**Skit 1:**

**Explanation to the audience:** This scene involves a young person (Jean) who wanders into an office where an adult (Gabrielle) is busy at work.

Gabrielle: Are you lost? You must be looking for Mannibles Café. It’s inside Mann Library right up there.

Jean: No, actually I was looking for Act with Youth. Is this it?

Gabrielle: Yes, it is. Is there something I can help you with?

Jean: Well, I heard about your new project on adolescent reproductive health and I want to get involved.

Gabrielle: Get involved with it? Oh, you must be looking for 4-H. Their offices are spread out in Beebe Hall. They deal with peer education. We actually create innovative programs.

Jean: I am already a peer educator – and I’m a youth! So, I thought that with an organization name like Act with Youth this would be a great place for me to work! I mean just listen to the name. In any case, do you have anything I could do or help with?

Gabrielle: Well… let’s see. I am not sure why you want to help here. But, you know, we do need some photocopying.

Jean: Photocopying?

Gabrielle: Yes, Yes! We’d love your help. Can you write down your phone number? There are photocopies to be made and collated, materials to be delivered to our training site, and all sorts of stuff you could do!

Jean: You know what, maybe you were right I am looking for 4-H. Sorry, Thanks. (races out the door)
Skit 2:

Explanation to the audience: This scene involves two adults in an office.

Gabrielle: Sutia, you know the funniest thing happened today.

Sutia: Oh, really? Tell me about it.

Gabrielle: This kid named Jean came in today and said he wanted to help with our work.

Sutia: With what? Where is he, I could use some help now. We always need people to help with copies.

Gabrielle: That’s what I said, but I don’t think that is what Jean thought. He said he is a peer educator and figured that, since we were called Act with Youth, he might be able to work on projects with us. I don’t think that young people really understand what we do. Developing a reproductive health program for youth is very difficult; we know that. There is not anyone here with less than ten years of experience and a college degree.

Sutia: Yeah, did Jean really expect to help with the programs?

Gabrielle: I guess so.

Sutia: Well. He is young. Maybe we could use a young person as a permanent focus group member. You know to test our programs.

Gabrielle: That might be a good idea. Then we wouldn’t have to spend so much money to test our materials and programs. I have Jean’s phone number. Let’s think about this some more and talk tomorrow.

Sutia: Okay, it’s late I am out of here!

Gabrielle: See you tomorrow!
Skit 3:

Explanation to audience: This scene involves Sutia and Gabrielle conversing in their office.

Gabrielle: Good morning! Hey, I ran into a friend last night, do you know Alexa? Yeah she works with 4-H right? Yeah and I told her about Jean who came in yesterday.

Sutia: Oh, really! They have a lot of young people working at their office and involved in planning their events and projects, don’t they?

Gabrielle: Yeah. And Alexa had some great suggestions about how to involve youth to build youth-adult partnerships in our programs. I wrote them all down.

Sutia: That’s great! I was thinking last night that it would be great to have some younger people in the office for new ideas.

Gabrielle: Yeah! My friend Nigel told me that all you have to do to get them to the office is have food!

Sutia: Food?

Gabrielle: Yeah, hummus, carrots, sparkling water. He said they always come when there is healthy food.

Sutia: I think we could find some money in the budget for some healthy food.

Gabrielle: I will add this as an agenda item for our next staff meeting.
The Ladder of Participation

Eight levels of young people's participation. The ladder metaphor is borrowed from Sherry Arnstein (1969); the categories are from Roger Hart.
MEANINGFUL ROLES FOR YOUNG PEOPLE

The 23% solution = The Youth Solution

According to the 2013 U.S. Census Bureau population estimates, 73 million people in the United States are under the age of 18. That’s 23% of the population who participate in school and community activities, 23% who spend more than $160 billion a year, and 23% who care about the world in which they live. However, that’s also 23% of the population who cannot vote and 23% who are supposed to be seen and not heard, making for a resounding 100% of the future who have not been encouraged to exercise leadership today. U.S. Census Bureau, December 2014

TEN TIPS FOR WORKING WITH YOUTH

1. Share the responsibility for leadership. Provide guidelines, but avoid total control.

2. Listen carefully to youth and try to understand their perspective.

3. Provide meaningful roles and assignments for youth.

4. Share all work activities, even tedious ones.

5. Treat young people as equals and develop a partnership relationship.

6. Keep youth informed about activities, even when problems occur.

7. Be energetic and excited about activities. Have a positive, open attitude.

8. Make activities fun and challenging.

9. Be clear about levels of authority for youth and back their decisions when they fall within the agreed upon guidelines.

10. Serve as role models for the youths, and be consistent and fair in your actions.


Tips for Successful Youth/Adult Partnerships

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.
LEADER SURVEY

LEADER: Self Survey:

Note: Take the time to answer the questions to get a better feeling for your own attitudes about working with teens.

 Teens have unique perspectives and knowledge that would enhance our club’s capacity and efforts.

1 Strongly disagree  2 undecided  3 strongly agree

Our club leaders should invest more time in working with teens.

1 Strongly disagree  2 undecided  3 strongly agree

Teens are reliable and should be trusted.

1 Strongly disagree  2 undecided  3 strongly agree

Teens should have the opportunity to lead younger 4-H members.

1 Strongly disagree  2 undecided  3 strongly agree

Our club should adjust certain meeting times to accommodate teen’s schedules.

1 Strongly disagree  2 undecided  3 strongly agree

Even if teens are not involved with all of our club projects it is important to take the time to work with them.

1 Strongly disagree  2 undecided  3 strongly agree

Source: Activism 2000 Project * www.youthactivism.com
## Characteristics of 9-11 Year-Olds

<table>
<thead>
<tr>
<th>TYPE</th>
<th>CHARACTERISTICS</th>
<th>PROGRAMMING IMPLICATIONS</th>
</tr>
</thead>
</table>
| PHYSICAL   | • Steady increases in large muscle development, strength, balance and coordination.  
            | • Small muscle coordination improving.                                             | • Plan opportunities to move bodies.                                                     |
|            | • Gender differences in maturation                                                | • Vary activities to accommodate differences                                             |
|            |                                                                                  | • Avoid boy/girl competition                                                            |
| SOCIAL     | • Want to plan their own free time without adult help                             | • Give them freedom within structured limits                                             |
|            | • Loyalty to group or club                                                       | • Plan time to spend with friends                                                      |
|            | • May prefer same sex groups                                                     | • Assist groups to form for activities                                                 |
|            | • Use reasoning skills to solve problems and negotiate with peers                 | • Encourage them to negotiate rules prior to an activity                                |
|            | • Concerned with fairness and rules                                               | • Reinforce positive communication and negotiation skills                               |
| EMOTIONAL  | • Admire and imitate older kids.                                                 | • Give correction quietly and one-to-one.                                               |
|            | • Want to act grown up.                                                           | • Help them identify successes.                                                        |
|            | • Beginning to question parental authority.                                       | • Never play favorites                                                                  |
|            | • Look to adults for guidance and approval.                                       | • Give specific positive feedback                                                       |
| INTELLECTUAL| • Increased attention span but still has many interests that change rapidly.     | • Encourage belief and value exploration.                                               |
|            | • Starting to think logically and symbolically/Still prefer concrete              | • Encourage goal setting.                                                              |
|            | • See ideas in absolutes                                                         | • Provide opportunities to learn “real-life” skills                                    |
|            | • Like collecting and hobbies                                                     | • Help youth form groups to explore similar hobbies and collections.                    |
|            | • Want to learn adult skills and make useful products.                           |                                                                                         |

*Source: Youth Development Foundation: How Children Develop. Sally Jo Crosiar*
### Characteristics of 12-14 Year-Olds

<table>
<thead>
<tr>
<th>TYPE</th>
<th>CHARACTERISTICS</th>
<th>PROGRAMMING IMPLICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYSICAL</td>
<td>• Rapid changes in physical appearance.</td>
<td>• Accept that physical appearance is very important.</td>
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<tr>
<td></td>
<td>• Hands/feet, nose/ears may grow faster than arms/legs.</td>
<td>• Avoid activities that could cause embarrassment about their bodies.</td>
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<td></td>
<td>• Wide range of development between genders.</td>
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<tr>
<td>SOCIAL</td>
<td>• Look more to peers than adults for approval.</td>
<td>• Provide opportunities for genders to mix in groups.</td>
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<tr>
<td></td>
<td>• Interested in opposite sex.</td>
<td>• Engage them in setting their own rules and consequences.</td>
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<tr>
<td></td>
<td>• Look for role models and start fan clubs</td>
<td>• Help them find information and resources</td>
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<tr>
<td></td>
<td>• Question authority and family values</td>
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<tr>
<td>EMOTIONAL</td>
<td>• Compare themselves to others.</td>
<td>• Help youth compare skills to their own standards</td>
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<tr>
<td></td>
<td>• Concerned about physical development and emerging sexuality</td>
<td>• Avoid putting them “on the spot” whether commending or criticizing</td>
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<td></td>
<td>• See themselves as “on-stage”</td>
<td>• Provide opportunities to practice independence within structured limits</td>
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<tr>
<td></td>
<td>• Concerned about peer acceptance</td>
<td></td>
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<tr>
<td></td>
<td>• Want privacy and independence from adults</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Want to be part of something important</td>
<td></td>
</tr>
<tr>
<td>INTELLECTUAL</td>
<td>• Concerned with justice and equality</td>
<td>• Provide opportunities to question values of organizations.</td>
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<tr>
<td></td>
<td>• Think abstractly; enjoy “what-if” thinking</td>
<td>• Encourage them to predict “what might happen if”</td>
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<tr>
<td></td>
<td>• Understand cause and effect</td>
<td>• Involve them in making program decisions</td>
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<td></td>
<td>• Can handle in-depth, long-term projects</td>
<td>• Provide opportunities to learn how communities work.</td>
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<td></td>
<td>• Challenge assumptions</td>
<td></td>
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<tr>
<td></td>
<td>• Want to explore beyond community.</td>
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</tbody>
</table>

*Source: Youth Development Foundation: How Children Develop, Sally Jo Crosiar*
## Characteristics of 15-18 Year-Olds

<table>
<thead>
<tr>
<th>TYPE</th>
<th>CHARACTERISTICS</th>
<th>PROGRAMMING IMPLICATIONS</th>
</tr>
</thead>
</table>
| PHYSICAL     | • Concerned about body image  
                • Range of size and maturity narrowing                                               | • Provide opportunities to learn how to make themselves feel attractive.  
                • Avoid comparing or critical statements about appearance.                         |
| SOCIAL       | • Want intimacy  
                • Want respect  
                • Re-negotiate relationships  
                • Test sexual attractiveness  
                • Want adult-like leadership roles  
                • Able to commit and follow-through                                                | • Provide opportunities to talk about beliefs  
                • Encourage them to plan their own activities  
                • Offer leadership opportunities Give them lots of time to hang out with their friends |
| EMOTIONAL    | • Want to be seen as individual while conforming to certain peer standards  
                • Want autonomy  
                • Want to determine what happens in their world                                     | • Plan opportunities that allow teens to “try-on” different roles  
                • Encourage involvement in making the program or the community better.            |
| INTELLECTUAL | • Mastering abstract thinking  
                • Like demonstrating acquired knowledge  
                • Develop theories to explain and make sense of things  
                • Create new possibilities from information  
                • Can consider issues from many perspectives.  
                • Grow impatient with meaningless activity.                                        | • Encourage them to plan - and carry out those plans  
                • Plan times they can discuss ideas and abstract concepts  
                • Offer chances to explore vocational and citizenship skills.                      |

*Source: Youth Development Foundation: How Children Develop. Sally Jo Crosiar*
Do’s & DON’TS for Working with Adults

- **DO** Check your expectations before initiating a project or program—what do you expect from it?
- **DO** Ask for information about the organization or project: How would you fit into the process? What would your responsibilities be?
- **DO** Address “youthism”: What are your stereotypes about working with adults? What will you have to do to communicate effectively?
- **DO** Develop your skills so that you feel comfortable participating. Open yourself to learning!
- **DO** Make an effort to really listen.
- **DO** Respect the views and experiences of others.

- **DON’T** Hesitate to ask questions
- **DON’T** Hesitate to be creative, energetic, and enthusiastic.
- **DON’T** Assume all adults will treat you like your parents treat you.
- **DON’T** Over commit yourself!

ADVICE to YOUNG PEOPLE from ADULTS

- Be on Time.
- Come prepared to participate – read any notes or minutes before meetings, note any questions about your role, learn more about the organization or project.
- Focus on the purpose during meetings and activities.
- Take your role and commitments seriously.
- Listen a lot at first to get a sense of how the group/organization functions and explore ways that you can best contribute.
- Don’t Expect to understand all that you hear - - but make sure to ask questions!

*Source: National 4-H Conference 2012*