

Session 3

Connecting with Youth Culture

Facilitator Notes

Key Concepts

- Commonalties in generational experiences increase understanding of youth culture.
- Societal perceptions affect youth in care.
- A youth development focus moves beyond treating youth problems to helping youth build on their strengths and prepare for interdependence.
- Interactions that focus on youth as resources, rather than as objects or recipients, are key to positive youth development.

Highlights

- Developing collages of youth culture
- Session video
- Recalling experiences from our youth generation
- Identifying approaches which promote or inhibit interdependence

Challenges

- Keeping on task during Activities 3.1 and 3.3 to avoid running over allotted time
- Facilitating role-play scenarios in Activity 3.4 that demonstrate situations when youth in care are treated as objects, recipients or resources
 - It is important to clearly distinguish the differences among these approaches.
 - Direct participants to develop realistic role-plays that accurately reflect the experiences of youth in care.

Materials

- Quotes for Practitioners
- Sticky wall
- Half sheets of paper of various colors
- Handouts and overheads
- Flip chart, markers and tape
- ILC video
- Arts and crafts supplies (crayons, glue, poster board, glitter, jewels)
- Table coverings (to reduce damage to tables and clothes)
- Magazines geared to youth reflecting various interests and cultures
- Embedded evaluation score sheets (**Handout 3i**) printed on NCR paper
- Journal

Session Objective

To identify challenges and barriers to and opportunities for youth input and participation

Session Outline

- ❑ Activity 3.1
Welcome and Introduction (40 minutes)
 - ⌘ Introducing ways to understand and move beyond youth culture labels and stereotypes
- ❑ Activity 3.2
Session Video (20 minutes)
 - ⌘ Highlighting how youth in care view differences in generations
- ❑ Activity 3.3
Symbols of My Generation (40 minutes)
 - ⌘ Identifying similarities and differences in youth cultures
- ❑ Break (15 minutes)
- ❑ Activity 3.4
Youth as Objects, Recipients and Resources (35 minutes)
 - ⌘ Understanding approaches as a strategy to develop positive relationships
- ❑ Activity 3.5
Recognizing Approaches (20 minutes)
 - ⌘ Assessing personal perceptions about approaches
- ❑ Activity 3.6
Session Wrap-up (10 minutes)

Session Handouts and Overheads

- 📄 Youth Problems quote 3a
- 📄 Treating Youth Problems quote 3b
- 📄 Symbols of My Generation 3c
- 📄 Approaching Youth as Objects, Recipients, and Resources 3d
- 📄 Role-play Scenarios 3e
- 📄 Participation quote 3f
- 📄 Young People Learn Best quote 3g
- 📄 Youth Participation quote 3h
- 📄 Embedded Evaluation #1—Score Sheet 3i

Session 3—Activity 3.1

Welcome and Introduction

Learning Objective

Participants will be able to set aside labels and stereotypes in order to build positive action strategies with youth.

Materials

- Flip chart, markers and tape
- Half sheets of paper
- Four poster boards, glue, glitter and crayons
- Magazines geared to youth
- Handouts 3a and 3b

Time

40 minutes

Facilitator Preparation

- Write “Object,” “Recipient” and “Resource” on separate half sheets.
- Purchase craft items and youth oriented materials (magazines, music posters) for participants to use to develop a collage.
- Identify group norms, if this is a stand-alone session.
- Hang Quotes for Practitioners from **Introduction Handout b**—printed on separate sheets of card stock paper—around the room.

Procedure

Step 1

- Welcome participants to Session 3.
- Tell participants that this session focuses on approaches for working with youth.

Step 2

- Invite participants to recall their teenage years and some of the societal labels attached to their generation.
- Invite participants to introduce themselves and to name a label that was used to describe youth of their generation.

Step 3

- Discuss with participants how the labels affected them as adolescents.

Step 4

- Divide participants into groups.
- Ask each group to identify words that they have heard used to describe youth in care.
- Invite participants to recall when they heard someone (foster parents, birth families, child welfare practitioners, policy makers, law enforcement, court) describe youth.

Step 5

- Distribute half sheets of paper and markers to each group.
- Ask groups to write only one label per half sheet.

Step 6

- Ask a group member to place the half sheets on the sticky wall under one of the categories: object, recipient or resource.

Step 7

- ❑ Facilitate a discussion by asking the following questions:
 - “How do labels affect people, particularly young people?”
 - “In reviewing the words, do you see a general trend or theme?”
 - “Are youth in care aware of these terms used to describe them?”
 - “How do these words impact youth in care?”
 - “How do these words lead to perceptions that support or undermine youth in care?”

Step 8

- ❑ Review the highlights from the previous sessions:
 - Session 1
 - Importance of healthy youth/adult relationships
 - Importance of promoting interdependence
 - Attitudes which inhibit and promote positive youth development
 - Session 2
 - Development goals in working with youth in care
 - Existing services, resources and strategies for promoting interdependence

Step 9

- ❑ Review Session 3 objective:
 - To identify challenges and barriers to and opportunities for youth input and participation

Step 10

- ❑ Make the following points in a discussion:
 - Youth generations throughout history have held important roles in the evolution of societies.
 - Often, youth generations readily identify with words, symbols, music, and art which not only set them apart from other generations but also sometimes “drive fear” into the hearts of their elders.
 - Generations have trademark phrases, looks or actions that give them a place in history.
 - The current youth generation is no different.

Step 11

- ❑ Instruct participants to form four groups and develop a collage that represents today’s youth culture.
- ❑ Assign each group one of the following categories:
 - Music and fashion
 - Symbols, words and expressions
 - Activities and events
 - Societal messages and attitudes toward today’s youth

Step 12

- ❑ Distribute one poster board to each group and place craft items on a table in the room.
- ❑ Invite participants to share items they brought (as instructed in the homework assignment of Session 2) that represent today’s youth culture.

Step 13

- ❑ Ask that one representative from each group select craft items from the table to create their collage.
- ❑ Mention that groups may need to share some items (glue, scissors, and magazines—depending on how many are available).

Step 14

- ❑ Allow twenty minutes for groups to complete their collages.

Step 15

- ❑ Once completed, invite each group to hang their collage in front of the room and provide a brief overview.

Facilitate a discussion by asking the following questions:

- “What stands out for you when you look across the four collages?”
- “What makes you hopeful?”
- “What concerns you or makes you less hopeful?”
- “When you think about youth in care, are there any differences?”

Step 16

- ❑ Distribute **Handouts 3a and 3b**.
- ❑ Make the following points in a discussion:
 - When we talk about youth in care we often describe the youth based upon their problems, lack of skills and absence of opportunities usually afforded youth that are part of ‘intact’ families and communities.
 - When we focus only on youth problems, we may begin to think of youth only as problems.
 - We all want to reduce risk factors, but if that is all our community programs do, we assume that the absence of risky behaviors automatically assures positive growth. That is a risky assumption.
 - Our programs and policies should not be restricted simply to preventing youth problems or treating problems after they occur.
 - We should aim to create positive outcomes—that build strengths and resiliency—to provide youth with protection against the risks they face.
 - Youth development seeks to take prevention a step beyond risk reduction by turning a narrow focus on negative risk factors into positive action strategies.
 - We sometimes think we can provide youth with development activities only after we have eliminated their problems through prevention or “fixed” their problems through treatment. That is a mistake.
 - We place a priority on treating and reducing risk factors for “at-risk” youth because we think their problems are the most serious.
 - If we get around to supporting youth development programs for these youth, we do so only after we have provided treatment and sought to reduce risk.
 - Youth development comes to be viewed as a last step: beneficial but not essential, nice but not necessary.

From *Preventing problems, promoting development, encouraging engagement:
Competing priorities or inseparable goals?*

- ❑ Write on the flip chart and read aloud—“Positive youth development is not about ‘fixing’ youth but preparing them.”

From *Advancing youth development curriculum.*

- ❑ Invite comments or thoughts from participants.

Session 3—Activity 3.2

Session Video

Learning Objective

Participants will understand how youth in care view the differences in generations.

Materials

- Video
- Flip chart, markers and tape
- Half sheets of paper
- Sticky wall

Time

20 minutes

Facilitator Preparation

- Write the questions asked of youth in the video on flip chart paper:
 - “How might age differences influence how youth and adults work together?”
 - “What are some stereotypes of and assumptions about youth today?”

Procedure

Step 1

- Invite participants to share youth responses to the interview questions that they were assigned in the last session:
 - “How might age differences influence how youth and adults work together?”
 - “What are some stereotypes of and assumptions about youth today?”
- Distribute half sheets and ask participants to write what youth reported in their dialogue assignment from the last session.
- Ask participants to write one idea per half sheet.
- Place the half sheets on the sticky wall to compare with the responses of youth in the video.

Step 2

- Introduce the video by acknowledging that the *Interdependent Living Curriculum* video was produced by young people and showcases youth in care.
- Mention that youth were behind and in front of the camera.
- Underscore that it is important to recognize that youth in care are “experts” on foster care since they are living the experience.

Step 3

- Before showing the video, assign table groups one of the following focus areas for which to pay particular attention:
 - Key words and phrases
 - What differences present challenges in youth/adult relationships?
 - What behaviors and skills promote healthy relationships?
 - How do labels interfere with positive youth development?

Step 4

- Show Session 3 video.

Step 5

- Facilitate a discussion by asking each group to share their observations of the video.
- Review youth interview responses to identify similarities and differences.

Step 6

- ❑ Stress that the *Interdependent Living Curriculum* emphasizes productive relationships as key to human development.
 - While it is difficult to change attitudes and beliefs, it is important to address perceived and real differences that occur between youth in care and the adults providing care.
 - Without this fine balance, stereotypes and assumptions interfere with the formation of healthy relationships.

Session 3—Activity 3.3

Symbols of My Generation

Learning Objective

Participants will be able to identify similarities and differences in youth cultures.

Materials

- Flip chart, markers and tape
- Half sheets of paper—seven white sheets, and at least fourteen sheets each of six different colors
- Sticky wall
- Handout 3c

Time

40 minutes

Facilitator Preparation:

- Write the following category headings on half sheets (white paper) with some color and personality:
 - Music
 - Fashion
 - Words/Expressions
 - Activities
 - Events
 - Societal Messages
 - Adult Attitudes
- Place these half sheets across the top of the sticky wall to form headings for columns of small group responses.
- Have enough different colors (not white) of half sheets so that each generation has at least fourteen half sheets of the same color, two sheets for each of the seven categories.

Procedure

Step 1

- Divide participants into groups by the decade in which they were teens (50's, 60's, 70's, 80's and 90's).
 - Participants whose adolescent years straddled decades may select the decade with which they best identify.

Step 2

- Distribute **Handout 3c** and ask groups to brainstorm answers to the questions on the handout.
 - Limit group brainstorming and “reminiscing” to 20 minutes.

Step 3

- Each group should reach a consensus on at least two responses to each question.
- These responses should then be written on half sheets—color-coded by generation—in the seven categories on the sticky wall.

Step 4

- Ask a representative from each group to read each response and place it in the appropriate column on the sticky wall.

Step 5

- ❑ Once all groups have placed their responses on the sticky wall, facilitate a discussion by asking the following questions:
 - “How did you feel as you recalled memories of your adolescent years?”
 - “How did you feel as you reminisced with your small group?”
 - “As you look across the generations, what similarities stand out for you?”
 - “Where are some obvious differences?”
 - “What are some general themes that can be extracted from this activity?”
 - “How would you describe the connections between persons from similar generations?”
 - “What implications does this activity have for your work with youth today?”

Step 6

- ❑ Ask participants to review collages of today’s youth culture. Facilitate a discussion by asking the following questions:
 - “What similarities could bring generations together?”
 - “What differences might challenge youth/adult relationships?”
 - “How was your generational identity shaped by your community identity?”
 - “How did your community identity shape how you perceived the world and how the world perceived you?”

Step 7

- ❑ Acknowledge that each youth generation attempts to establish their individuality through music, fashion, words and activities.
 - Sometimes self-expression pushes people apart due to perceived differences.
- ❑ Ask: “In recognizing the connections you felt within your generation group, how might peer groups today assist in your work with youth in care?”

Adapted From *Tools of the trade curriculum*

Session 3—Activity 3.4

Youth as Objects, Recipients and Resources

Learning Objective

Participants will be able to distinguish behaviors associated with approaching youth as objects, recipients and resources.

Materials

- ❑ Handouts 3d, 3e, 3f, 3g and 3h

Time

35 minutes

Procedure

Step 1

- ❑ Distribute **Handout 3d**.
- ❑ Ask participants to include additional comments that reflect one of the three approaches.

Step 2

- ❑ Establish three groups and assign each group a situation from **Handout 3e**.
- ❑ Ask each group to prepare a role-play based on the assigned situation or to design their own.

Note: Ask groups to develop role-play presentations that reflect what youth in care might experience.

Step 3

- ❑ Invite each group to present their role-play, beginning with the youth as objects approach.

Step 4

- ❑ Following each role-play, facilitate a discussion by asking the following questions:
 - “How did you feel in your role?”
 - “What were some of the feelings that surfaced for those watching the role-play?”
 - “Were the scenarios based on the reality of what occurs in foster care?”
 - “How is this activity relevant for understanding how we work with youth in care?”
- ❑ Once all role-plays have been presented, ask participants: “How can we prepare youth who may be treated as objects, recipients and resources in daily life?”

Step 5

- ❑ Explain that youth should not always be seen as recipients of services.
 - They can also play active roles as planners and implementers.
 - It is clear that having broader roles teaches youth how to address problems and prepare for interdependence.

Step 6

- ❑ Distribute and review the following handouts from *Preventing Problems, Promoting Development, Encouraging Engagement*:
 - **Handout 3f**
 - “Research on (youth) participation increasingly emphasizes the

importance of participation. Mounting evidence suggests that young people who take active roles in organizations and communities have fewer problems, are better skilled and tend to be lifelong citizens.”

- **Handout 3g**

- “Development is triggered by engagement—young people learn best when they are engaged with their heads and their hearts, and where they have real choice in the situations in which they are involved.”

- **Handout 3h**

- “The commitment to youth participation translates into an organizational commitment to involve young people in all aspects of decision-making—from programming to fund development to personnel to governance.”

- Making this shift in working with youth means overcoming attitudes, changing policies and practices, and expanding how we listen and respond to youth. Session 4 will introduce strategies to incorporate youth as participants and resources for their personal development and contributions to organizations and communities.

Step 7

- ☐ Ask participants to complete box 1 of **Handout 1c**.

Session 3—Activity 3.5

Recognizing Approaches

Learning Objective

Participants will be able to demonstrate the differences between approaching youth as objects, recipients or resources.

Materials

- Dialogue scripts for trainers and participants
- Trainer's Notes
- Handout 3i

Time

20 minutes

Facilitator Preparation

- Make enough copies of the dialogue script for each trainer.
- Make enough copies of the score sheet for each trainer and each participant.
- Practice dialogues before presenting to the group.
- Print the embedded evaluation score sheet (**Handout 3i**) on NCR paper so that each participant can hand one copy in and keep the other one.

Embedded Evaluation #1 Instructions

Step 1

- Explain the purpose of this first evaluation—to see if the training is working well and if participants are able to apply the concepts to some case scenarios.
- Tell participants that this evaluation is to see how the group is doing, not how individuals are doing.

Step 2

- Give each participant a score sheet (**Handout 3i**).
- Ask participants to complete the demographics section on the score sheets.
- Note that names will not go on this paper so the results will be anonymous.
- Explain to participants that they will hear six dialogues and be asked to score each one as object, recipient or resource.
- Review these three approaches to reinforce participants' understanding of the differences.
- Tell participants they may refer to **Handout 2e** for definitions of each approach.

Step 3

- Have two trainers read Dialogue 1 and ask participants to score it.
- Repeat this step for the remaining five dialogues.

Step 4

- Once participants have finished, collect the top sheets.

Step 5

- Pass out copies of the dialogues.
- Discuss each dialogue using the Trainer's Notes.
- Thank the participants for helping to evaluate the effectiveness of the training.

Step 6

- Analyze the score sheets to see if participants understood the information about different ways to approach youth.
 - If there are significant discrepancies, review the definitions and differences at the beginning of the next session.

Embedded Evaluation #1—Dialogue Script

Dialogue 1

Worker

Tell me about what happened—Mrs. Kroeger said you got pretty angry last night but she doesn't know what about.

Youth

I hate it when they lay all their stupid rules on me; I am NOT their kid, they are NOT my parents, I have my own ways of doing things. Pisses me off.

Worker

Yeah, it is hard coming to live with people who have their own ways. What happened?

Youth

I am a night person, I told you all that a million times. I can't go to sleep at 11 so there is no sense in turning the friggin lights off! It's stupid!

Worker

I know, it doesn't make much sense, but it's their way to make sure you get enough sleep and you just got to go along with this one.

Youth

That sucks.

Dialogue 2

Youth

I want a damn job! How much do I need to say this? Who is going to listen to me? What do I need to do to get some money? You want me holding up liquor stores!?

Worker

Yeah, I know you want a job. Your PO called to say that he is recommending in court tomorrow that you be allowed to get one since you haven't had any violations.

Youth

Well, finally. Damn.

Worker

So, let's talk about this. What's on your mind for going about getting a job?

Youth

I want to work in a music store, like Cheapo Discs.

Worker

What do you like about that?

Youth

Cuz I know music. It would be cool to be in a music store all day, helping people, playing stuff that I like.

Worker

Ok, what are you going to do to get started to get a job like this?

Youth

Go down there and talk to that guy Barry who runs the place. Fill out their application.

Mostly I want him to see that I know a lot about music.

Worker

What do you think Barry will ask you?

Youth

He'll quiz me big time on what's up in music, like the old stuff; a lot of people into 70s music go in there.

Worker

Yeah, I think you are right. And other things to...?

Youth

Like what?

Worker

Well, like working a cash register, handling money, treating the customers well. He might want to know about whether you have been in trouble with the law before.

Youth

Damn. That sucks.

Worker

Would you like to practice some questions with me that Barry might ask?

Youth

Yeah, I guess so. Damn.

Worker

I bet you can answer them well. Practice helps. OK, let's try some.

Dialogue 3

Worker

Ah, Tamika, you need to listen up here! I know you are getting bored with this, but we have to finish writing up this IL plan for you today. It's due really soon.

Youth

Ahhhh! You people put so much pressure on me! I hate it!

Worker

Yeah, I know it's a lot. But you gotta have a written plan for learning stuff that you will need to live on your own. Look here—see, we've got several categories to plan for. Learning to shop. Managing your money. Cleaning your own clothes. Cooking. These are what you need to learn.

Youth

Whatever.

Dialogue 4

Worker

I am really impressed with what you are trying to do, to stay in touch with your mom. I know it's hard.

Embedded Evaluation #1—Dialogue Script

Youth

Yeah, I can't ever count on her really. But I decided I don't want to just forget about her. Like never see her again. I am pissed at her, but I think I'd feel really bad if I lost track of her.

Worker

I think that is a good insight on your part. I think there are a number of things to be aware of though: she might not make it easy to stay in touch with her and she might put you off. You need to be prepared for that. I think you ought to talk to Betty, your counselor, before you see your mom. She can really help you. It would be good for you to prepare for your visit with your mom so you aren't disappointed.

Dialogue 5

Youth

I just don't know how I am going to make it here. I mean I am Puerto Rican and everybody, ALL the girls and ALL the counselors, they are either white or black. I feel really different than them.

Worker

It can be hard when other people of your own culture aren't around. Are there some things you could do to feel less alone?

Youth

I don't know. Maybe I should talk to my counselor about it.

Worker

Yeah, that might help. What could you say?

Youth

Just tell her how I feel I guess.

Worker

I bet she and other staff can find some ways to help you feel more a part of things. I wonder if there are some things that you could do to feel a part of things at the group home and not give up what it means to be Puerto Rican.

Youth

I wish I could watch Spanish TV for one thing.

Worker

That's a good idea. You can bring that up to your counselor. If you would like me to talk to her too just let me know.

Dialogue 6

Worker

Well, Jody, I think you've done a great job on reaching these goals listed under "education." You passed all three of these classes just like you said you would.

Youth

Yeah, it was a lot of work but I did it.

Worker

And congratulations—it really is terrific what you accomplished. We need to focus today on your goals in the area of employment, getting ready for work.

Embedded Evaluation #1—Dialogue Script

Youth

Well, you know I want to get a job.

Worker

Yes, I do and that's what we are here to talk about today. So I've got the want ads here.

Youth

OK—but can't I just go down to mall and start applying?

Worker

No, we're not going to the mall because we always start with the want ads. That's what I do with all of the other youth I work with and I've found it works best.

Embedded Evaluation #1

Trainer's Notes

Dialogue 1

Recipient

- While this worker is empathic, there is no room for problem solving other than going along with the rule.
- The youth is able to express his/her frustration but is being treated like a recipient.
- It would be helpful to ask the youth for some possible alternatives, e.g., explore with the Kroegers other ways this youth can have a later bedtime and still get the sleep they need.
- Likely the Kroegers don't want a hassle in the morning with grumpy, sleepy kids.
- Perhaps a trial period of keeping the lights on later could be instituted.
- The youth could make commitments about good behavior in the morning and they could evaluate it.

Dialogue 2

Resource

- While this youth is pretty cocky, the worker continues to treat him as a resource.
- The youth really hasn't thought much about the reality of getting a job at the music store and could be in for a big disappointment without getting prepared.
- The worker treats him as a resource by asking him for his opinion, by suggesting topics but not forcing them and by suggesting rather than expecting a rehearsal.

Dialogue 3

Object

- While this worker is friendly and well meaning, she is telling Tamika what is going to happen.
- When the worker uses "we" it appears to be the imperial use of the word.
- The worker is in charge and on a roll.
- Tamika is being treated like an object, and her last word reflects this.

Note: Be sure to read this dialogue in a way that conveys the worker's empathy and respect for the youth. You want to differentiate between these—it is common to treat youth with empathy and yet still treat them as objects. Being treated as an object isn't synonymous with being disrespectful.

Dialogue 4

Recipient

- This worker conveys respect and support for what the youth wants to accomplish but she tells her exactly what the issues are and what she should do, instead of asking her opinions about this.

Dialogue 5

Resource

- This worker supports this youth in generating her own solutions.
- The worker offers to help her implement them if needed.

Dialogue 6

Object

- Again, we've got a friendly caring worker but one who tells the youth what to do.
- There is no attempt to involve the youth in generating ideas.
- The youth is expected to carry out the plan developed by the worker.
- This seems particularly unnecessary because of the youth's accomplishments with regard to education.

Session 3—Activity 3.6

Wrap-up

Learning Objective

Participants will be able to recall session information and learning.

Materials

- Flip chart, markers and tape
- Journal

Time

10 minutes

Facilitator Preparation

- Write words and phrases that capture the essence of this session on the flip chart. Some words or phrases include:
 - Stereotypes
 - Personal biases
 - Youth culture
 - Generational differences
 - Object, recipient, resource

Procedure

Step 1

- Invite participants to recall what stood out for them in Session 3 and its relevance to their work.

Step 2

- Review highlights of the session by referring to words and phrases written on the flip chart.
- Relate the session to learning from previous sessions and discuss how this session leads to the next one on increasing youth input and participation.
- Review comments made during this session (or contained within project survey information) regarding difficulties due to relationship issues between youth in care and adults working with the foster care system.
- Mention that approaching youth as resources is a worthwhile strategy for meeting youth development needs.

Step 3

- Direct participants to ask 3–4 youth the following questions from **Introduction Handout a** before the next session:
 - “How do you know if an adult cares about or understands you?”
 - “How would you like to be treated by your foster care caseworker?”

Step 4

- Invite participants to complete Session 3 of their journals.

Step 5

- Remind participants of the next training date and time, to complete their interview questions and to bring handout materials with them to the next training.

Session 3—Handout 3a

“In our society youth are often identified based upon their problems, lack of skills and absence of opportunities. When we focus only on youth problems, we may begin to think of youth only as problems.”

From

Pittman, K., Irby, M., Tolman, J., Yohalem, N., & Ferber, T. (2001, September).

Preventing problems, promoting development, encouraging engagement: Competing priorities or inseparable goals? Takoma Park, MD: Forum for Youth Investment.

Session 3—Handout 3b

“Youth oriented programs and policies should not be limited simply to preventing youth problems or treating problems after they occur. Instead communities are better served to create positive outcomes—to build strengths and resiliency.”

From

Pittman, K., Irby, M., Tolman, J., Yohalem, N., & Ferber, T. (2001, September).

Preventing problems, promoting development, encouraging engagement: Competing priorities or inseparable goals? Takoma Park, MD: Forum for Youth Investment.

Session 3—Handout 3c

Symbols of My Generation

Identify the decade when you were a teenager: _____

What song, type of music or musician(s) captured the essence of your generation?

What article of clothing, fashion trend or jewelry reflected your generation?

What word(s) or expression(s) expressed the sentiment of your generation?

What symbol(s) or image(s) represented your generation?

What unique activities did your generation enjoy during leisure time?

What event or action brought your generation together?

What were some societal messages about your generation?

Session 3—Handout 3d

Approaching Youth as Objects, Recipients and Resources

Following are examples of comments that reflect certain approaches to youth in care. Identify additional comments that you can use in your role-play activity.

Object

- “Let’s schedule you for life skills class.”
- “The case plan says this is what we are going to do next.”
- “Department policy prohibits youth solely determining which family members they can maintain contact with.”
- “All foster youth must attend house meetings.”
- “You are not allowed to set your own curfew due to group home rules.”

Recipient

- “It will be good for you to attend.”
- “Counseling will help you see that you can not live with your mother.”
- “The court order says you need counseling before making a home visit.”
- “That was a good lesson for you to learn.”
- “Our daily house schedule will help you learn responsibility and cooperation.”

Resource

- “What is your opinion on the situation?”
- “I would like for you to talk with your roommate about decorating your room.”
- “What do you need to have a successful home visit?”
- “Would you be willing to facilitate our next house meeting?”
- “Please share your ideas on how we can better meet your needs.”
- “How do you plan to get your chores done while holding down a full-time job?”

How do we prepare youth for being treated as objects, recipients or resources?

Behaviors/Skills

- Listen
- Share own experiences
- Share insights
- Validate youth feelings
- Encourage expression of feelings
- Prepare for experiences
- Identify expectations
- Role-play situations
- Promote participation in future experiences
- Discuss various reactions
- Provide feedback of impressions and observations

Others

Session 3, Activity 3.4—Role-Play Scenarios

Following are scenarios for each small group to use in developing their role-plays.

Role-play scenario #1

Approach: Youth treated as an object

Setting: Court

Players: A youth in care, judge, case manager, foster parent, birth mother

Situation: Youth has suggested placement with a family friend. Adults have a negative impression of this family friend and don't feel that placement there would be appropriate.

Strategies: Once the role-play is completed, identify strategies that workers and caregivers can use to support youth when they have been treated as objects.

Identify: Skills and behaviors associated with supporting youth who are treated as objects.

Role-play scenario #2

Approach: Youth treated as a recipient

Setting: Department intake offices

Players: A youth, DSS screener, DSS supervisor, law enforcement

Situation: Youth input into case plan does not match the screener's or supervisor's recommendations.

Discuss: Once the role-play is completed, identify ways that workers and caregivers can support youth when they have been treated as recipients.

Identify: Skills and behaviors associated with supporting youth who are treated as recipients.

Role-play scenario #3

Approach: Youth treated as a resource

Setting: Foster home

Players: Foster parents, a youth in care, DSS case manager, foster siblings

Situation: The youth in care is in conflict with the way that foster parents manage the household.

Discuss: Once the role-play is completed, identify ways that workers and caregivers can support youth when they have been treated as resources.

Identify: Skills and behaviors associated with supporting youth who are treated as resources.

Session 3—Handout 3f

“Research on youth participation increasingly emphasizes the importance of participation. Evidence suggests that young people who take active roles have fewer problems, are better skilled and tend to be life-long citizens.”

From

Pittman, K., Irby, M., Tolman, J., Yohalem, N., & Ferber, T. (2001, September).

Preventing problems, promoting development, encouraging engagement: Competing priorities or inseparable goals? Takoma Park, MD: Forum for Youth Investment.

Session 3—Handout 3g

“Young people learn best when they are engaged with their heads and their hearts, and where they have real choice in the situations in which they are involved.”

From

Pittman, K., Irby, M., Tolman, J., Yohalem, N., & Ferber, T. (2001, September).

Preventing problems, promoting development, encouraging engagement: Competing priorities or inseparable goals? Takoma Park, MD: Forum for Youth Investment.

Session 3—Handout 3h

“The commitment to youth participation translates into an organizational commitment to involve young people in all aspects of decision-making—from programming to fund development to personnel to governance.”

From

Pittman, K., Irby, M., Tolman, J., Yohalem, N., & Ferber, T. (2001, September).

Preventing problems, promoting development, encouraging engagement: Competing priorities or inseparable goals? Takoma Park, MD: Forum for Youth Investment.

Session 3—Handout 3i

Evaluation #1: Score Sheet

Today's Date _____

Which best describes your role:

caseworker _____ supervisor _____

IL worker _____ other (specify) _____

How long have you worked with youth in some capacity?

_____ years and _____ months

First names of your trainers _____

Select the worker approach that BEST reflects the scenario by marking an X in the column.

Dialogue #	Object	Recipient	Resource
1			
2			
3			
4			
5			
6			

