

“Youth and Adults Working Together”

2012 Indiana 4-H Congress
Doug Keenan, 4-H Youth Development Extension Educator

SUPPLIES NEEDED

Projector & Screen

PowerPoint

Copies of Slides

Note Cards

Writing Utensils

Flip Chart Paper/Markers

Lesson Plan

This Guide

**Copies of “Sample
Orientation Meeting
Agenda”**

**Copies of “Developing a
Youth and Adult
Partnership Keys”**

HOW TO USE THIS GUIDE

Use this as a guide as you give this presentation. In the “Presentation Notes and Procedures” section you will find an in-depth script and notes for preparing for the special activities in the presentation. The bold headings correspond to the headings on each PowerPoint slide. Refer to the slides for actual content that will be shared with your audience. Do not read italics aloud; these are simply notes to help make your presentation go more smoothly.

OBJECTIVES

- ☞ To improve youth and adult partnerships in 4-H meetings and events.
- ☞ To empower youth in leadership development and leadership roles.
- ☞ To foster mutual respect and communication between youth and adults working together.

APPROXIMATE TIMING

60 minutes (Additional timing guidance is provided in right margin)

Presentation Notes and Procedure

Time

Youth and Adults Working Together

- ☞ Welcome to our session on Youth and Adults Working Together!

Session Objectives

- ☞ “Here is what we will accomplish by the end of the session today”
- ☞ Continue reading objectives on slide

Personal Reflections

- ☞ “To get us started with this session, we’d like to get your answers to some questions. On the table in front of you are some note cards and some writing utensils. Please take a moment and answer the questions on the screen. (Be sure to answer the one that applies to you!) Once you are done, someone will come around to collect your cards. Don’t worry, since your names are not on the cards, we won’t tell anyone who wrote what!”

2 M

Personal Reflections

- ☞ “And, for our second question, please follow the same instructions as the first!”

2 M

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Personal Reflections

- ☞ “Here’s our final question.”
- ☞ **Presenter Notes:** *Once everyone has had a chance to respond and all cards are collected, select a few responses to read aloud to the group. The purpose here is to help both youth and adults learn a little more about the other group and to understand them better! Time permitting, you may allow a bit of group discussion about some of the comments. Be sure to keep the conversation in a positive light!*

2 M

Small Groups

- ☞ “We’re now going to ask you to get into groups of 5-6 (or table groups). Youth and adults can be included in the same groups. Please write your responses to each of these 3 questions on a sheet of flip chart paper. Be prepared to share your responses with the rest of the group.”
- ☞ **Presenter notes:** *After groups have had a few minutes to write their responses to each question, invite a group to volunteer to share their answers to the first question. Then ask a second group to share new answers to the first question. Continue with each group until all new answers have been shared. Repeat this process with the 2nd and 3rd questions.*

10 M

Youth-Adult Partnership Definition

- ☞ Here’s the definition that Wikipedia provides to us for a Youth-Adult Partnership. A couple of key phrases are included in this definition:
 - Conscious relationship – this is not something that typically will just happen by accident; we need to make a conscious effort to be sure that it does!
 - Intergenerational equity – big words! But what this means is that youth and adults (from multiple generations) have equal opportunities and responsibilities in this partnership.

Keys to Successful Youth - Adult Partnerships

- ☞ “Over the next few slides we’ll identify some tips (or keys) that will help you to develop an effective Youth and Adult Partnership at home. We’ll offer some suggestions and action steps that you can take, but we want to hear your good ideas as well!! Let’s get started!”

1-2 M
Each
Key

#1

- ☞ It is normal for any group of people who come together for the first time to be a little nervous and perhaps a bit uncomfortable. We’re all in a new situation. And, if two groups aren’t ones that typically meet together (like youth and adults), then this anxiety may increase a bit more.
 - This key encourages us to find ways to help us all feel more comfortable with each other.
 - An orientation meeting with the youth and adult members can help identify each other’s roles, the overall purpose of the group, and what we hope to accomplish together. A sample orientation meeting agenda is provided as a part of this session.
 - Especially in an established organization, asking some of the adult board members to serve in a mentor role with the new youth members can help the youth to feel more comfortable. This adult mentor could be one that the youth member contacts with questions, looks to for advice, etc.
 - Ice breakers are a good idea with any group. They don’t need to be long or require a lot of supplies, but something that will encourage all members of the group to interact with one another, at least briefly. Having an activity like this at the beginning of the meeting, or even a few minutes before it starts (for those

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early-arrivers) can help the rest of the meeting go more smoothly. And, it will encourage the youth to feel more comfortable contributing to the discussion.

#2

- ☞ “In any organization, it is important to know your expectations and responsibilities up front.
 1. The orientation meeting is included here again. Much of these expectations can be outlined and discussed in a meeting such as this when all members are relatively new to the process.
 2. Position descriptions for youth and adult members help individuals know what is expected of them.
 3. Mutual respect – this is something that should be outlined as one of the expectations up front. Youth and adults must have respect for each other in order for this partnership to work in the long run. This will be a personal commitment that each member makes. From time to time the leadership of the group may need to remind the group that, while it is O.K. to disagree with each other, it needs to be handled in a respectful way.”

#3

- ☞ “Depending upon the situation, youth or adult members may start to dominate the conversation/partnership. There are times that this may be O.K.; there are others when the leadership of the group may need to remind the group to listen to each other’s ideas or when the leader may need to encourage participation from group members that are being silent.
 - By-laws are the set of operating procedures for the group. In effect it is similar to an individual member’s position description, but for an organization. The by-laws should outline the membership of the overall group, including who gets to vote on issues. This will help insure that youth and adult voices are equally heard.
 - Committee membership should include a mix youth and adults as well. The numbers may not always be equal, but should provide opportunities for both groups to have input into the committee’s work.”

#4

- ☞ This key is particularly targeted to the adult members. Adults sometimes have the mindset that they need to dictate to the youth, to direct their experience, with little or no input from the youth participants. Our goal is to provide a positive youth development experience WITH the youth, not something that adults do TO the youth.
 - Orientation of adult members may occur at the general orientation meeting, but may also need to occur prior to that time...often when they are first selected to be a member of the partnership. Emphasize the importance of their efforts, but also that the youth will be equal partners in the process. Adults who are not comfortable with this arrangement, will need to find other avenues to share their time and talents.

#5

- ☞ No one has time to be a part of a group that does not do important work. We want our efforts to have meaning and to make a difference in the lives of the people who live in our communities.
 - Review/establish organization mission and vision statements – statements that describe why the organization exists. Then, based on these statements, establish goals that will be meaningful to the group. As with all goals, they

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should be S.M.A.R.T.: specific, measurable, attainable, realistic, and timely.

- To help identify potential goals, youth and adults can take a look at the needs of the community. Visit with community leaders to see what these needs are and how the organization may be able to fill a unique niche.

#6

☞ This key refers to those organizations that have been established for many years and that have strong traditions. Certainly, there is benefit to continuing with the programs and activities that work well. But, this key encourages the group to think a bit more broadly. With the addition of youth to the partnership, what additional opportunities can this provide? These questions can lead to some great discussion!

- Brainstorm together...ask youth and adults to respond to questions such as these (remember in brainstorming, there are NO bad ideas!):
 - What are some new activities that we could add to our organization?
 - What could we change slightly to make (insert name of activity) more effective, educational, and exciting?
 - What is something that we have always done that may have outlived its usefulness?
- Based on this brainstormed list of ideas, what one or two ideas could we consider for the coming year? How can we maintain our strong tradition, but also grow/expand to meet additional needs and interests that have been identified?

#7

☞ We have identified a number of things that this YAP can accomplish. Now it's time to go to work! Both youth and adult members should assume responsibility for the completion of the tasks.

- As mentioned in an earlier key, well-written position descriptions will help outline the expectations and responsibilities of all members. One of those items should definitely address this key!
- Committee membership for specific activities and tasks that are to be completed should include both youth and adults. Perhaps have a youth and an adult serve as a co-chair of the committee. What a great way for both to learn from each other!

#8

☞ Earlier we discussed the importance of establishing meaningful goals. Meaningful roles for all members are also crucial to keep each person actively involved in the organization. Setting committees as we've also discussed earlier is one way to accomplish this. Here are two others:

- Delegating responsibility to members of the organization is an important way to provide each person an opportunity to serve. By delegating, you are telling that person that you believe he or she has the skills and abilities to accomplish the task – that can be a really good feeling (for Youth and Adults)!
- Those to whom responsibility has been delegated need to be ready and willing to accept the responsibility! Nothing will hurt a YAP more quickly than for individuals to not follow-through with the tasks that they have been assigned. If a member is not comfortable with a responsibility that has been assigned, that person needs to be honest and seek help, or ask for something else that he/she will be able to accomplish successfully. Support from additional partnership members will be critical at this step!

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#9

- ☞ Most of us appreciate the opportunity to be held accountable for our actions. Now that we have assumed responsibilities for tasks, we need to follow through and complete them!
 - Mentoring – Some tasks are more difficult than others and may require some additional assistance. Pairing an adult with a youth to serve in a mentoring capacity can be an effective method to help the youth better understand the task at hand and how to complete it successfully. It can also be effective in helping the adults to better appreciate the abilities of the youth members.
 - Committee reports at each meeting can help the members of the committee keep on track. Each meeting they can give an update on the progress that has been made since the last meeting. Questions and answers can keep the whole group better informed.
 - Timelines can also help committee members keep on track. Jointly established, these timelines provide smaller goals to accomplish by certain dates, leading up to the successful implementation/completion of the activity/task.

#10

- ☞ Evaluation is sometimes overlooked, but always an extremely important part of any effort! Knowing ahead of time what you hope to accomplish will help the group to develop a program or complete a task that is designed to achieve these results successfully.
 - Reflection time for all of the participants and planners will allow for them to share what they liked about the event; what went well; suggestions for improvement in future years; and things that they would do differently next time. This reflection can be completed orally, in writing, or electronically. Regardless of the method, time should be allocated at the organization’s meeting for the youth and adults to have an open discussion about the recently-completed activity. Providing constructive feedback (positive and negative) is a wonderful educational experience for all involved. Setting the stage ahead of time for this feedback will enable all to be ready to receive it.
 - Celebrating successes can be a great way to end an event. Celebration can be something simple like a verbal recognition during a meeting, involve a special certificate or plaque, or something more elaborate like a celebration dinner. Different methods of celebration can be held throughout the year to allow for variety. Each method shows that the individual and group efforts were valued and appreciated.

Role Play Scenarios

4-H Club Bake Sale

- ☞ **Presenter Notes:** ask for volunteers to play various roles and read the respective lines for each role.

Discussion

- ☞ Problems that may be identified:
 - The Adult Leader disregarded Jimmy’s comment to hold the bake sale at the library; instead the Leader stated that it would be held at the fire station.
 - The Adult Leader did not thank Angie for her suggestion.
 - The Adult Leader did not accept Jimmy’s offer to bring brownies; instead the Leader asked for something else.

4 M

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☞ Changes to consider:

- The leader can pose the suggestion of a location change to the whole group for discussion. When analyzed further, there may be more public traffic at a library rather than a fire station. This may have been a terrific move!
- The leader can acknowledge and thank the members for their contributions and perhaps suggest some additional items that could be brought to provide for more variety.
- A committee of youth/adults can be established to work out the details rather than having the discussion led by an adult.
- The chairman of the bake sale committee can then lead discussion with the group.

It's Your Turn!

☞ **Presenter Notes:** *share the instructions from the slide with the participants. Encourage them to be creative. Provide most, if not all, of the groups a chance to present their skit to the rest of the group (as time permits). Encourage the others in the audience to respond regarding good points they noticed about the YAP in the skit as well as areas the YAP can be improved. They can use their “Keys” worksheet to help identify these characteristics.*

10 M

Activity

☞ **Presenter notes:** *Ask for 3 volunteers to go out of the meeting room. Once they are out of the room, give the following instructions to the rest of the audience:*

- The volunteers will come in one at a time and state their name, where they are from, and their hobbies.
- As audience members we will react to each of them differently:
 - For the first volunteer, we will BOO very loudly AFTER he is done speaking.
 - For the second volunteer, we will talk and interrupt his speech when he tries to give his information.
 - For the third volunteer, we will cheer and clap very loudly after his presentation.

☞ **Presenter notes:** *Instruct each volunteer to return to the room at your invitation. When they enter the room they are to state their name, where they are from, and list their hobbies. Invite each volunteer to return to the classroom one at a time.*

5 M

- After the activity, ask the volunteers:
 - How did you feel during/after your presentation?
 - What were you thinking before you entered the room?
- What can we learn from this activity? What is the point?
 - We don't always think about the way we treat people.
 - Be careful to not be rude or to speak when others are speaking
 - In YAP, we need to be sure that we are being polite to all youth and adults involved.
 - The success of our overall organization depends upon our ability to work well with others!

YAP Benefits

☞ There are a number of benefits that can be realized as a result of effective youth-adult partnerships.

YAP Benefits

☞ These are a few of the benefits. What others can you identify?

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☞ **Presenter notes:** *Some of the following may also be shared by the audience:*

- Be active in the community
- Care about the well-being of others
- Be successful in their careers
- Have sons and daughters who will be in 4-H
- Become advocates for agriculture
- Hold positions of leadership in the community

YAP Examples

Opportunities for YAP's

☞ Youth have a number of opportunities for service on boards that have traditionally been led by adults. Here are a few examples.

Teens on Board

☞ The Teens on Board program in Noble County has several organizations/businesses that invite youth to join their boards. In these roles, the youth make decisions and provide input.

Challenges to Youth and Adults

☞ We'd like to present some challenges to both youth and adults...

Adults:

☞ These are some things for the adults to keep in mind as they work with youth audiences.

Youth:

☞ Youth, here are some challenges for you too. Once you have been given the opportunity to be in a meaningful partnership with adults, you need to embrace that opportunity and fulfill it to the best of your ability!

Thank you for working together to develop effective YAP's!