- How did you feel about asking others for money?
- How did you feel when you were donating money?
- What did youth and adults do differently in this activity?
- What did they do that was the same?
- How did you determine which causes you donated to?
- How was thinking about people's linkage, ability, and interest useful to you?
- What are some important things to know when you start fundraising?
- Think about your potential donors, your organization or cause, and so on.
- How can youth–adult partnerships be used in direct-donation fundraising?

trainer note: When asking about why they donated to causes, be sure to highlight the groups that received the most money. Ask the people who gave to those groups what made them so successful.



step six

Divide the participants into groups of three to five people. Distribute sheets of flip chart paper and markers to each group. Ask the groups to think about their experiences in the exercise and answer the following questions:

- What strengths do adults bring to youth–adult fundraising teams? What strengths do youth bring?
- What advice would you give to youth–adult groups that want to fundraise? How could they be most effective?

Have the groups record their responses about youth and adult strengths on the flip chart paper. Ask each group to share their suggestions with the large group.

step seven

Distribute the Fundraising Tips handout.

trainer note: Take some time to read through the handout with participants, and see if they have any questions.

Ask the participants to develop their own fundraising handout for their group based on their own experience and suggestions.

Variations

variation one: Ask the groups to develop fundraising scripts for youth–adult fundraising teams.

variation two: Examine all four fundraising methods. Ask the group to discuss any experiences they’ve had with the methods. What are some potential benefits of youth–adult partnerships in each of those methods? Divide the participants into four groups, assign each group a method, and have them brainstorm ideas for how they could use that method for their organization.

what we gave/got

| | |
|---|---------------------|
| What we gave: \$1,000.00 | What we got: |
|---|---------------------|

| |
|----------------------|
| Our cause is: |
|----------------------|

what we gave/got - a handout

fundraising tips

Research and Preparation

1. Make a gift yourself. How can we ask others to give if our cause isn't important enough for us to give to it?
2. Prepare a packet of information. It could be something small that you'll leave with donors or something more involved that you'll keep with you. It might include a description of your program, statistics, pictures, and contact information.
3. Research your potential donors' linkage, ability, and interest. Who knows them? How do they know us? How much could they give? Why are they interested in this cause?
4. Practice talking about your cause and asking for money. Work with your fundraising team.

Making the Ask

1. Make an appointment. Ask in person!
2. Talk about your cause and why it's important.
3. Smile. Make eye contact. Listen.
4. Ask for a specific dollar amount.
5. Answer questions. If you don't know the answer, say so. Get the information to them later. Ask for the dollar amount again.
6. Wait. Let them make their decision.

Follow-Up

1. If you get a donation, thank the donor. Send a thank you note the same day. Continue thanking them through recognition and other means.
2. If you don't get a donation, thank them for their time. Send a note the same day thanking them for their time and helpful suggestions.

More Tips

- Remember that this is a financial decision for them. It's not about whether or not they "like" you.
- Don't say no for anyone else.
- People will not give if you don't ask!
- Use this method for individuals, corporations, charitable groups (e.g., Kiwanis and Lions), congregations, and others.
- Practice, practice, practice! Practice with others on your fundraising team or with friends or family. Practice answering hard questions, and share difficult questions with others on your fundraising team. You'll get better with every ask you make!
- Create a script for your youth-adult team. Use it to practice your "pitch" and to make sure you hit all the important points.
- Whenever you ask for money, ask the potential donor if they know of other people who might be interested in donating to your cause. Even people who don't donate to your cause might have friends who will!



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overview

Making the case for using youth–adult partnerships as a way to get things done, run an organization, or create change in a community is strengthened by knowing and having access to research reports, data, and other resources. Have you ever been asked, “How do you know that youth–adult partnerships are effective?” or “Why should we use youth–adult partnerships to do our work?” Having research information at your fingertips can help you make the pitch, address skeptics, and reinforce your partnerships. This section will help youth and adults gain access to research on youth–adult partnerships and develop strategies for youth–adult partnerships.

The purpose of this section is to increase participants’ awareness of the benefits of youth–adult partnerships as stated in research literature. It is designed to help youth and adults consider the research, connect it to their own experiences, and help advance the work they will do in youth–adult partnerships.

learning objectives

Participants will be able to:

- explain what research has to say about youth–adult partnerships;
- discuss research points, connect the research to their own experiences, and reflect on future directions;
- make the case for youth–adult partnerships; and
- use the research summaries in a variety of ways outside of a workshop or training to help them in their work in youth–adult partnerships.



making the case for youth-adult partnerships

purpose • To explore the dynamics of making the case about youth–adult partnerships to others

time 60 minutes, depending on the size of the group and the number of scenarios

group size 10 to 40 participants

materials • Role-play scenarios
• Handouts: Youth–Adult Partnerships: What Does Research Say? and Tips for Using the Research Summaries on Youth–Adult Partnerships

prepare ahead Make copies of the handouts and role-play scenarios.

introduction

Tell the group that sometimes they will need to explain why youth–adult partnerships are an effective, useful, and valid way for organizations, groups, neighborhoods, clubs, or communities to partner together. This activity will introduce or reacquaint them with research findings about youth involvement and youth–adult partnerships that can be used to “make the case” for youth–adult partnerships.



step one

Distribute the Youth–Adult Partnerships: What Does Research Say? handout, and give participants time to read it. Answer any questions participants have. Lead a brief discussion about the summaries using the following questions:

- What stood out for you from the research information?
- What information was new? What did you already know?
- Where do you see this information being helpful in supporting youth–adult partnerships?
- How might you use this research information to make a case for youth–adult partnerships?

step two

Distribute the Tips for Using the Research Summaries on Youth–Adult Partnerships handout. Quickly review the handout, or have participants read it. Answer any questions participants may have. Solicit additional tips that have worked for participants in the past.

step three

Tell participants that they are going to practice using this information through the role-play scenarios below, which involve a youth–adult team making the case—a pitch—to someone else about why youth–adult partnerships are beneficial. Participants should use research summaries and their own experiences for the role-plays.

step four

Ask for volunteers to participate in the role-plays. For each role-play, at least three people are needed. Assign volunteers to a specific role-play, and distribute the role-play scenarios to the group. Role-plays will be performed for the large group.



role-play scenarios

1. Your team has written a grant proposal to do a community project. Youth–adult partnerships are a key strategy. The team is being interviewed by the funding organization, which will make final decisions. The funders want to know more about youth–adult partnerships and why they should fund you.
2. Your team is creating youth–adult partnerships in your community, school, or youth organization. A reporter for a local television station is videotaping and interviewing the team in action. The reporter asks, “Why should youth and adults work in partnership?”
3. You want your youth organization to put young people on its Board of Directors. Your team is talking with the board chair, who says that she is just not sure that it will work. Explain the benefits of having youth board members.

trainer note: If you are well acquainted with the group in your workshop, you can modify and adapt the scenarios to their particular situations. The role-plays need at least three people, but more can play. Doing the role-plays with additional people can add interesting and different elements.

reflection and discussion

Ask the volunteers in the role plays the following questions:

- What was it like to do this role-play?
- How did you feel about the roles you acted out?
- What experiences have you had that are similar?



Ask the observers the following questions:

- What was it like to watch these role-plays?
- How did you feel about the roles you saw acted out?
- What experiences have you had that are similar?
- What other things could be said or done that would make better explanations and pitches?
- What does this say about our work in youth–adult partnerships?

Youth-Adult Partnerships: What Does Research Say?

- Over the past few years, we've been hearing a lot about the importance of promoting positive youth development, not merely preventing youth problems. We've also been hearing about civic engagement and building civil society. Youth empowerment is key to all of these activities. Young people's voices need to be heard.
- Young people need to be full partners with adults in improving our communities. This concept underlies youth–adult partnerships. To many people, the issues are clear—they can see firsthand what the benefits are. To other people, youth–adult partnerships sound like a nice idea, but they are hesitant to engage in or support them. They wonder: Do they really work? What, really, are the benefits? Is there any research that tells us that this is a good thing to do?
- Maybe people have been asking you these questions, or maybe you've been asking them yourself. Because youth–adult partnerships are new, not much research has focused on them. Fortunately, though, some research does answer these questions.
- To support the development of this training, we talked with youth and adults in different communities. We asked how research could help them conduct workshops on youth–adult partnerships and how research could be used to support their social change efforts.
- In the interviews, youth and adults said that research is often hard to locate and decipher. Many of them stated that they did not even know that research existed about youth–adult partnerships. They said it would be useful to have a summary of such research, written in “plain English,” and they wanted real-life stories from research that could illustrate the benefits.
- The following summaries are written to share the lessons with you and to help you share the lessons with others.

what can be done to ensure successful youth-adult partnerships?

- Research says that although youth–adult partnerships are exciting, they are often not easy. Both youth and adults have had few opportunities to work together as partners. Often, they are not sure how to proceed. Fortunately, research gives us some lessons and guidelines.
- Adults should not expect young people to automatically excel in tasks in which they have not had much experience.
- Many studies tell us that high expectations from adults help young people learn and achieve. For example, children have been shown to learn best when teachers combine warmth with challenging standards;¹ unrealistic expectations, however, set youth up for failure.² Like adults, youth must gain basic knowledge and skills to be effective partners in organizational or community work. It is better for youth to advance through a variety of experiences than to be thrown right away into the highest level of responsibility.³
- Adults and youth should realize that they both can benefit by developing skills to help them do community work together.
- Skills related directly to youth–adult partnerships and community work include communication, teamwork, and project management. Adults also need to learn how to coach youth—that is, to empower youth while guiding them and holding them accountable.
- Real-Life Story: In one rural community, a team of youth and adults agreed to organize a community-service event. Wanting to avoid a situation in which adults were the bosses and youth the workers, adults shied away from coaching youth on tasks of project management. Many youth, not knowing exactly what to do, did not follow through on tasks. At the last minute, adults rushed in to save the day. Youth were embarrassed with their performance and angry with adults’ criticism. They questioned why adults did not offer guidance up front. ⁴

- Adults need to feel empowered before they are willing and able to partner with youth.
- Many adults want to work with youth as partners, but they don't know exactly how to do that. Some adults fear that sharing power with youth will take power away from them. Sometimes adults have not learned all the skills of community work. Both adults and youth can benefit from training.
- Real-Life Story: An adult and a young person from the Hampton (Virginia) Coalition for Youth shared their experiences: "If the adults feel excluded, not empowered, or not well-prepared, then they will resist anyone else coming on board who may be better prepared, more empowered, or more included."⁵

creative ways need to be found to bring youth and adults together.

- In both rural and urban communities today, everyone is busy. Adults have job, family, and volunteer commitments. Young people have commitments to school, sports, jobs, family, and volunteer activities.
- Real-Life Story: Adults in one community in California became increasingly irritated with poor youth attendance at evening meetings, and said so. A couple of young people reminded them of the long bus rides the youth faced going to and from school and the school and home responsibilities of the youth. Adults then started to realize that they needed to meet youth halfway. They started making the long drive to the high school for afternoon meetings.
- Experiences have to be meaningful for both youth and adults.
- Real-Life Story: One adult on a Board of Directors that involves both youth and adults said it this way: "If you can get folks to sit at the table with a group of committed young people, transformation will occur. Interactions have to be ongoing and must deal with real issues. If the issues are not real from the perspective of the adults, not only the youth, the adults won't sit at the table."⁷

how do young people benefit?

- When young people have opportunities to contribute to community and be involved in positive relationships with adults, they can boost their self-competence and improve their life skills.
- Research says that when youth are involved in positive social relationships with peers and a variety of adults (parents, teachers, and others), they are more likely to have good self-esteem, think and act in socially responsible ways, and have good problem-solving skills.^{8,9}
- Real-Life Story: A youth member of an ambulance crew spoke of his community experiential learning with other youth and adults, “In school, you learn chemistry and biology and stuff and then forget it as soon as the test is over. Here you’ve got to remember because somebody’s life depends on it.”¹⁰
- Skills like these can be developed in service-learning programs. Service-learning is not just community service. It is much more. In service-learning, youth partner with adults and take the lead in responding to community needs. The service projects are combined with “classroom” study, either in a school or in a youth organization. The critical piece that links everything together is reflection—reflection sessions that are honest and open and in which youth and adults communicate equally and build relationships, respect, and understanding. Research studies say that these relationships help youth develop emotional intelligence, communication skills, and acceptance of people who are different from themselves.^{11,12,13}
- Research also tells us that participation in AmeriCorps programs helps older youth and young adults increase skills. AmeriCorps members (who are usually between ages 18 and 22) frequently work in partnership with adults. A survey of 310 AmeriCorps programs found that 76 percent of members showed significant increases in communication, interpersonal, problem-solving, and understanding-of-organizations skills.¹⁴
- Real-Life Story: Speaking of his experience partnering with adults at the city planning department in Hampton, Virginia, one youth noted, “It helped me realize how much potential I have. It brightened my perspective on life and exposed me to groups, organizations, and people I wouldn’t have had contact with otherwise. . . . I have increased my vocabulary, improved my writing skills, learned how to conduct research, and I can interact better with a variety of different people. . . . I have a totally different outlook on my community.”¹⁵
- Youth receive caring support from a number of adults in their lives, not just parents.

young people need several types of caring from adults:

- Caring as nurturing: consistent support, comfort, and attention to basic needs
- Caring as healing and treatment: identification and help with problems and unhealthy circumstances
- Caring as empowerment: helping young people gain a sense of independence, control, and mastery as well as helping them understand and analyze the communities and environments in which they live
- Caring as development: clear expectations and resources to help young people develop in all areas of their lives—jobs, school, relationships, community, and health.
- Research tells us that caring is a “protective factor” for children and youth. Caring helps all humans develop social competence, identity, confidence, and a sense of purpose and future.^{16,17}

how do adults benefit?

- Adults can change negative attitudes and stereotypes about youth.
- By partnering with youth, adults often begin to see young people as responsible and legitimate contributors to activities. In two studies, for example, adults reported more positive attitudes about youth after they witnessed youth volunteering in community service projects.^{18,19} One of the studies involved 1,000 young people engaged in service learning; 82 percent of the organizations in which the youth carried out their service reported that community members developed more positive attitudes toward youth as a result of their work.²⁰
- Real-Life Story: One adult said after his first experience in working with youth as partners, “Once you get to know the youth—not just their problems, but who they are as a person, and what their circumstances are—you begin to see them in a whole other light.”²¹
- Adults can get re-energized and enthusiastic about their own work when they partner with young people.

- Real-Life Story: A high school principal said that teachers liked their jobs better when they started sharing responsibilities with students. Students and teachers worked together on teaching and classroom management. The young people fully participated in decision making, planning, and carrying out activities. The principal said that as a result, teachers were much more excited about teaching and about the school and came to see the students as “colleagues and partners rather than people to control.”²²
- Adults can improve their communication, teamwork, and coaching skills.
- Adults can have a hard time letting their guard down in order to communicate openly with youth. After being involved in youth–adult partnerships, however, adults involved in one study found that they started talking more easily with young people—and in a give-and-take way.
- Real-Life Story: One adult said, “You’ve got to get into their [young people’s] lives . . . spend time just talking with youth. . . . It’s a back and forth thing; you’ve got to tell them something about you that lets them know who you are, too.”²³
- In more than 50 communities across the country, both adults and youth got better at working in teams when they were involved in youth–adult partnerships. The partnerships had flexible roles for youth and adults, allowing different talents and needs, rather than age, to dictate what roles youth and adults each took.^{24,25}
- In these same communities, adults got better at their coaching skills, too. Coaching is hard for many adults; it is not only leading sports teams. Coaching means empowering young people and allowing them to be self-directed. At the same time, adults who act as coaches have to make experiences structured enough and set expectations high enough so that young people will stretch and learn. Youth–adult partnerships have been found to help adults successfully perform those tasks.²⁶

how do organizations and communities benefit?

- Communities are strengthened when all members, youth included, are actively involved.
- Since the 1980s, communities across the country have benefited from youth action. Youth involved in youth conservation corps and service-learning programs have tutored children, organized community clean-ups, run food banks, repaired buildings, built homes, planted and harvested community gardens, and contributed to countless other community improvements.²⁷

- A study of 112 communities, mostly in the Midwest, showed that the healthiest communities were those in which youth engaged in structured and purposeful activities with adults who were not their parents.²⁸
- Young people serving their communities alongside adults is part of traditional Native American culture. The National Indian Youth Leadership Project has operated for many years in many tribal communities across the country; the project helps build community through the efforts of young people. Some accomplishments include rebuilding a 250-year-old adobe church, repairing trails and Anasazi ruins at El Morro National Monument, and replanting peach trees in Canyon de Chelly.²⁹

involving youth in decision-making partnerships with adults can help organizations raise money.

- Real-Life Story: The Board of Directors at one organization wanted to put youth on the board but was afraid that doing so might alarm funders. Much to their surprise, however, people at the organization discovered that some foundations were more willing to donate money if youth were on the board.³⁰
- Organizations that have youth on staff and on their Boards of Directors become more connected and responsive to youth in the community. They are able to reach out to and better serve young people in the community.
- Real-Life Story: In 1996, the city planning department in Hampton, Virginia, hired two high school students to work as part-time city planners. The youth recommended that the city develop a Youth Commission that would have the same power as other city planning commissions. Their idea was adopted, and the city now has a Youth Commission of 20 young people. In one decision, the Youth Commission determined that the city bicycle ordinance should be changed so that people could ride bikes on the side walk until the city developed more bike paths. The city council adopted their recommendation.³¹
- Organizations that involve youth in responsible positions see the benefits and then want to involve more youth in responsible roles.
- Youth as Resources (YAR), a national nonprofit, supports youth involvement in communities by giving small grants to young people who design and carry out projects that address social problems in their communities. Young people and adults work as partners on all levels of the program. Evaluation research on YAR showed that after the agencies saw the benefits of youth involvement, they were committed to providing more responsible roles for youth in their organizations.³²

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Tips for Using the Research Summaries on Youth-Adult Partnerships

You can use the research summaries on youth–adult partnerships in many ways. Some suggestions:

- Use them in writing grant proposals to raise money.
- Use them as talking points for speeches and public presentations in your community. Use the research to recruit support and resources for community projects involving youth and adults.
- Use them in letter-writing campaigns about youth and community policy to local officials.
- Use them in newsletters to get the word out.
- Use them to make handouts for people who want more information about youth–adult partnerships.
- Send them to people who will be in a workshop to help them prepare.
- Use them as a focus for discussion groups.
- Other ways in which you can use the summaries:
 - Invite speakers to address your group. Contact people at local civic organizations, youth-serving organizations, or local colleges or universities, or invite political leaders. Ask them to address points in the summary or to present other research, information, or experiences that expand it.

- Contact your local Cooperative Extension Service office, library, or civic and youth organizations to see what other research and information can help you find out about youth–adult partnerships. Often, research and information will not be categorized under “youth–adult partnerships.” Instead, it can appear under phrases such as the following:
 - Youth leadership
 - Service learning
 - Youth service
 - Community service
 - AmeriCorps
 - Youth conservation corps
 - Civic education
 - Youth participation in community.
- If you are looking specifically for research, it often can be found under “evaluation” or “program evaluation.”
- The following Web sites contain research information:
 - At the Table: <http://www.att.org>
 - Corporation for National Service: <http://www.cns.gov>
 - CYD Journal: <http://www.cydjournal.org>
 - Do Something: <http://www.dosomething.org>
 - Innovation Center: <http://www.theinnovationcenter.org>
 - Search Institute: <http://www.search-institute.org>

other resources:

- Youth Today, a monthly newspaper that has regular reviews of research as well as feature articles. To order, call 202/785–0764 or go to <http://www.youthtoday.org>
- American Youth Policy Forum issues reports and research summaries about different aspects of youth issues. For more information, call 202/775–9731 or go to <http://www.aypf.org>.

Many of these resources include articles, reports, and summaries that are written for people who are not researchers.



what do you make of the research?

purpose • To reflect on what research says about youth–adult partnerships and connect it to participants’ own experiences and work

time 45 minutes

group size 10 to 60 participants

materials • Flip chart paper
• Markers

prepare ahead Write bullet points (listed below) about the benefits of youth–adult partnerships on flip chart paper, one bullet point per page. Post flip chart paper around the training room, allowing space for group movement.

On a separate sheet of flip chart paper create the following key:

- If you have seen this happen or have experienced it (Explain.)
- / If you have not seen this happen or have not experienced this (Any idea why not?)
- ? If you don’t understand or are confused by the statement (Share your questions or thoughts.)
- 1–5 Indicates which statements are most convincing (That is, on a scale of 1 to 5, how convincing would this argument be to get someone to start a partnership?)



Select dot points from the following sample research findings below.

Sample Research Findings

benefits to youth

- When young people have opportunities to contribute to community and engage in positive relationships with adults, they can increase self-esteem, the ability to think and act in responsible ways, and problem-solving skills.
- Youth receive caring support from a number of adults in their lives, not just parents. Youth can get these types of care and support: (1) nurturing, (2) healing and treatment, (3) empowerment, and (4) expectations and resources to help develop skills.

benefits to adults

- Adults can change negative attitudes and stereotypes about youth.
- Adults can get re-energized and enthusiastic about their own work when they partner with young people.
- Adults can increase their communication, teamwork, and coaching skills. Coaching means empowering youth while guiding them.



benefits to communities and organizations

- Communities are strengthened when all members, including youth, are actively involved.
- Organizations that have youth on staff and on their Boards of Directors become more connected and responsive to youth in the community. They are able to reach out to and better serve young people in the community.
- Involving youth in decision-making partnerships with adults can help organizations raise money.
- Organizations that involve youth in responsible positions see the benefits and want to involve more youth in responsible roles.

introduction

Tell the group that this is a brainstorming and reflection activity. They will be reacting to research results about youth–adult partnerships. The results are in the form of statements posted around the room.

step one

Divide participants into groups of two to four people. Assign each group to a station.

trainer note: Be sure to select and prepare enough flip chart stations to accommodate each group.



step two

Ask participants to take a marker and react to each of the research statements on the flip chart sheets. Tell them to use the following symbols (refer to the key prepared ahead of time):

Place an asterisk or other symbol by each statement that they have seen happen or have experienced themselves. Write these examples on the flip chart.

Place a slash by those they have not seen happen or have not experienced themselves.

Place a question mark on the statements they do not understand. Write any questions or thoughts about the point that they may have on a flip chart.

Assign a numeric value on a scale of 1 to 5 indicating how convincing this argument would be to get someone to start a partnership (1 is the least convincing, and 5 is the most convincing).

step three

Give each group a marker and tell them that they will have 2 minutes at each station. Tell the groups when it is time to rotate to the next station, and ask them to rotate in the same direction.

step four

When the groups have rotated around the room and have landed at their initial stations, ask each group to select a reporter. Ask each reporter to read the statements at his or her station to the large group.



reflection and discussion

Discuss the activity in the large group using the following questions:

- What are some words or phrases that stood out for you?
- What surprised you?
- What was easy? What was difficult?
- Was it easier to think about things you've seen or experienced, or easier to think about those you haven't seen or experienced?
- Which statements seemed to be the most convincing?
- Which ones seemed to be the most confusing?
- What was one key lesson for you from this activity?
- How can you use these statements to support your work? To get others to support your work?
- What can your work here today tell you about working in youth–adult partnerships?

Variation

Assign each small group to one station. Each group addresses only one statement, discussing and asking each other questions, recording thoughts on the flip chart, and reporting back to the large group on their assigned station. Then proceed using the discussion questions above.



section six



contents

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overview

This section contains several different types of resource materials. The first is a sample training agenda provided to illustrate how a group of youth–adult partnership activities can be put together to create a half- or full-day training. The activities can be used in hundreds of ways, in trainings of any length.

This section also includes an article on youth development and youth–adult partnerships and a chart that provides a framework for different approaches being used in the youth work field. The Youth Development and Youth–Adult Partnerships: The What For article gives key youth development definitions and describes how youth–adult partnerships are developmental for the young people, adults, and organizations involved. The Approaches to Youth Work chart highlights seven approaches and describes the roles of youth and adults along with the primary actions and primary desired outcomes for each approach. Both resources can be used as background information for trainers, or they can be used as handouts during training sessions.

The last item is a comprehensive list of references and resources organized according to the sections in this manual. The list contains print resources as well as video and Internet resources. Again, these are provided to give the trainer additional information or to create a resource list for training participants.

sample agenda: preparing for effective youth—adult partnerships

purpose • This series of activities is designed to build a strong foundation of common understanding between youth and adults working together on a team. The activities apply the principles of facilitative leadership, which places responsibility on the group and tends to provide a greater opportunity to equalize group members than do hierarchical methods.

time Half day or full day, as appropriate

group size 20 to 30 youth and adults

materials • Flip chart
• Markers
• Sticky wall or tape

trainer note: It is good training practice to create and customize an agenda for the group that will be attending the training. The activities in this Youth–Adult Partnership manual are designed so that trainers can combine and sequence them to build trainings that are several hours to several days long.

Below is a sample agenda illustrating how several activities can be used to create a half- or full-day training event that could be used at the beginning of a project involving youth–adult partnerships or as a launch day for a youth–adult board or advisory committee. If used as a complete agenda, appropriate breaks (every 2 hours) should be inserted, depending on the meeting time.

Opening: 60 minutes

- **Introductions**
- **Review of agenda, purpose for meeting**
 - **The Team Game 30 minutes (see pg. 23)**
 - **Establishing Group Norms 5 minutes (see pg. 21)**
 - **Poetry in Motion: Identifying the Characteristics of Effective Youth—Adult Partnerships 45 minutes (see pg. 58)**
 - **Identifying Barriers to Effective Partnerships 15 minutes (see pg. 94)**
 - **Developing a Common Vision 60 minutes (see pg. 91)**

End of half-day training or break before second part of a full-day training

- **Talking It Over: Learning to Give and Receive Feedback 45 minutes (see pg. 166)**
- **Where Are You Coming From? Looking at Shared Leadership 60 minutes (see pg. 112)**
- **P.A.R.T.N.E.R.: Evaluating the Effectiveness of Youth—Adult Partnerships 30 minutes (see pg. 31)**

Closing 30 minutes (select from activities in Training Essentials or select your own closing activity)



youth development and youth-adult partnerships: the what for

By Maureen Sedonaen and Steven Bliss, Youth Leadership Institute

I really enjoyed getting to know an adult who cared about my thoughts and ideas. I liked working together with them on a community project.

High school youth

The thing I liked most about the program is that it gave me the opportunity to learn, meet and teach people, even adults. I see that youth have the opportunity to make decisions daily. The information received empowered me and encouraged me to continue making a difference among youth in my community.

Adult ally

The above quotes illustrate the powerful results that can occur at the intersection of two movements that have helped reshape the youth-serving field in recent years: youth-adult partnerships and youth development. Yet even while youth-adult partnerships have become more widely practiced and accepted in the past 10 to 15 years in youth development, the two approaches have not been integrated on a widespread scale.

Over the past 35 years, youth-serving organizations and institutions in the United States have focused most of their efforts on combating a variety of social ills among youth. With significant levels of public and private funding, communities across the country established infrastructures for providing treatment and remedial services. “Problem prevention” emerged as the central framework for working with youth; abstinence-only programs were the primary means of reducing exposure to and risk of alcohol and drug use, teen pregnancy, gang-related violence, and other option-limiting behavior. For many years, service provision generally was limited to clinical or professional settings and the schools and was conducted by highly trained professionals.



When community-based youth programs began to gain momentum in the early 1990s, they were seen primarily as ways of addressing four major social ills: alcohol and drug use, gang-related violence, teen pregnancy, and academic failure. Of course, programs began to show the potential to go beyond problem-prevention outcomes in affecting the lives of youth.

By contrast, the youth development approach represents a shift away from the problem-prevention framework. Encouraged by promising research and anecdotal information from across the country, many youth-serving organizations now emphasize strategies that, rather than focus on young people’s problems or needs, aim to provide supports, opportunities, and skills that lead to positive, healthy youth development. The youth development approach stresses that young people must have access to programs, relationships, and institutions that help them to be not only problem free but also fully prepared to experience personal success and contribute meaningfully to society. Ultimately, youth development is more than a strategy for improving the lives of young people; it is a strategy for changing the role of young people in our communities. By helping young people become actively engaged in community life, youth development strives to create a society that is more democratic by virtue of being more reflective of youth concerns, perspectives, and involvement.

Although the origins of the current youth movement lay primarily in the problem-prevention arena, youth development was conceived of as an alternative to programs and systems that concentrate on “solving” the four social ills. So perhaps it is not surprising that little integration of youth and youth development principles has taken place to date. Most youth programs are still deficit-based by design; they focus on particular problems or risks experienced by young people and offer to “keep kids out of trouble” or to expose them to positive activities and relationships. It is also clear that most programs still rely heavily on adults and “experts” in the field of to design, implement, and evaluate youth programs. We must take a closer look at the concept of “youth engagement”—an essential ingredient of a successful youth development approach. Several key factors of engagement are critical to explore, including the role of young people in youth programs, the relationship between adults and youth, and the settings in which programs take place.



What Is Youth Development?

Youth development has been defined as “the ongoing process in which young people are engaged in building the skills, attitudes, knowledge, and experiences that prepare them for the present and the future.”¹ One of the key insights of the youth development movement is that helping young people avoid problem behaviors, although an important goal in some cases, does not in itself constitute a full vision of the types of people we want youth to become. To illustrate this point, Karen Pittman, a leader in the youth development movement, offers a hypothetical vignette about a youth services worker who accompanies a young person to his first job interview. The youth services worker shakes hands with the prospective employer and says, “This is Jimmy. He’s not in a gang. He doesn’t use drugs. He didn’t drop out of school. I think you should hire him.” The employer looks at the youth worker in astonishment and says, “Why are you telling me these things? I don’t care what he doesn’t do. Tell me about his skills, his strengths. What does he know? What can he do?”¹

Youth development shifts the focus away from youth problems and risks (or deficits) and toward young people’s strengths (or assets). In doing so, the youth development approach requires that youth-serving institutions determine the positive benefits they want to offer young people. Similarly, the youth development approach calls on communities to identify youth development outcomes that are—as one author put it—“important, achievable, and measurable.”² Defining these outcomes is a matter of discussing and articulating, with extensive input from young people themselves, how young people can realize their full potential as participants in community life.



**section six:
resources**

The youth development approach has gained tremendous visibility and acceptance over the past decade or so. A fair amount of misunderstanding, however, remains about the goals of youth development and how it differs from “business as usual.” In the table below, we attempt to dispel some of the most persistent myths about the youth development approach.

| Myths | Facts |
|--|--|
| <p>“Youth development” describes something that occurs in schools or in community - based programs.</p> | <p>Youth development is the complex interaction between young people and their communities, families, schools, peer relationships, and other environments. Although schools and community - based programs play important roles in the process, positive youth development depends on support from all facets of a young person’s life.</p> |
| <p>The youth development approach is primarily intended for young people who are already “on the right track” and is less appropriate for at-risk youth.</p> | <p>A commitment to youth development means providing all young people with the supports, opportunities, and skills they need for a successful transition from childhood and adolescence to adulthood. Youth development calls for identifying risk factors in young people, but it stresses the importance of recognizing youth’s assets and strengths as well as their needs.</p> |
| <p>The youth development approach consists of a set of specific strategies that are applicable to all young people.</p> | <p>At the heart of the youth development movement is the recognition that individual youth have unique needs and furthermore, that people react to environments and experiences in different ways. Programs that take youth development approach to the individual needs of different young people and seek to be creative and flexible in meeting those needs.</p> |
| <p>Youth development is not concerned with preventing social ills such as: violent behavior, drug and alcohol use, teen pregnancy, or academic failure.</p> | <p>Youth development sees combating these social ills as one component of helping youth become healthy, productive citizens. At the same time, youth development emphasizes that providing youth with the necessary supports, opportunities, and skills is the best way to help youth be both problem-free and fully prepared.</p> |



A growing body of research illustrates that youth engagement and youth–adult partnerships have positive effects for young people as well as for adults, organizations, and communities. By taking on significant decision-making roles, young people increase their understanding of their communities, learn skills that range from problem solving to public speaking, build confidence, and gain a greater sense of their place in community life. Adults who have worked with young people in a governance capacity report increased understanding of the concerns and need of youth, greater confidence in working with and relating to youth, and a stronger sense of community connectedness. According to the Innovation Center’s study of youth decision making, “the mutual contributions of youth and adults can result in a synergy, a new power and energy that propels decision-making groups to greater innovation and productivity.”³ Furthermore, youth development experts point out that youth engagement not only has positive effects on the youth and adults involved but also strengthens the communities in which all people—young and old—live, work, and play.⁴

From Guiding to Partnering

Youth programs can take the concept of youth engagement down to an individual level by enabling young people to act as key decision makers with regard to the adult–youth relationships in which they are involved. In their study of relationship building in the Big Brothers/Big Sisters Program, Kristine V. Morrow and Melanie B. Styles found that adult–youth relationships in mentoring typically fall into two categories: developmental and prescriptive.⁵ Prescriptive relationships are those in which the adult emphasizes his or her own goals for the mentor match, rather than those of the protégé. Prescriptive relationships often embrace what we might consider a “top-down problem prevention philosophy” and thus tend to set unrealistic goals for how the young person will be changed through the adult–protégé relationship; the adult often grows frustrated when those goals are not met. Adults can attempt to put unrealistic outcome expectations on the youth pair for the time, intensity, and quality of their time together.



Conversely, developmental relationships are those in which the adult’s goals and expectations are based on the needs of the young person, rather than on the needs of the adult. Adults who foster developmental relationships with youth focus initially on establishing a trusting bond with the young person and start addressing other goals (for instance, improving the youth protégé’s academic performance) only after a strong relationship has been created. In addition, adults in developmental relationships involve the young person in the decision-making process with regard to the activities undertaken by the mentoring pair. For example, the youth might complete a written work plan that describes how he or she wants to use the time spent with the adult. Morrow and Styles found major differences between the outcomes of developmental and prescriptive relationships. In cases in which adults created a developmental relationship, youth generally reported that the adult gave them a sense of support and helped them cope with and resolve difficulties. In short, the study found that the support offered by the developmental adult–youth partnership “closely approximates the type of support most research on youth development concludes is key to healthy adolescent development.” Conversely, in cases in which adults took a prescriptive approach to the relationship, protégés generally reported frustration and dissatisfaction with the match and were far less likely to view their adult as a source of support.

This study’s findings, which make a strong case for treating young people as full partners in determining the direction of the adult–youth relationship, are affirmed by additional research. Youth program evaluations show that the programs in which the adult primarily made the decisions showed a dramatic decrease in “positive relationships” between adults and mentees.⁶ Conversely, research suggests that closer, more supportive, and equal relationships are more likely to make positive changes in youth’s lives.⁷

Thus, the research clearly indicates that youth engagement and partnership is not merely a concept to be implemented at the programmatic or organizational level, but should form the basis of the adult–youth relationship. To create youth–adult partnerships that involve youth as key decision makers, programs must provide adults with orientation, training, and ongoing support to help them view protégés as full partners in the relationship. Programs must also structure themselves around a progressive developmental continuum that enables youth to build their abilities and undertake more intensified involvement in the program over time.

section six: resources



Furthermore, youth programs can help adults understand what they themselves gain and learn from the adult–youth relationship. Too often, the common perception of the adult–youth relationship is that knowledge, information, and wisdom flow in only one direction—from the adult to the youth. Yet the educational value of serving as an adult ally is significant. Adults gain understanding of youth, an increased grasp of the issues and challenges facing young people, and a broad perspective of their community. Increased awareness on the part of the adult sets in motion a powerful cyclical process. The more the adult learns about the young person and his or her perspectives, the stronger the youth–adult partnership. As the relationship grows stronger, so do the bonds of trust and the lines of communication between the adult and young person. Youth programs that emphasize this type of partnering among adults can create communities that are sensitive to and inclusive of youth perspectives and supportive of the youth development process in general. This type of broad change, in turn, can empower young people to take an active role in building stronger, more just communities.

¹ Irby, M. & Pittman, K. (1999). Reflections on a Decade of Promoting Youth Development. In S. Halperin (Ed.), *The Forgotten Half Revisited*. Washington, DC: American Youth Policy Forum.

² Schoor, L. (1997). *Common Purpose: Strengthening Families and Neighborhoods to Rebuild America* (p. 122). New York, NY: Doubleday.

³ Zeldin, S., McDaniel, A.K., Topitzes, D., & Calvert, M. (2000). *Youth in decision-making: A study on the impacts of youth on adults and organizations*. Chevy Chase, MD: National 4-H Council.

⁴ Cahill, M. (1996). *Youth development and community development: Promises and challenges of convergence*. Ford Foundation and International Youth Foundation.

⁵ Morrow, K.V., & Styles, M.B. (1996). Building relationships with youth in program settings: A study of Big Brothers/Big Sisters. In C.L. Sipe (Ed.), *Mentoring: A synthesis of P/PV's research: 1988–1995* (pp. 55-62). Philadelphia, PA: Public/Private Ventures.

⁶ Herrera, C., Sipe, C.L., & McClanahan, W.S. (2000). *Mentoring school aged children: Relationship development in community-based and school-based programs*. Philadelphia, PA: The National Mentoring Partnership and Public/Private Ventures.

⁷ See, for example, Grossman, J.B., & Johnson, A. (1999). Assessing the effectiveness of mentoring programs. In Grossman, J.B. (Ed.), *Contemporary issues in mentoring* (pp. 24-46). Philadelphia, PA: Public/Private Ventures.



approaches to youth work

The chart on the following page is an attempt to categorize the many different approaches to youth work. As the chart shows, a community provides many different types of programs and for approaches to its young people. The categories of approaches are not meant to be exclusive; rather, they highlight some similarities and differences that exist. Youth must have access to all of these types of programs. In many cases, a program may use more than one approach. For example, a service-learning program also may contribute to community youth development outcomes. Although every approach contributes to the healthy development of young people, each has a different focus and purpose.

In community youth development and positive youth development efforts, it is important to include youth and adults from all types of programs listed. Doing so engages full community participation and representation, and youth and adults from each type of program bring additional strengths to the team.

advancing youth work

| Name of Approach | Community Youth Development | Positive Youth Development | Service Learning | Youth Training Programs | Prevention Program |
|---------------------------------|---|---|---|---|---|
| Role of Youth | Partner with adult coach | Engaged participant | Service provider, volunteer | Learner | Participant, member |
| Role of Adult | Partner with youth coach | Contributor, leader, partner, mentor, advisor, coach | Mentor, leader, coach | Leader, expert, mentor, educator | Leader, educator, counselor |
| Primary Actions | Activities to improve community for youth and adults | Group and individual activities, including service and cultural development | Community service projects | Apprenticeship and learning about work force and life skills Increased work force competencies | Education and advocacy related to alcohol, tobacco |
| Primary Desired Outcomes | Sustainable and vibrant communities for all residents, including youth. Fully engaged youth and adults. | Fully prepared youth. Increased social, civic, and cultural competencies; increased physical and emotional well-being; increased academic competencies and employability. | Increased appreciation of service by youth. Increased community good. | Increased life skills. | Youth not engaged in "risk behaviors". Increased prosocial skills. |



It is important to discuss with your group which outcome you are addressing. Many programs may be addressing more than one outcome. If so, its useful to think about the different roles and actions that are required to create different outcomes.

Remember that each type of program has different operating principles and norms. A complete orientation to the group’s operating principles and norms is essential for all members of the training team. For example, youth and adults who are participants in some programs may view adults only in the “expert” or leader role; an orientation to youth–adult partnerships may be an essential part of the training. Also, some programs may have restrictions on the sharing of participants’ names and addresses or may require the formal use of titles such as “Mrs. Smith,” “Brother Paul,” or “Sergeant Foster.” It is important to clarify what the norms and guidelines are in the group.

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resource list

Training Essentials

Search Institute. (1999). *An asset builder's guide to youth leadership*. Minneapolis, MN: Author. To order, write to Search Institute, The Banks Building, 615 First Avenue NE, Suite 125, Minneapolis, MN 55413; call 800/888-7828; or go to <http://www.search-institute.org/catalog/YouthDev/ABYouth.html>

Bens, I. (1997). *Facilitating with ease!* San Francisco: Jossey-Bass. To order, call 941/358-8848 or go to <http://www.participativedynamics.com/facilitatingwe.htm>.

Gesell, I. (n.d.) *Playing along: 37 group learning activities borrowed from improvisational theater*. Duluth, MN: Whole Person Associates. To order, write to Whole Person Associates, 210 W. Michigan, Duluth, MN 55802-1908 or call 800/247-6789.

Hart, L. (1989). *Saying good-bye: Ending a group experience* (2nd ed.). King of Prussia, PA: Organization Design and Development.

Lofquist, W. (1989). *The technology of prevention workbook: A leadership development program*. Tucson, AZ: Associates for Youth Development.

Myrick, R., & Folk, B.E. (1991). *The power of Peervention: A manual for the trainers of peer facilitators*. Minneapolis, MN: Educational Media Corporation. To order, call 612/781-0088.

National Crime Prevention Council. (1996). *Becoming a better supervisor: A resource guide for community service supervisors*. Washington, DC: Author. To order, write to National Crime Prevention Council, 1700 K Street, NW, 2nd Floor, Washington, DC 20006-3817; call 202/466-6272; or go to <http://www.etr.org/nsrc/pdfs/BBS/bbs.html>.



Stanfield, R.B. editor (1997) *The art of focused conversation*. Toronto, Ontario: Canadian Institute of Cultural Affairs. To order, write to Canadian Institute of Cultural Affairs, 579 Kingston Road, Toronto, Ontario, Canada M4E 1R3.

Foundations for Youth—Adult Partnerships

Alliance for Justice. (1998). *Co/Motion: Civic responsibility training manual*. Washington, DC: Author. A training manual for youth who want to get involved in a specific issue or cause. To order, call 202/822–6070 or go to <http://www.comotionmakers.org/manual.html>

Innovation Center for Community and Youth Development. (1999). *Taking the reins together: Youth–adult partnerships* [Videotape]. Chevy Chase, MD: Author. A short video that shows the power of youth and adults working together in partnership. To order, call 301/961–2837 or send e-mail to info@theinnovationcenter.org.

Loring, L., & Leffer, L. (1997). *Younger voices, stronger choices: A guidebook for youth–adult partnerships*. Kansas City, MO: Kansas City Consensus. To order, call 520/798–1513. Also available through <http://www.amazon.com>.

Messina, S.A. (n.d.). *A youth leader’s guide to building cultural competence*. Washington, DC: Advocates for Youth. To order, call 202/347–5700 or go to <http://www.advocatesforyouth.org/publications/guide.pdf>.

MOSAICA: The Center for Nonprofit Development and Pluralism. (1996). *Starting strong: A guide to pre-service training*. Washington, DC: The Corporation for National Service Training and Technical Assistance Unit. To order, write to Corporation for National Service Training and Technical Assistance Unit, 1201 New York Avenue, NW, Washington, DC 20525; call 202/606–5000; fax 202/565–2786; or go to <http://www.etr.org/nsrc/pdfs/startingstrong/a.toc.pdf>.



National 4-H Council. (1994). *Creating youth/adult partnerships: Training curricula for youth, adults, and youth/adult teams*. Chevy Chase, MD: Author. A training curriculum that includes workshop activities for youth-only groups, adult-only groups, and mixed groups. To order, call 301/961-2837 or send e-mail to info@theinnovationcenter.org.

E-Mail Discussion Lists

YAPARTNERS

For youth and adults interested in learning more about working in partnership together. Available at info@theinnovationcenter.org

Advancing Youth—Adult Partnerships

National 4-H Council. (1998). *At the table: Youth voices in decision-making* [Videotape]. Chevy Chase, MD: Author. A two-part video and discussion guide that outlines the whys and hows of bringing youth into decision making. To order, call 301/961-2837 or send e-mail to info@theinnovationcenter.org.

Community Partnerships with Youth. (1994). Youth in governance, youth as trustees, and youth as philanthropists. Fort Wayne, IN: Community Partnerships with Youth. Three training resources for involving young people in real ways in organizations and communities. To order, call 219/436-4402.

Dyer, D.A., & Williams, O.M. (1994). *Developing local community leaders*. Virginia Polytechnic Institute and State University of Virginia: Institute for Leadership and Volunteer Development. Available at <http://www.ext.vt.edu/lvd/leaders>.

Fox, E. (1996). *Peer relationships: Comprehensive health for the middle grades*. Santa Cruz, CA: ETR Associates. To order, write to ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830.



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Gardner, J.W. (1990). *On leadership*. New York: The Free Press.

Harrison, R. (1983). When power conflicts trigger team spirit. In W.L. French, C.H. Bell, Jr., & R.A. Zawacki (Eds.), *Organization development: Theory, practice, research*. Plano, TX: Business Publications.

Harrison, R. (1983, spring). When power conflicts trigger team spirit. *European Business*, 57–65.

Justice, T., & Jamieson, D. (1998). Negotiating interpersonal conflicts. In *The complete guide to facilitation: Enabling groups to succeed*. Amherst, MA: HRD Press.

National Association for Community Mediation. (n.d.). *Face to face: Resolving conflict without giving in or giving up*. Washington, DC: Corporation for National Service. To order, write to Corporation for National Service, 1201 New York Avenue, NW, Washington, DC 20525, or call 202/606–5000.

Sturkie, J., & Gibson, V. (1994). *The peer counselor's pocket book*. San Jose, CA: Resource Publication.

Swinehart, B. (1990). *Youth involvement: Developing leaders and strengthening communities*. Washington, DC: U.S. Department of Housing and Urban Development, Office of Public and Indian Housing.

E-mail Discussion Lists

ATT (At the Table)

For youth and adults interested in the growing movement to involve youth in decision making. To subscribe, send a blank e-mail to subscribe-innovate@4hlists.org.

ATTYOUTHBOARD

A forum for youth who serve in decision-making positions. For more information, go to <http://www.att.org>.



Philanthropy: A New Arena for Youth—Adult Partnerships

Bentley, R.J., & Nissan, L.G. (1996). *The roots of giving and serving: A literature review studying how school-age children learn the philanthropic tradition*. Indianapolis: Indiana University Center on Philanthropy.

Ellis, S.J., Weisbord, A., & Noyes, K.H. (1991). *Children as volunteers: Preparing for community service* (Rev. ed.). Philadelphia: Energize.

Flanagan, J. (1982). *The grass roots fundraising book: How to raise money in your community*. Chicago: Contemporary Books.

Flanagan, J. (1999). *Successful fundraising: A complete handbook for volunteers and professionals*. Chicago: Contemporary Books.

Hoover, A., & Wakefield, J. (2000). *Youth as philanthropists: Developing habits of giving and serving*. Ft. Wayne, IN: Community Partnerships with Youth.

Klein, K. (1988). *Fundraising for social change*. Inverness, CA: Chardon Press.

Lewis, B.A. (1992). *Kids with courage: True stories about young people making a difference*. Minneapolis, MN: Free Spirit Publishing.

Lewis, B.A. (1998). *The kid's guide to social action: How to solve the social problems you choose and turn creative thinking into positive action* (Rev. ed.). Minneapolis, MN: Free Spirit Publishing.

Roehlkepartain, E., Bright, T., & Margolis-Rupp, B. (2000). *An asset builder's guide to service learning*. Minneapolis, MN: Search Institute.

Roehlkepartain, J. (1999). *An asset builder's guide to youth and money*. Minneapolis, MN: Search Institute.



Spaide, D. (1995). *Teaching your kids to care: How to discover and develop the spirit of charity in your children*. Secaucus, NJ: Carol Publishing Group.

Surdna Foundation & the New York City Board of Education Division of High Schools. (1994). *Student service and philanthropy project: A resource guide for establishing a student-run foundation*. New York: Surdna Foundation.

Internet Resources for Philanthropy

<http://www.caring-institute.org>

The Caring Institute promotes giving and serving by giving awards for caring youth and adults. It also has many quotes on philanthropy online and in its book *Caring Quotes*.

<http://www.cpyinc.org>

Community Partnerships with Youth (CPY) believes that all youth are gifted and talented and are able to share these gifts. CPY promotes youth civic engagement through providing materials and training on youth trusteeship, youth in governance, and youth philanthropy.

<http://www.fdncenter.org>

The Foundation Center is a great resource for information on grant writing and locating grant funders. They have free libraries and cooperating collections across the country that can help organizations identify potential funders and build their grant writing skills.

<http://www.fundraising-ideas.com>

This for-profit Web site lists a number of fundraising avenues and lets you explore how they may work for your organization. This site will be of special interest for groups wishing to use selling as a fundraising tool.

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<http://www.k12edphil.org>

The Michigan Council of Foundations and teachers throughout the State of Michigan have written a K-12 philanthropy curriculum that meets state education standards. Activities for each grade level are available on the Web site.

<http://www.mnms.org/events/fundraising.html>

The Minnesota Chapter of the National Multiple Sclerosis Society has some great information on fundraising that is appropriate for any organization.

<http://www.paytonpapers.org>

A collection of the works of Robert Payton, one of the people most deeply involved in the practice and research of philanthropy over the past several decades.

<http://www.philanthropy.com>

This site is the online version of The Chronicle of Philanthropy, the newspaper of the non-profit world. Parts of the site are for subscribers only.

<http://www.philanthropy.iupui.edu>

The Indiana University Center on Philanthropy has a wealth of information for people who want to explore the theory and research on philanthropy.

Research: Youth—Adult Partnerships Work

American Youth Policy Forum. (1999). More things that do make a difference for youth: A compendium of evaluations of youth programs and practice, volume II. Washington, DC: Author.

Bernard, B. (1991). Fostering resiliency in kids: Protective factors in the family, school, and community. San Francisco: Far West Regional Laboratory for Educational Research and Development.



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Blyth, D., & Leffert, N. (1995). Communities as contexts for adolescent development: An empirical analysis. *Journal of Adolescent Research*, 10, 64–87.

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Boston: Harvard University Press.

Camino, L. (2000). Putting youth–adult partnerships to work for community change: Lessons from volunteers across the country. *CYD Journal*, 1(4), 7–11.

Camino, L. (2000). Youth–adult partnerships: Entering new territory in community work and research. *Applied Developmental Science*, 4, 11–20.

Conrad, D., & Hedin, D. (1991). School based community service: What we know from research and theory. *Phi Delta Kappan*, 72(10), 743–749.

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than I.Q.* New York: Bantam.

Hall, M. (1996, June). Gadugi: A model of service learning for Native American communities. *Phi Delta Kappan*, 754–757.

Lerner, R.M. (1995). *America’s youth in crisis: Challenges and options for programs and policies*. Thousand Oaks, CA: Sage.

Lewis, B. (1991/1998). *The kid’s guide to social action: how to solve the social problems you choose and turn creative thinking into positive action*. Minneapolis, MN: Free Spirit Publishing. A how-to guide for young people who want to make a difference. To order, call 800/735–7323.

McLaughlin, M., Irby, M., & Langman, J. (1994). *Urban sanctuaries: Neighborhood organizations in the lives and futures of inner-city youth*. San Francisco: Jossey-Bass.

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Melchior, A. (1997). National evaluation of Learn and Serve America school and community based programs [final report]. Washington, DC: Corporation for National Service.

Natriello, G., & Dornbusch, S. (1984). Teacher evaluative standards and student effort. New York: Longmans.

Pittman, K., & Cahill, M. (1992). Youth and caring: The role of youth programs in the development of caring. Paper prepared for the Lilly Endowment, Indianapolis, IN.

Pittman, K., & Zeldin, S. (1994). From deterrence to development: Shifting the focus of youth programs for African American males. In R. Mincy (Ed.), *Nurturing young black males* (pp. 165–186). Washington, DC: Urban Institute Press.

Schaetzel Lesko, W. (1992). *No kidding around! America's young activists are changing the world and you can too*. Kensington, MD: Information USA. A resource book full of success stories about how young people have made a difference in real-world issues. To order, call 800/KIDPOWER or go to <http://www.youthactivism.com>.

Schaetzel Lesko, W., & Tsourounis, E., II. (1998). *Youth! The 26% solution*. Kensington, MD: Activism 2000 Project. A practical resource that reveals how young people can succeed at getting decision makers to respond to their ideas for change. To order, call 800/KIDPOWER or go to <http://www.youthactivism.com>.

Yates, M., & Youniss, J. (1996). A developmental perspective on community service in adolescence. *Social Development*, 5, 85–111.

Yates, M., & Youniss, J. (1999). Promoting identity development: Ten ideas for school-based service-learning programs. In J. Claus & C. Ogden (Eds.), *Service learning for youth empowerment and social change* (pp. 43–67). Washington, DC/Baltimore: Peter Lange Publishers.



Zeldin, S., & Camino, L. (1999). Youth leadership: Linking research and program theory to exemplary practice. *New Designs for Youth Development* (now entitled *CYD Journal*), 15(1), 10–15.

Zeldin, S., McDaniel, A., Topitzes, D., & Calvert, M. (2000). *Youth in decision-making: A study on the impacts of youth on adults and organizations*. Chevy Chase, MD: National 4-H Council.

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notes
