

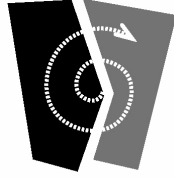
# Creating Youth-Adult Partnerships



**INNOVATION CENTER**  
for community & youth development



Training Curricula  
for Youth, Adults  
and Youth-Adult Teams



**INNOVATION CENTER**  
for community & youth development

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## Workshop: *Youth*

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## **Youth Workshop**

This training curriculum is designed for youth to enhance their ability to work in partnership with adults. This workshop is taught by youth, for youth, and lasts approximately two hours. The overall purpose is to increase youth's ability to work in partnership with adults to determine the direction and nature of programs that exist for their benefit.

**Goal:** To help youth understand the need for young people to be involved in making decisions about the programs that affect them and to help them see that adults and young people have significant contributions to make to existing programs now as well as future endeavors.

**Objectives:** Participants will learn techniques for working positively with adults in a variety of settings.

Participants will be able to articulate benefits and challenges adults bring to a partnership.

Participants will identify the contributions they bring to an organization, to a community, to themselves, and to adults.

Participants will be able to identify ways they will work with adults in partnership.

## **Annotated Outline**

### **Welcome/Introductions/Overview/Warm-Up - 40 minutes**

The participants are welcomed to the workshop, review the purpose, and overview of the agenda. Participants get to know one another by asking their colleagues specific questions in an interactive activity.

### **Examining Youth-Adult Relationships - 30 minutes**

The trainers ask for volunteers to enact a few role-plays between an adult and a young person. Volunteers are asked to do both a negative and then a positive role-play. Participants analyze the scenarios to determine how the skills can be used in working in partnership with adults.

### **Benefits and Challenges - 30 minutes**

Participants brainstorm the benefits and challenges of working with adults. This information will be used later in the youth-adult workshop when participants provide strategies for the challenges.

### **Why Should We Bother? - 10 minutes**

This activity is designed to explore the assets that young people bring to organizations, communities, other youth, and adults. The brainstorming that is done is supported by information from other sources.

### **Visioning/Evaluation - 10 minutes**

Participants vision how they will use the information from the workshop in their work with adults and develop one action step they will implement. The action step is put on a self-addressed postcard that is mailed to them three months after the workshop. The participants are asked for what worked and what didn't about the workshop.

**WELCOME/INTRODUCTIONS/OVERVIEW/  
WARM-UP**

**Purpose:** To have participants become familiar with each other.  
To introduce the trainers and what will happen in the workshop.

**Materials:** “Someone Who” handout, agenda on newsprint

**Time:** 40 minutes

**Procedure:**

Begin by welcoming everyone to the workshop. Explain that this workshop was designed by youth to be presented by youth to youth participants. “This is an opportunity to begin to think about the issue of youth and adults as partners.” The trainers should introduce themselves by stating their name, title, feelings on the topic and why he/she wants to lead this workshop.

Show the participants the proposed agenda and review what will occur over the next two hours.

**Agenda:**

Welcome/Overview/Introductions/Warm-Up

Examining Youth-Adult Relationships

Benefits and Challenges

Why Should We Bother?

Visioning/Evaluation

Ask the participants if there are any questions about the agenda. If there are not, explain that now participants are going to get a chance to know each other a little better. Begin handing out the “Find Someone Who” sheet of questions and let participants know that they will have five

**Leader’s Notes**

Youth who worked on this design thought it was very important to create an environment that is youth-friendly, including music, colorful walls, and presenters who welcome participants as they walk into the workshop.

Have the agenda on newsprint and refer to the items as you explain what will happen.

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**Workshop: Youth**

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minutes to walk around the room and find someone in this group who matches each question. Have them sign their name in the space next to the question. This is your chance to get to know someone here. Have fun!

-or-

Just ask participants a few questions where they stand up.

“Stand up if you:

- come from \_\_\_\_\_ (geographic region)
- have blue eyes
- are wearing green underwear
- etc.”

**Discussion Questions:**

1. How difficult or easy was it to get signatures?
2. Is there any question that you couldn't find a person's name for?
3. What is one thing you learned about someone in the room?
4. Why do you think we would begin this workshop in this way?
5. How did this help us to become partners?
6. How would this work with youth and adults?

**Leader's Notes**

You can choose a different warm-up from the resources in this packet if you decide another one would be better.

**Find Someone Who**

\_\_\_\_\_

Has the same color of eyes as you.

\_\_\_\_\_

Was born in the same state as you.

\_\_\_\_\_

Lives in a house where no one smokes.

\_\_\_\_\_

Has the same astrological sign as you.

\_\_\_\_\_

Likes to sing in the shower.

\_\_\_\_\_

Has the same favorite dessert as you.

\_\_\_\_\_

Has lived outside the United States.

\_\_\_\_\_

Has 7 or more letters in their first name.

\_\_\_\_\_

Likes to exercise (what kind?).

\_\_\_\_\_

Watches less than 5 hours of TV per week..

\_\_\_\_\_

Can cross their eyes.

\_\_\_\_\_

Has been told in the last week that he/she is loved.

\_\_\_\_\_

Feels it is okay to cry.

\_\_\_\_\_

Walks to school.

\_\_\_\_\_

Has 6 or more people in their family.

\_\_\_\_\_

Is the youngest in the family.

\_\_\_\_\_

Surfs the web.

\_\_\_\_\_

Would like to write a book (about what?).





## **EXAMINING YOUTH-ADULT RELATIONSHIPS**

**Purpose:** To explore the dynamics of youth and adult relationships and approaches to positive interactions.

**Materials:** Role-play scenarios

**Time:** 30 minutes

### **Procedure:**

Explain to participants that you will need volunteers to help conduct role-plays. These role-plays are designed to show youth and adult interactions in both a negative and a positive way.

Ask for volunteers to do the first role-play you have chosen for this group. First ask them to handle the situation in a negative way.

### **Discussion Questions:**

1. (Ask the volunteers) What was it like to do this role play?
2. Describe how you feel about the roles you just acted out.
3. What did you see or hear in this role-play?
4. What are other experiences that you've had that are similar?
5. What does this say about our work with adults?

“Before we think through how we might do this differently, let’s give the volunteers a chance to think through this same role-play and show us an approach that is positive.”

### **Leader’s Notes**

Give the participants time to think through what they will do and then have them do the role-play.

Let the volunteers think and then do the role-play.

**Discussion Questions:**

1. (Ask the volunteers) What was it like to do it this time?
2. How was this one different?
3. Which is most like you in real life?
4. What can we learn from this about our working with adults?
5. What are some of the elements in this last example that are necessary for partnership with adults? (Write these on newsprint.)

Thank the volunteers for being bold and taking a risk at the beginning of the workshop. Ask for another pair of volunteers and have them conduct a different scenario.

**Discussion Questions:**

1. (Ask volunteers) How did that feel?
2. What did you see that was similar or different from the last one?
3. Where in your life does this fit?
4. How do you deal with it?

Have this pair of volunteers now do the positive role-play.

**Discussion Questions:**

1. (Ask volunteers) Did this one make you feel different? How?
2. What is a key phrase or expression you remember from this role-play?
3. What are some words to describe the overall feeling between these two people?

**Leader's Notes**

Give prizes for people who volunteer: candy, toys, etc.

Once again, make sure that they have time to think and prepare before they have to present.

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**Workshop: *Youth***

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4. What were major characteristics of the adult? Of the youth?
5. What can we add to our list about how to work in partnership?

“We have been talking about both the benefits and challenges that youth and adults bring to trying to work in partnership. Let us explore what these are a little more specifically.”

**Leader’s Notes**

Determine how much time you have and how many role-plays can really be accomplished. Is there new learning each time about working with adults and will that learning help to set the stage for talking about youth-adult partnerships?

## **Role-Play**

### **Teacher/Student**

**The teacher won't admit that he/she graded a test incorrectly after you prove it to them with your text. Handle the situation in a negative role-play!**

**The teacher won't admit that he/she graded a test incorrectly after you prove it to them with your text. Handle the situation in a positive role-play!**

## **Role-Play**

**You missed practice because of a family emergency. Your coach won't let you play in the big game. Handle the situation in a negative role-play!**

**You missed practice because of a family emergency. Your coach won't let you play in the big game. Handle the situation in a positive role-play!**

## **Role-Play**

### **Parent/Teen Daughter/Son**

**You are 17 years old and your parents insist that you come home at midnight after the Prom. Handle the situation in a negative role-play!**

**You are 17 years old and your parents insist that you come home at midnight after the Prom. Handle the situation in a positive role-play!**

## **Role-Play**

### **4-H Agent/4-H Member**

**You have an idea to start an activity at your school. The 4-H Agent continually says that it would be a waste of time. Handle the situation in a negative role-play!**

**You have an idea to start an activity at your school. The 4-H Agent continually says that it would be a waste of time. Handle the situation in a positive role-play!**

## **Role-Play**

### **Youth/Employer**

**Your employer asks you to work every weekend. When you ask to have the weekend off to attend a family reunion, you get fired. Handle the situation in a negative role-play!**

**Your employer asks you to work every weekend. When you ask to have the weekend off to attend a family reunion, you get fired. Handle the situation in a positive role-play!**



## **Role-Play**

### **Student/Guidance Counselor**

**You want to apply for a lot of scholarships that your counselor must sign. He/She won't sign them promptly; therefore, you miss several opportunities. Handle the situation in a negative role-play!**

**You want to apply for a lot of scholarships that your counselor must sign. He/She won't sign them promptly; therefore, you miss several opportunities. Handle the situation in a positive role-play!**

## **Role-Play**

### **Student/Principal**

**You found a stolen book bag in the bathroom and turned it in to your principal. You were accused of stealing it. Handle the situation in a negative role-play!**

**You found a stolen book bag in the bathroom and turned it in to your principal. You were accused of stealing it. Handle the situation in a positive role-play!**

## **Role-Play**

### **Student/Librarian**

**You returned a library book that was in poor condition when you checked it out. The librarian wants you to pay for the replacement of the book. Handle the situation in a negative role-play!**

**You returned a library book that was in poor condition when you checked it out. The librarian wants you to pay for the replacement of the book. Handle the situation in a positive role-play!**

## **Role-Play**

### **Doctor/Youth**

**You have to receive shots for school. You are not eighteen and it requires your parents' permission. Your parents can't attend, so they sign a note. You are accused of forging their signature. Handle the situation in a negative role-play!**

**You have to receive shots for school. You are not eighteen and it requires your parents' permission. Your parents can't attend, so they sign a note. You are accused of forging their signature. Handle the situation in a positive role-play!**

## **Role-Play**

### **Youth/Girlfriend/Boyfriend's Parents**

**Your boyfriend/girlfriend's parents have been receiving hang-up calls in the middle of the night. They accuse you of making the calls. Handle the situation in a negative role-play!**

**Your boyfriend/girlfriend's parents have been receiving hang-up calls in the middle of the night. They accuse you of making the calls. Handle the situation in a positive role-play!**

## **Role-Play**

### **Youth/Police Officer**

**An officer pulls you over, only because you drive a red sports car. You had done nothing wrong. Handle the situation in a negative role-play!**

**An officer pulls you over, only because you drive a red sports car. You had done nothing wrong. Handle the situation in a positive role-play!**

## **Role-Play**

### **Youth/Local Store Owner**

**You are accused of stealing a candy bar. You often shop in this small store, but some of your friends have been caught stealing. Handle the situation in a negative role-play!**

**You are accused of stealing a candy bar. You often shop in this small store, but some of your friends have been caught stealing. Handle the situation in a positive role-play!**

**BENEFITS AND CHALLENGES**

**Purpose:** To have participants consider the challenges and the benefits of working in partnership with adults.

**Time:** 30 minutes

**Materials:** 6-8 ½ sheets of paper per participant, markers, paper or cloth sprayed with adhesive for the ½ sheets of paper

**Procedure:**

“We talked a little in the role-plays about both the negatives and some of the positive ways we’ve interacted with adults. Let’s focus for a minute on what we think adults might be able to bring to the table that adds to our experience and could help us in some way. Let’s brainstorm for a few minutes all the benefits that we think an adult can bring to a partnership with youth.”

**Discussion Questions:**

1. When you look at these benefits, what feelings do you have?
2. Are there items/benefits up here that you have to be an adult to have?
3. How can we use this information as we go forward?

Now ask the participants to do a similar process with the challenges or barriers of working with adults. “This is a list we may be able to use when we meet with the adults to determine how best to meet those challenges.”

**Leader’s Notes**

Give them a few minutes to think and then have them write their ideas on the half sheets.

Have them:

- write big
- 3-5 words per sheet
- one idea per sheet

Go through these instructions with them, step-by-step.



**Discussion Questions:**

1. How easy was it to come up with benefits?  
Challenges?
2. What is there about the benefits that can help overcome the challenges?
3. Where else might you look for ideas on how to overcome the challenges?
4. What are you learning from this activity?
5. How might we use this information?

**Leader's Notes**

**WHY SHOULD WE BOTHER?**

**Purpose:** To have participants realize the importance of working in partnership with adults.

**Materials:** Handout: “Who Benefits From Youth Participation Programs?”

**Time:** 10 minutes

**Procedure:**

We have looked at our relationships with adults in a couple of different ways. We have role-played pieces in which the adult assumed that the young person had done something wrong. We tried to figure out how we could turn that around to the positive. We also tried to come up with some of the benefits that adults bring; and to examine what it is we find challenging. In the next few minutes we are going to look a little deeper into why we should try to preserve and promote partnerships. We, as young people, have extraordinary things to contribute to this world today. By working together and including adults, there is nothing that can't be accomplished. Let's think for just a moment about how our working in partnership can help.”

For each of the following items (organizations, communities, youth, and adults), have them brainstorm for a moment or two, putting their responses on newsprint.

**“Organizations....**

**Communities....**

**Youth** - ourselves.... what type of things would be valuable to you in developing relationships with adults?

**Leader's Notes**

Make sure there is plenty of pause time between each of the four pieces:

- Organizations
- Communities
- Youth
- Adults

**Adults....** What is it that we bring to this relationship that can help the adults?"

“On the handout you are receiving you will see that these benefits are itemized. Obviously this includes some of the same ones that you came up with, those you saw as benefits, and others that you thought of that are not listed.”

**Discussion Questions:**

1. What are some of the key thoughts, feelings or words that jump out at you about this list?
2. What does this list say about the role of youth in programs?
3. How might you share this information with young people you know? How about adults?
4. What will you take from this workshop that you will use in the future?

**Leader's Notes**

## **WHO BENEFITS FROM YOUTH PARTICIPATION PROGRAMS?**

### **ORGANIZATIONS**

Organizations that involve young people derive the following benefits:

- ▲ Young people's fresh ideas unshackled by "the way things have always been done," a new and unique perspective on decision-making, including specific information about young people's needs, interests and responses to existing services.
- ▲ A better client perspective on data analysis and planning because young people can acquire data that may be unavailable to adults.
- ▲ More effective outreach for young people. Since youth can get the message out and recruit or refer youth to needed programs, organizations can effectively provide important information to their peers (e.g., information about AIDS prevention).
- ▲ An additional human resource with youth volunteers sharing work responsibilities. Some worn-out services can be brought back to life with youth's enthusiasm and creativity.
- ▲ Better acceptance of decisions by young people because they are involved in the decision-making process.
- ▲ Revitalization by youth's contributions in partnership with the skills and experiences of adult professionals.

### **COMMUNITIES**

Communities that involve young people benefit in these ways:

- ▲ More current active contributing community members.
- ▲ Pool of future leaders with skills, experiences and commitment
- ▲ Insights on how to identify and meet the needs of young citizens.
- ▲ A reduction in negative youth activities.
- ▲ Infusion of new energy from young people that builds positive community spirit
- ▲ New youth role models demonstrate that there are real opportunities for advancement, self-fulfillment, and social justice in their world.

**YOUTH**

Young people who are involved in organizations and communities benefit in these ways:

- ▲ Positive status and stature in the community.
- ▲ Increased self-esteem and broader career choices.
- ▲ New skills and community leadership experiences.
- ▲ A better understanding of diversity.
- ▲ Sense of self-discipline and ability to manage their lives.
- ▲ Better appreciation for the multiple roles adults play, such as coach, supporter and mentor.

**ADULTS**

Adults who form partnerships with young people benefit in these ways:

- ▲ Valuable human resources to help them in their work. Adults are relieved of the need to be responsible for everything.
- ▲ Enhanced sensitivity to the needs of youth so that they can plan programs and activities accordingly.
- ▲ Real appreciation for the creative energy that young people contribute to make programs successful.
- ▲ Positive view of young people.
- ▲ A better understanding of diversity.



Taken with permission from the publication *Participants in Partnership: Adults and Youth Working Together*, New York State Youth Council.

## **VISIONING/EVALUATION**

**Purpose:** To have participants reflect on what they've learned and determine how they will apply that in their work with adults.

**Time:** 10 minutes

**Materials:** Postcards

### **Procedure:**

#### *Visioning*

“Pause for a moment. Close your eyes if necessary. Think about all we have talked about over the last couple of hours and what you have learned or rethought about. What is one thing from today that you will use in your work? Please take the postcard in front of you and write yourself a note about what you are going to do in the next three months with this information or other information you think is important in your work with adults. We will collect all of these and mail them to you in three months to remind you of your commitment.”

*One trainer has found it particularly helpful to do a little question and answer period here and offer to be a resource. Her experiences have been with people who are new to the concept of youth-adult partnerships and want to ask the trainers what it is like. She suggests leaving room for some Q&A time.*

#### *Evaluation*

“I would like to thank you for participating in this workshop. Before we end the session, it would be helpful to us to get some feedback from you about this session.”

### **Leader's Notes**

On the top of a piece of newsprint write the words “What worked” and ‘What didn’t” and draw a line down the middle of the page to divide these two. Quickly ask participants to share with you their thoughts about what worked and what didn’t.

**Leader’s Notes**

It is important that as you do this you don’t comment but merely write everything they say. This tool can help you improve the training each time to better meet the needs of participants.

APPENDIX:  
ENERGIZERS/WARM-UPS

Thanks to Lisa Moore for sharing these energizers/warm-ups.

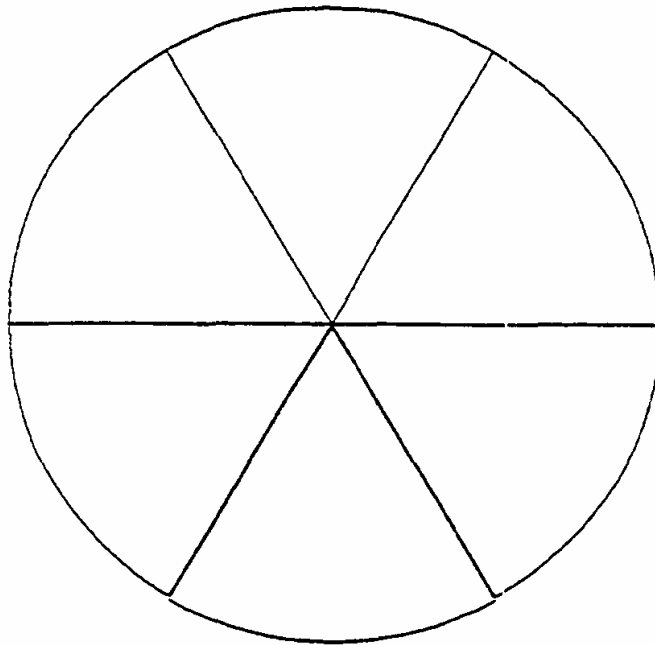


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## Workshop: *Youth*

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- ◆ TITLE: Pie
- ◆ TYPE: Introductory
- ◆ MATERIALS: Paper, pencils for each group member
- ◆ OUTLINE: Have people pair up with someone they know least. Pass out paper and pencils. Ask them to draw a circle and divide into six slots (like six pieces of pie). Without talking, have them guess what their partner's middle name is and put in first slot. Ask questions such as: favorite movie, favorite musical group, what you want to do in your career and your favorite place to visit. You can change these questions if you want.



- ◆ GOAL: To assist group members in becoming acquainted.
- ◆ HOW TO PROCESS: How did you feel about what your partner guessed? Was it hard for you to guess these things? What method did you use for guessing?

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**Workshop: *Youth***

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- ◆ TITLE: M & M's or Skittles
- ◆ TYPE: Introductory
- ◆ MATERIALS: A one-pound bag of M & M's or Skittles.
- ◆ OUTLINE: Let participants take as many as they want without telling them what they are for. Don't let them eat them. After everyone has their candy, ask them to tell something about themselves for each piece of candy they have. This is a way of sharing and also for people to see how greedy they are.
- ◆ GOAL: To assist group members in becoming acquainted.
- ◆ HOW TO PROCESS: Did you feel pressured to share personal things about your life?

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**Workshop: *Youth***

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- ◆ TITLE: Fantasy Person
- ◆ TYPE: Introductory
- ◆ MATERIALS: None
- ◆ OUTLINE: Everyone has a turn, introduces themselves as the person they wish to become in the next week.  
  
Example: “I’m Danielle Walker, author and activist. Maybe you’ve read my latest novel?”  
  
Example: “I’m \_\_\_\_\_ and I am the chairperson for a youth-adult partnership council in my community.”
- ◆ GOAL: To make an introduction with some goals and aspirations built in.  
To get to know each other’s names.
- ◆ HOW TO PROCESS: Dreams are never impossible. What we can do to make dreams come true – setting courses.

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**Workshop: *Youth***

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- ◆ TITLE: What's In Your Wallet? Purse? Pocket?
- ◆ TYPE: Introductory
- ◆ MATERIALS: None
- ◆ OUTLINE: Facilitator requests participants to find one to three things that they value among the things they have with them. These things can be anything at all. Place them on your table and begin thinking about what you will tell us about what any or all of them mean to you and your value system. A volunteer shares their items and then chooses another person in the group to share theirs.
- ◆ GOAL: To learn about what we value by looking more closely at what we carry with us.
- ◆ HOW TO PROCESS: How did you feel sharing this with us? How long have you carried this particular item?

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**Workshop: *Youth***

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- ◆ **TITLE:** Compliment Sheets
- ◆ **TYPE:** Working
- ◆ **MATERIALS:** Plain white paper, Markers: water-soluble/small tip, Masking tape
- ◆ **OUTLINE:** Tape sheets of paper to each person's back. Each person chooses a marker. Members write a compliment about each person on that person's back. No peeking until all are finished. Then sheets are taken off and each person reads the sheet to herself/himself. Allow time for quietness and then spontaneous discussion.
- ◆ **GOAL:** To enhance closeness, team-building, and positive feelings within the group.
- ◆ **HOW TO PROCESS:** Discuss the process of writing messages:
  - cooperation when several people are writing and being written on at the same time.
  - how it felt to have someone writing on your backDiscuss feelings when sheets were read.

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**Workshop: *Youth***

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- ◆ **TITLE:** Pass the String
- ◆ **TYPE:** Working
- ◆ **MATERIALS:** A large ball of kite string
- ◆ **OUTLINE:** Ask the group to sit in a circle. Place the ball of string in the middle. Explain that the first person to talk must pick up the string, hold onto one end, and pass the ball to whoever speaks next. Every time someone speaks, the string is passed to her or him.
- ◆ **GOAL:** To reveal the established pattern of group/individual communication.
- ◆ **HOW TO PROCESS:** Ask the group to process who was the initiator. Who talked the most? The least? What was the tone of conversation? How did it change after the string was introduced to the process? Did anyone feel pressured to speak, to stop speaking, or not to speak?

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## Workshop: *Youth*

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- ◆ TITLE: Life Line
- ◆ TYPE: Working
- ◆ MATERIALS: 8x14 paper, pencil or pen
- ◆ OUTLINE:

Draw a horizontal line across paper, put birth date at the left end. Put today's date at the right end. Along the line put marks to represent significant life events. Under each mark; write a brief description and approximate age (e.g., 3 years/mumps; 4 years/brother born; 5 years/kindergarten; 6 years/1st grade...).

After life line is complete, write beside each event whether it was within your control or not (N=No Control, C=Control). Once the group completes their life lines, take turns sharing.
- ◆ GOAL: To share life events which influenced development, build empathy and trust among group members, gain understanding that some events were beyond our control (how to cope, etc.), to gain insight into events which are within our control (problem solving), and to realize that others may have had similar events (not alone, feel group support). The difference lies in how individuals cope and problem-solve.
- ◆ HOW TO PROCESS: Encourage and achieve listening among group members and self. Probe to find out how they coped or resolved problems (if appropriate). Point out similarities; if grief is a central theme, discuss what this was like for them.

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**Workshop: *Youth***

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- ◆ TITLE: Push Me-Pull Me's
- ◆ TYPE: Working
- ◆ MATERIALS: None
- ◆ OUTLINE: Have the group get in a circle and hook elbows. One person at a time will keep his/her feet in the same spot and remain still while he/she leans forward. The people to each side should lower themselves slowly, each with the knee closest to the person on the floor, while they lower the middle person until his/her nose touches the floor. Next they raise him/her to a standing position. The whole group will feel the weight and therefore will need to assist at all times.
- ◆ GOAL: The goal is to show group cooperation used to achieve a goal, and to promote trust within the group.
- ◆ HOW TO PROCESS: Ask participants to identify how the group worked together. Little processing is needed.



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**Workshop: *Youth***

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- ◆ TITLE: Shapes
- ◆ TYPE: Introductory
- ◆ MATERIALS: Two pipe cleaners for each member of the group
- ◆ OUTLINE: Pass out two pipe cleaners to each member of the group. Ask the group to shape the pipe cleaners into a symbol which represents them. Have group members share their pipe cleaner shape and explanation with the group.
- ◆ GOAL: To assist group members in becoming acquainted with each other.
- ◆ HOW TO PROCESS: How does it feel to share this with the group? How would you like the pipe cleaners to look?

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**Workshop: *Youth***

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- ◆ **TITLE:** Forced Choice
- ◆ **TYPE:** Introductory
- ◆ **MATERIALS:** None
- ◆ **OUTLINE:** Members form two lines, each representing a position/opinion. Each student must make a choice from the questions such as the following:  
  
Would you rather:
  - a) Have good grades or be popular?
  - b) Take a date to a party or to the zoo?
  - c) Be considered a “big mouth” or “loose”?
  - d) Have an allowance of \$50 a week or work?  
Do you:
  - a) Think the drinking age should be raised or lowered?
  - b) When someone says something that makes you angry, hold it in and hope it blows over or get angry and yell back?
- ◆ **GOAL:** To open up communication and explore the different opinions in the room.
- ◆ **HOW TO PROCESS:** Use the least threatening choices first. How did it feel to take an unpopular position? Did the group influence your position?

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**Workshop: *Youth***

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- ◆ TITLE: My Best Friend
- ◆ TYPE: Introductory
- ◆ MATERIALS: None
- ◆ OUTLINE: Members sit in a circle. Each person introduces the person next to them on their right (even though they may never have met them). The introductions are made up and a minimum of three things must be said about the person, i.e., “This is my best friend, Rob. He was the third man on the moon. He is 95 years old, and he had brain surgery two years ago.”
- ◆ GOAL: Reduces group anxiety. Is relatively non-threatening. Allows for silliness and laughter. Gives everyone an opportunity to break their personal ice.
- ◆ HOW TO PROCESS: No processing necessary

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**Workshop: *Youth***

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- ◆ TITLE: Drawing Your Feelings
- ◆ TYPE: Introductory
- ◆ MATERIALS: Pencils and paper (8½x11)
- ◆ OUTLINE: Have participants divide paper in thirds. First section: draw a picture of something that scares you. Second section: draw a picture of something that gives you peace. Third section: draw a picture of something that bores you. Allow each to share and discuss his/her pictures. Allow the right to “pass.”
- ◆ GOAL: A chance to express feelings. To let participants know that everyone can draw and there is no right or wrong way.
- ◆ HOW TO PROCESS: Allow adequate time because some participants will go into a great deal of detail.

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**Workshop: *Youth***

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- ◆ TITLE: Human Knot
- ◆ TYPE: Energizer
- ◆ MATERIALS: None
- ◆ OUTLINE: The members need to stand in a close circle, shoulder to shoulder, and place hands in the center. Everybody then grabs a couple of hands, being sure not to hold both hands with the same person or to hold the hand of the person right next to them. Now try to untangle the knot without letting go of anybody's hand.
- ◆ GOAL: To build teamwork skills, problem solving, and relieve frustration.
- ◆ HOW TO PROCESS: Discuss the feelings of working together. Who initiated the process? Who did the least talking?

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**Workshop: *Youth***

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- ◆ TITLE: Close to the Edge
- ◆ TYPE: Energizer
- ◆ MATERIALS: Masking tape or string
- ◆ OUTLINE: This depends on the trust you have in the group. Take string or tape and construct a square with 5-foot sides. Tell the group that the space inside the square is a cliff 300 feet in the air. They have been stranded there while mountain climbing, and must spend the night because the rescue party can't reach them until morning. The group must find a way to sleep so that no member's body extends over the cliff's edge. If it does, they are doomed. Hold position for three minutes.
- ◆ GOAL: To build trust and teamwork amongst the group.
- ◆ HOW TO PROCESS: Ask group members how they felt working that closely together. Was it uncomfortable?

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**Workshop: *Youth***

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- ◆ TITLE: Pass A Smile
- ◆ TYPE: Energizer
- ◆ MATERIALS: None
- ◆ OUTLINE: Tell group members to get up and move around the room shaking hands with as many people as possible. The participants cannot smile at all until someone smiles at them first. Once they “catch a smile” they can smile at everyone they meet. Return to your seat when you think everyone is smiling.
- ◆ GOAL: To acquaint members, get people refreshed and feeling positive rather than down and negative.
- ◆ HOW TO PROCESS: Tell them how long it took to pass a smile around the room. Talk to them about having a positive attitude and smiling at other people.

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**Workshop: *Youth***

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- ◆ TITLE: Drop the Handkerchief
- ◆ TYPE: Energizer
- ◆ MATERIALS: One clean handkerchief
- ◆ OUTLINE: Ask the group to sit in a circle. Place a handkerchief in the center. Explain that no one is to talk during this exercise. Anyone from the group may pick up the handkerchief after it lands and then release it into the air. While it is “free-floating,” members of the group may laugh. All the laughing must stop when the handkerchief lands.
- ◆ GOAL: Group should become focused; centered on the “now.” Attentive.
- ◆ HOW TO PROCESS: Who initiated the throw? Who participated in throwing the handkerchief the most? The least? Did anyone think people would not laugh if they threw up the handkerchief? Was this a fun/stupid exercise?



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**Workshop: *Youth***

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- ◆ **TITLE:** Scavenger Hunt
- ◆ **TYPE:** Introductory
- ◆ **MATERIALS:** See handout on following page (one per person); pencil or pen for each person
- ◆ **OUTLINE:** This is a person-to-person scavenger hunt. Walk around and try to find someone in this group who matches each question. Have them sign their name in the space next to the question. This is your chance to get to know everyone here. Have fun!
- ◆ **GOAL:** To get everyone in the group to sign your sheet. To learn a few things about each member and familiarize yourself with the names of the others in the group.
- ◆ **HOW TO PROCESS:** Make sure everyone has signed each other's sheets. Note any interesting things you learned about other members of the group.

**SCAVENGER HUNT**



**Find someone:**

1. With the same color of eyes as you -
2. Born in the same state as you -
3. Who lives in a house where no one smokes -
4. Who has the same astrological sign as you -
5. Who likes to sing in the shower -
6. Who has lived outside of the U.S. -
7. Who has 7 or more letters in their first name -
8. Who likes to exercise (what kind?) -
9. Who watches less than 5 hours of TV per week -
10. Who has been told in the last week that he/she is loved -
11. Who has the same favorite dessert as you -
12. Who can cross their eyes -
13. Who feels it is okay to cry -
14. Who walks to school -
15. Who has 6 or more people in their family -
16. Who is the youngest in their family -
17. Who loves video games -
18. Who would like to write a book (about what?) -
19. Who can speak two languages (which ones?) -

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