Bridge To Employment



BTE Volunteer Training: Session I

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BTE Volunteer Training Guide Series
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All Training Guides and corresponding materials may be downloaded free of charge from the BTE website: www.bridge2employment.org

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Finally, we wish to recognize the extraordinary commitment of the BTE Volunteers for their work on behalf of the students, families, and the communities they serve.

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Supplemental Materialssee www.bridge2employment.org

Facilitator Materials

PowerPoint Presentation: Working with BTE Youth

Participant Handouts (Session I)

Handout 1: Working with BTE Youth - Session Agenda

Handout 2: Johnson & Johnson's Bridge to Employment Program

Handout 3: Understanding Youth – Facts vs. Fiction

Handout 4: Youth Development

Handout 5: When I Was 15

Handout 6: Youth Development Principles

Handout 7: Building Effective Relationships with Youth

Handout 8: Positive Role Models

Handout 9: How Career Coaching Helps

Handout 10: Boundaries Handout 11: Disclosures

Handout 12: Cultural Competence

Handout 13: Tips for Effective Communication with Youth

Handout 14: Tips for Giving & Receiving Feedback

Handout 15: Scenario

Recommended & Supplemental Volunteer Resources (Go to www.bridge2employment.org)

BTE Toolkit (activities and lesson plans)

Developing a BTE Student / BTE Volunteer Agreement

Sample Icebreakers

Tips for Facilitating Groups of Young People

Developmental Youth Outcomes

Developmental Opportunities & Supports

Suggested Readings & Resources

Introduction

Overview

Working with BTE Youth is the first in a series of training guides that provide research-based information on youth development, best practices for working with adolescents, and peer learning exchange.

The BTE Volunteer Training Guides include:

- Working with BTE Youth (Session I). A two-hour orientation and training session for local operating company employees (BTE Volunteers) who are new to the BTE program and working with youth. Key concepts include: youth development, communication, active listening, and relationship-building practices. It directly aligns with the BTE Training Session provided to all new sites by FHI 360 staff.
- Developing Employability Skills of BTE Youth (Session II). Experienced
 BTE Volunteers can hone and improve their skills in working with youth
 during this 90-minute enrichment session focused on building youth
 employability skills the competencies needed to be successful in any
 working setting, regardless of the industry.
- Helping BTE Youth Plan for the Future (Session III). This 60-minute enrichment session for experienced BTE Volunteers provides a variety of tools and resources for supporting youth's exploration of college and career opportunities.

Each guide provides <u>step-by-step instructions</u> (facilitator text), which enable Johnson & Johnson's local operating company leaders (BTE Champions) and BTE Site Coordinators to facilitate each training sessions, as needed.

Background

In 2007, the Academy for Educational Development's (AED) National Institute for Work & Learning – selected by Johnson & Johnson to manage the BTE initiative worldwide and offer technical assistance to all sites – in conjunction with the National Institute for Community Youth Work developed a four-hour training session for BTE Volunteers.

Adapted from AED's Advancing Youth Development curriculum — a research based curriculum that is currently used across the US to train and educate paid staff and Volunteers in the youth serving sector — the session:

- Introduced the BTE Program
- Provided an overview of youth development
- Supported an understanding of "Youth in Context"
- Gave tips for developing relationships with youth
- Provided extensive resources

The new training session was piloted with BTE Volunteers (Intern Supervisors) from Alza, Scios, LifeScan and NDC. Based on the comments and suggestions from the session participants, the training was updated and revised.

In July 2011, FHI acquired the programs and expertise of AED. The new organization, FHI 360, continues to provide technical assistance to local BTE programs, including offering the orientation training (Session I) to all new BTE grantees.

Because local BTE sites have the potential to recruit additional Volunteers each year, it became necessary to provide guidance to BTE Champions and Site Coordinators on orienting new Volunteers to working with youth, as well as providing enrichment experiences, supplemental information and resources for supporting BTE youth to more experienced Volunteers. The three-part BTE Training Guide series supports this effort.

About BTE

In 1992, Johnson & Johnson launched the *Bridge to Employment* initiative (BTE) in an effort to support education by communicating to students that learning can be meaningful, engaging, and relevant. BTE helps young people build solid futures and strives to:

- 1) Increase the number of students who enroll in higher education; and
- 2) Increase the number of students interested in pursuing health careers.

Currently operating in Africa, Asia, Europe, Latin/South America, and the United States, each BTE site is unique in its scope and addresses local community needs. All BTE partnerships, however, consist of a local Johnson & Johnson operating company, a high school, an institution of higher education, and an intermediary or non-governmental organization (NGO).

Successful BTE programs target 40-50 students (ages 15 - 19) and offer progressively intensifying program activities over the course of a three-year grant period, including:

- Academic enrichment
- Contextual (real-world) and applied (hands-on) learning opportunities
- Links with institutions of higher education
- Career exploration and experiences that connect students with adults in the workplace.

BTE is based on solid research and uses continuous evaluation to promote success and measure outcomes. Specifically, BTE:

- Builds long-term partnerships among businesses, educators, community groups and parents to have a meaningful impact on students' future success in the workplace;
- Prepares at-risk young people to meet the challenges and requirements of the health care industry and today's complex society;
- Reinforces parental involvement as a critical link between young people and their schools;
- Recognizes and advances community efforts in locations that are exemplary in helping young people to begin building careers; and
- Assists in creating linkages to institutions of higher education and training.

FHI 360 partners with Johnson & Johnson to manage the BTE initiative worldwide and offers technical assistance to local sites.

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Session At-A-Glance

Activity	Time Allocated	Materials
Introduction	15 Minutes	✓ Working with BTE Youth, BTE Training
Warm Up Activity	15 Minutes	Guide, Session I (facilitator script)
Debrief	5 Minutes	✓ Power Point Presentation
BTE Overview	20 Minutes	✓ Handouts
Content Presentation I	20 Minutes	Handout 1: Working with BTE Youth –
Learning Activity I	15 Minutes	Session Agenda
Debrief & Discuss	15 Minutes	 Handout 2: Johnson & Johnson's Bridge
Content Presentation II	20 Minutes	to Employment Program
Learning Activity II	15 Minutes	Handout 3: Understanding Youth –
Debrief & Discuss	10 Minutes	Facts vs. Fiction
Content Presentation III	20 Minutes	Handout 4: Youth Development
Learning Activity III	20 Minutes	Handout 5: When I Was 15
Recap	5 Minutes	Handout 6: Youth Development
Closing	20 Minutes	Principles
		 Handout 7: Building Effective
	Total Time: 215 Minutes	Relationships with Youth
		Handout 8: Positive Role Models
		Handout 9: How Career Coaching Helps
		Handout 10: Boundaries
		Handout 11: Disclosures
		 Handout 12: Cultural Competence
		Handout 13: Tips for Effective
		Communication with Youth
		 Handout 14: Tips for Giving & Receiving Feedback
		Handout 15: Scenario
		✓ Recommended Volunteer Resources
		Go to: www.bridge2employment.com
		BTE Toolkit
		Developing a BTE Student / BTE
		Volunteer Agreement
		 Sample Ice Breakers
		 Tips for Facilitating Groups of Young
		People
		Developmental Youth Outcomes
		 Developmental Opportunities &
		Supports
		 Suggested Readings & Resources
		✓ Other Materials
		Flip Chart & Markers Flip Chart & Markers
		 Copies of Communications Exercise

About the Session

Goals

Working with BTE Youth is an orientation and training session that:

- Builds an understanding and awareness of "youth" and dispel myths or preconceived notions about adolescents and their actions.
- Introduces the key concepts and principles of Youth Development.
- Offers strategies for using the youth development approach.
- Enhances the ability of Volunteers to use sound practices for building successful relationships with youth: serving as role models, using effective communication techniques, and displaying active listening.

Target Audience

Johnson & Johnson's local operating company employees and other community partners (BTE Volunteers) who will be working with youth and are *new* to the BTE program.

Session Length

3 hours (minimum) to 4 hours (preferred)

Facilitation

Step-by-step instructions (facilitator text) enable BTE Champions and/or Site Coordinators to lead or facilitate each of the training sessions. However, it is not necessary to read the text word for word. Facilitators should feel free to adapt all text to reflect personal presentation styles and use their own examples, scenarios, and local terminology to account for cultural or organizational norms and past experiences. Interactive activities can also be adjusted to reflect logistical variables, such as group size and time limitations. Facilitators, though, should rely heavily on language and information provided in the Content Presentation sections, if they are not experts in the *youth development* area.

Throughout the guide, space is provided for facilitators to write notes, examples, or scenarios from their own BTE work to further illustrate the idea presented.

To support the implementation and delivery of the session, supplemental materials are available at the BTE Website (www.bridge2employment.org), including:

- **PowerPoint Presentation.** A sample PowerPoint, containing all key concepts is available for session facilitators. Facilitators can customize the presentation, adding additional, site-specific information.
- **Facilitator Materials.** Facilitator materials, including the "communication exercise," are available to support the training session.

- Participant Handouts. Participant handouts are available to support the learning of local operating company employees in how to work with and engage BTE youth.
- BTE Volunteer Resources. Additional resources can be found on the BTE Website (www.bridge2employment.org). Resources are on a variety of topics and may support BTE Volunteers in providing academic enrichment, applied learning, higher education, and career exposure opportunities to BTE students. The At-A-Glance (page 8) provides recommended resources.

All materials can be reproduced.

Session Format

Each session aligns with the principles of adult learning and includes the following components:

- Introduction. Introductory statements, reviewing the session goals, objectives, agenda, and expectations. In addition, it is recommended that BTE Site Coordinators provide a brief overview of the local program, as part of these opening remarks.
- Warm Up Activity. A structured activity designed to create essential opportunities for participants to talk, relax, and get to know each other.
- Content Presentation. Detailed information on key youth development concepts and effective strategies for working with adolescents. Handouts support the learning of all concepts explored in the training sessions.
- **Learning Activity.** An interactive experience designed to reinforce the ideas presented in the content presentation.
- Debrief & Discuss. Facilitated discussion centering on the content learned and lessons shared through the large group, small group, and paired learning activities.

Preparation

Facilitators will find it helpful to carefully read the entire guide prior to conducting the session.

The **Session At-A-Glance** (page 8) provides detailed information on session materials (i.e. PowerPoint, markers, flip charts), participant handouts, and volunteer resources.

Session Facilitators or BTE Site Coordinators may wish to prepare a "session handbook" (binder or packet) for participants that contains:

- Handouts and Volunteer Resources print all materials listed in the At-A-Glance from the BTE website (wwww.bridge2employment.org).
- General BTE information
- Site-specific information, including local roles and responsibilities of Volunteers, policies, and/or a calendar of events and activities.

'Facilitator Tips

A good training is no accident. It is the result of solid preparation and delivery. Consider the following tips:

Before the Training

- Know our goal(s) and what you expect to accomplish.
- Prepare. Prepare. Prepare.
- Work with the BTE Site Coordinator to gather and prepare materials for the session.
- Order refreshments/meals that may be necessary.
- Learn about your training space: size of room(s), clock for time keeping, availability of breakout rooms, adjustment of temperature, location of restrooms, etc.
- Consider a seating arrangement where participants can have eye contact with one another.
- Practice. Practice. Practice.
- Arrive before the participants are expected to arrive. This will give you
 time to set up the room, review your plan, prepare visual aides, and test
 any electrical equipment, as well as relax.
- Prepare for problems that may arise by knowing what to say when someone gets off topic, disagrees with what is being said, etc.

During the Training

- Provide nametags and a sign-in sheet for participants.
- Introduce yourself to participants as they enter the room. This will make everyone more relaxed.
- State your goals at the beginning of the session and review them at the end of the session.
- Invite participants to establish norms or ground rules.
- Be conscious of time. Begin on time and end on time.
- Provide 10-15 minute breaks every 1.5 hours. Inform participants how much time they will have for an activity, discussion, etc.; then, give a 1-3 minute warning.

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- Help participants feel safe, both emotionally and physically; provide an environment that supports learning and risk-taking. Consider starting with an "ice breaker" or "inclusion activity" that gives participants an opportunity to introduce and share. Be sure to connect these experiences with the training goals.
- Give clear and logical directions. Ask if clarification is needed and demonstrate if necessary. Ask process questions to ensure a learning experience.
- Reference handouts; they are aides to your training and participant learning.
- Be flexible. Expect the unexpected. It is important to follow your plan, but it is also important to allow for necessary changes.
- Give participants a positive learning experience. Ask open-ended questions and facilitate discussion when possible.
- Model reflective listening. Repeat a question or comment made by a participant. This helps all participants to hear what has been said as well as validate that the participant was heard.
- Stress that there are no right or wrongs during brainstorming.
- Encourage participants to view one another as resources. When a
 participant makes a comment or asks a question, you can ask the group,
 "What do you think?" or "Would anyone like to respond to what was just
 said?"
- Give recognition. Thank each participant for contributions but avoid evaluative comments. Non-verbal recognition includes nodding, smiling, and gestures. Reflective responses are always appropriate.
- Involve everyone. Let hesitant participants know that you value their contributions, but silence is also acceptable.
- Allow participants to summarize what was learned or validated.
- Be the last one to leave.
- Enjoy!

After the Training

- Reflect back on both the strengths and challenges of your training.
- Assess the training design and make changes, if necessary, for future sessions.

Even under the best circumstances, problems may arise. Below are some suggested things to say when:

Someone wants to dominate the conversation:

- Can we hear from someone else who sees it differently?
- Has anyone else here had a similar experience?
- You've made some good points. Let me recap what you have said.
- What do other people hear (Insert Name) saying?

Participants are too quiet:

- Let's hear from this side of the room (try not to call on participants by name).
- This question is only for the (Insert a Characteristic, such as Chemists, Biologists, or those working for Johnson & Johnson less than 18 months, etc.).
- Let's hear from some of you who have not shared yet. Do you agree with what you just heard?

Someone gets off the topic:

- That's very interesting. Now, let's get back to the original question we were addressing.
- I appreciate your comment. Since our time is limited, let's stay focused on the topic at hand.
- Let's stay focused so that we can keep moving.
- How interesting. We could prepare a daylong training on that topic, but right now we need to get back to our agenda.

People are talking at the same time:

- Please remember that one of our ground rules is to listen to one another without interrupting.
- We want to hear what everyone has to say, but we will not be able to hear anyone if we talk over one another.
- One of our ground rules is to share "air time" so everyone gets a chance to speak.
- Remember our ground rules. We don't want to miss a great comment.

Someone is disagreeable:

- It sounds like you have some strong feelings about this subject. If you want to, I'll be glad to meet with you later.
- Remember the ground rules we set earlier. Let's listen respectfully to everyone's opinion.
- My experience has shown it can work. I would be happy to share my experience with you.
- The research shows that it can work. I would be happy to share the research I have about the topic with you.

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 Everyone has the right to his/her own thoughts and feelings on the subject. Perhaps what we talk about next will be more in alignment to your ideas.

Special Notes

The agenda provides estimated times for a group size of 15-20 participants. Agenda adaptations for various groups are as follows:

- Less than 10 participants: Because of the small group size, discussions and group activities will proceed at a quicker pace. Therefore, you may consider increasing time spent on the local BTE program overview (review BTE procedures and policies or provide a program updates) or youth development discussions.
- Groups of more than 20 participants. Because of the large group size, discussions and group activities will proceed at a slower pace. You may wish to consider an alternate Warm Up Activity, such as using one of the "Thought Questions" (see Volunteer Resources) rather than the "Birthday" activity. Facilitators can also present written ground rules, rather than developing ground rules via group discussion. If pressed for time, facilitators may wish to focus on one or two specific strategies for working with youth and do a quick review of the others; additional strategies can be presented at future meetings.

Facilitator Text

Introduction (15 minutes) Welcome participants to the BTE Volunteer Training Session using the following sample text and the PowerPoint presentation (Slide 2):

> Welcome to the BTE Volunteer Training Session. I am _ and I am very excited to be here with you today. I am thrilled that you will be participating in the BTE program. Your efforts will impact the lives of many youth in our community.

> Distribute the BTE Volunteer Handbook (see page 10 for more information on developing a binder or packet).

- Today, you will learn important youth development concepts—an assetbased approach for working with young people. You will also have an opportunity to gain new information, build skills, and share your experiences with other BTE Volunteers.
- This handbook, which includes a BTE overview, training session agenda and resources, will support your ongoing work with BTE students.

Refer attendees to Handout 1 and briefly review the Agenda. See Power Point Slide 2. State:

- As outlined in the agenda on Handout 1, this session will help you actively participate in our program and work with BTE students. Specifically, the training will:
 - 1) Introduce youth development language, principles, and practices;
 - 2) Provide strategies for using the youth development approach; and
 - 3) Enhance your ability to use three proven practices for working with adolescents: relationship building, effective communication, and active listening.
- As we review the principles and practices of youth development, you will see that you may already be using some of the youth development practices. I encourage you to share your experiences, successes, and challenges during this training.
- We like to think of our session as a refresher course, and provide you with information on adapting these skills for your interactions with youth.
- Is there anything else you feel that we should focus on today?

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Go to PowerPoint Slide 3. State:

- Because many of us don't know each other, let's take a few minutes for introductions. Please tell us:
 - ✓ Your Name
 - ✓ Position / Department
 - ✓ Favorite (Movie, Color, Book, Vacation Spot, etc.)
 - ✓ Something that no one in the room knows about you

Using **PowerPoint Slides 4 and 5** indicate:

- **Ground rules** are the expectations that group members have of each other based on the qualities they value in a group.
- As a facilitator, I will commit to:
 - ✓ Provide you with useful information.
 - ✓ Facilitate the discussion.
 - ✓ Respect your opinions.
 - ✓ Answer your questions.
 - ✓ Keep us on-task and on-time.
 - ✓ Have fun!
- I ask you to agree to:
 - ✓ Refrain from checking electronic devices.
 - ✓ Turn-off / silence cell phones; step out of room if you must take a call.
 - ✓ Share your experiences, successes and challenges.
 - ✓ Be open to ideas and opinions.
 - ✓ Participate in discussions.
 - ✓ Ask questions.
 - ✓ Have fun!

Ask:

• Are there any other ground rules are important to you? Or, additional ground rules that will make this training a good experience for you?

Write all participant-generated ground rules on the flip chart. At the end of the discussion, thank everyone for sharing. Keep the list visible during the session and let participants know that ground rules can be added during the session, if needed.

Advance to **PowerPoint Slide 6** and ask:

Why might ground rues be important when working with BTE youth?

Facilitator Tip! Potential responses to the discussion question may include:

- 1) Clearly define each partners' roles & responsibilities
- 2) Sets the stage for interactions
- 3) Let's the young person know that you are thoughtful and committed to working with them

Warm-Up Activity (15 minutes)

Initiate one of the following Warm-Up Activities based on the group size (see **PowerPoint Slide 7**). If desired select an alternate activity or "Ice Breaker" from the Volunteer Resources section.

Birthdays

Ask participants to line up in order of their birthday month beginning with January without using the spoken word. When group is lined up, ask each to state the month and day. Ask for the group to re-group by birthday month (or season) and share what they like about their birthday month (or season) and what they don't like. Time permitting, the facilitator should ask group to share some of their responses. Point out if there are similar responses.

Lollipop

Pass out dum-dum lollipops to the group. For every letter that appears in the flavor, the participant has to share something about him/her with the group.

Mumble Jumble

Before the activity begins, the leader cuts up a few pictures into puzzle pieces. Each group member will grab a puzzle piece from a bag. The group members keep their puzzle piece to themselves until the leader says, "GO!" At this point, the group members try to locate the other members of the group with the pieces to form the appropriate pictures. Whichever group does it first, wins. This is a good activity for breaking into retreat/ activity.

Facilitator Tip! Allow sufficient time for participants to talk about their birthday months. This icebreaker generates lots of conversation, and encourages sharing humorous responses from the small groups.

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Debrief (5 minutes)

Close the Warm-Up Activity. Indicate that the activity just completed is an "Ice Breaker;" there are many different types ice breakers. Ask:

- Why do we use Ice Breakers?
- Why are Ice Breakers beneficial?
- How or when can we use Ice Breakers with BTE students?

Point out that these types activities can also be used with BTE students to further build relationships between BTE Volunteers and students. Tell participants that additional Ice Breakers are available in the Volunteer Resources section of the handbook.

BTE Overview (20 minutes)

Using the following text, **Handout 2** and the PowerPoint presentation (**Slides 8-13**), provide a brief overview of Johnson & Johnson's worldwide BTE program:

- In 1992, Johnson & Johnson launched the Bridge to Employment (BTE) initiative in an effort to support education by communicating to students from at-risk communities that learning can be meaningful, engaging, and relevant. BTEs an example of the credo "in action."
- Johnson & Johnson partners with FHI 360 to manage the BTE program worldwide.
- BTE helps young people build solid futures by introducing them to a broad array of careers in health care and providing them with real world experiences. BTE programs strive to:
 - 1) Increase the number of students who enroll in higher education
 - 2) Increase the number of students interested in pursuing health careers
- BTE program activities are based on local needs and focus on Academic Enrichment, Career Exploration & Readiness, and Higher Education Preparation & Exploration
- BTE sites been located in more than 65 communities and target youth who are educationally and/or economically disadvantaged.
- Sites operate in communities that have a Johnson & Johnson local operating company presence. BTE sites are currently in Africa, Asia, Europe, Latin America, South America, and the United States.
- While each site is unique in its specific activities, all sites utilize the same partnership structure: a Local Operating Company, and Ngo, an Institution of Higher Education, and a Secondary School

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Advance to **PowerPoint Slide 14.** Introduce the local BTE Site Coordinator and BTE Champion. Have them provide a brief overview of the local BTE program. Use the following area for your notes & ideas:

•

•

•

Content Presentation I (20 minutes)

Using the following text and **PowerPoint Slide 15** provide participants with an overview of adolescence:

- For our collective knowledge, how many of you currently volunteer with youth? Have teenagers? Or, have young adults in your life?
- Following childhood, but before adulthood, is a unique phase researchers characterize as "youth." This phase begins between 8-10 years old and ends between 18-21.
- As adults, we often have many preconceived notions about adolescents and their actions. Many of these ideas are not true, but some are.
- For example, many adults believe that adolescents are lazy and irresponsible.
 - ✓ Truth: Teenagers are sleepy in the morning. In fact Teenagers require more sleep than toddlers. In fact, some school systems are looking to alter the school day to respond to this biological need.
 - ✓ Truth: Young people have an enormous desire to be useful and needed; they seek tasks that challenge them and where they can make a difference.

Post **PowerPoint Slide 16.** Ask:

- When you think of "teenagers" or "young adults" what traits or characteristics typically come to mind?
- How are are teens or adolescents often portrayed in television, movies or books?
- What are some of the things you've heard about teens or adolescents?

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Record all participant responses on a flipchart. Then, post PowerPoint **Slide 17**, which lists some of the typical responses. State:

• This slide lists some of the responses we've heard in different communities around the world. As you can see, no matter the location, our thoughts about teens and adolescents are very similar.

Select several key responses, reviewing some of the "facts" about adolescents. Point out the following facts:

Opinion: Disinterested

Fiction: Adolescents are not interested in thinking about their future. **Fact:** Adolescents develop the ability to think abstractly, reflectively,

and critically. Young adolescents (ages 10 to 15) are naturally curious about the world. This time is unmatched in the life cycle. It's not that teens are disinterested – they simply don't have the capacity for future planning. For adolescents, the

future is TOMORROW!

Opinion: Risk-Takers

Fiction: Adolescents take risks because they think they are invulnerable. **Fact:** They take risks because they are supposed to. Exploration and

risk taking, inherent to the species, are means of testing and

learning about themselves.

Opinion: Teens Are All The Same

Fiction: Teens are just little adults. Adolescents develop skills,

knowledge, and attributes at the same pace as adults.

Fact: Each young person progresses at his/her own pace throughout

the developmental stages.

Opinion: Rebellious / Independent

Fiction: Adolescents yearn to be independent of adults, particularly

their parents.

Fact: Only a minority of teenagers engages in wholesale rebellion

against their parents. Most teenagers seek caring adults who provide support and challenge them with new opportunities.

• More detailed "Facts" about youth can be found on **Handout 3.**

Refer participants to **Handout 4**. Using PowerPoint **Slides 19-21** and the following text to provide an overview of Youth Development:

- Now that you know the "facts" about adolescents, we are going to discuss how you can support youth development.
- There are two definitions of Youth Development:
- First and foremost, **Youth Development** is a *growth process* by which all young people seek ways to meet their basic physical and social needs.
 - ✓ Youth development is experienced by all young people, regardless
 of their intellectual capacity, social and economic backgrounds, or
 ethnicity and race.
 - ✓ Young people from disadvantaged communities have more barriers and fewer resources available for positive supports during this developmental phase. Programs like BTE and volunteers, like your selves, are vital to help fill the gaps for these young people.
- There is another definition of Youth Development—and this is the one we will focus on today.
- Youth Development is an *approach to build competencies* that are necessary to succeed in adolescence and adulthood.
- Competencies are defined as knowledge, skills, and qualities.
- But, simply sharing information is NOT enough to build youth competencies.
- For instance, Americans have been educated on the dangers and lifelong health risks, including cancer, associated with smoking. Yet, despite this knowledge 24% of the American population continues to smoke.
- To build competencies and meet the needs of adolescents, we must use the **3Ps**—*People*, *Places*, and *Purpose*.
 - ✓ People young people need caring adults, including family members, educators, community leaders, or other volunteers, like yourselves, that can serve as positive role models, career coaches, mentors, motivators, and teachers.
 - ✓ Places young people need opportunities to learn and try new things, such as company tours or higher education visits, in order to broaden students' vision for their lives.

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- ✓ Purpose young people need a reason to make meaningful connections with adults and take full advantage of available resources, including hands-on learning experiences that are meaningful and fun.
- This approach is not new; what is new is the focus on designing and implementing programs that reflect research-based principles that are drawn from studies on resiliency, strength-based services, and adolescent development.

Learning Activity I (15 minutes)

After a few participants respond, advance the **PowerPoint Slide 21**. Then, introduce the reflection activity: "When I Was 15," using the following text:

Facilitator Tip! "When I Was Young" is a guided reflection exercise that allows participants to identify personal experiences to help them understand the importance of supportive and caring adults in the lives of young people. The age of 15 is usually suggested so that participants have sufficient teen experience, yet they are not close to moving out of the teen years.

Prior to the session, post a piece of flipchart paper (landscape position) and write: **When I Was Young** at the top of the page. Then, make four columns with the following sub-headings: **1) Youth Competencies** (Knowledge, Skills, and Qualities), **2) People, 3) Places,** and **4) Purpose**.

- I will now ask you to participate in a reflection activity, which asks you to recall the experiences that helped you grow and develop and that had a positive effect on your teen years. As BTE Volunteers, that is what you are going to offer your students positive growth experiences.
- If it helps you to focus, feel free to close your eyes.
- Think about your adolescent years. Think about when you were 15.
 Think about the kind of music you listened to, the clothes and hair styles you wore, whom you considered best friends, and the kinds of activities you engaged in for fun and learning.

Distribute **Handout 5**. Say:

- I want you to identify at least one youth competency:
 - ✓ Knowledge: What was something that you knew a lot about?
 - ✓ Skill: What was something you did well? OR -
 - ✓ Quality: What was a quality or trait that you were proud of?

Ask participants to spend the next 2 minutes writing their responses in the Youth Competencies column of the handout. If needed, provide an example (see the Facilitator Tip below).

Facilitator Tip! If needed, provide participants with some examples of Youth Competencies:

- Knowledge: Mathematics, Science
- Skill: Soccer Star, Good Communicator, Computer Programming, CPR/First Aid, Played an Instrument
- Quality: Organized, Leader, Patient, Good Listener
- Now, we are going to look at the 3Ps. Select one competency listed in column 1, describe how each of the 3Ps helped you develop this competency in the corresponding rows:
 - ✓ *People:* Did anyone help you learn or become successful at this competency? What was one quality of the person who helped you?
 - ✓ *Purpose:* Why was this knowledge, skill, ability, or attribute important or meaningful to you?
 - ✓ *Place:* Did any specific opportunity or experience influence your interest to pursue this knowledge, skill, ability, or attribute?
- Follow the same process for each competency listed. You will have 10 minutes to complete the entire chart.

Facilitator Tip! If needed, provide participants with an example of a Youth Competency and how the 3Ps impacted the competency:

Competency (Knowledge):

Mathematics

People:

- The teacher always had time for me.
- A career coach recognized and complemented on my abilities.
- An instructor provided enrichment opportunities.
- A parent encouraged me to broaden my knowledge.

Purpose:

- I wanted to be perceived as "good" or competent at something.
- I wanted to be different from my friend/family member.

Place:

- An internship helped me to understand how math can be used in the real world and confirmed my skills.
- During a "group project," I was perceived by my teammates as knowledgeable of the subject and a leader.

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Alternatively, facilitators should feel free to provide an example for their own youth.

Debrief & Discuss (15 minutes)

Solicit responses from 3-5 participants – more if time permits. Write key responses on the flipchart paper OR type directly on **PowerPoint Slide 23.**

Facilitator Tip! If there are more than 15 participants in the training session, break participants into groups of 4-5 individuals. Instruct individuals to share their responses to the exercise with the assign group. Then, ask each group to share common themes discussed in the group.

After participants are done sharing, make the following key points:

- By sharing your experiences, you have generated several key principles that define youth development:
 - ✓ Youth do have useful knowledge, skills, and qualities. These are called youth competencies. The BTE program is designed to help students recognize them and use them.
 - ✓ Teens need many adults with different skills, knowledge, and qualities for positive growth. BTE Volunteers will bring lots of different experiences to the BTE students. Yet, youth do youth development. Youth must be engaged in their own development.
 - ✓ Youth development takes place a variety of places and through a variety of experiences. The BTE program with your help as a Volunteer will offer an array of learning experiences for the students.
 - ✓ Youth development fosters resiliency. Building youth competencies may not always be a positive experience; in fact, we all make mistakes. But, it is critical to turn these experiences into learning or personal growth opportunities. This is known as resiliency or the capacity to grow, adapt, and develop even under the most difficult or stressful circumstances. To develop resiliency, young people need various experiences and supports, including: access to supportive, healthy and caring adults and peers, individualized attention, opportunities to learn good decision-making skills, and different programs and activities that connect them to the world of work.
- Additional Youth Development Principles are listed on **Handout 6**.

Content Presentation II (20 minutes)

Using **Handout 7**, Handout 8 and **PowerPoint Slides 25-27**. State:

- We will now take an in-depth look at one of the 3Ps: People. Young people need healthy relationships to learn how to navigate through their teen years and to be prepared for adulthood.
- Relationship building is fundamental to youth development.
- To create and sustain meaningful relationships with youth, adults should:
 - ✓ Take time to build relationships with individual youth
 - ✓ Find out what is important to a young person and develop a relationship with that in mind
 - ✓ Follow through on any promised actions
 - ✓ Remember youth are not "little adults;" don't measure them against adult standards
 - ✓ Ask for and respect young people's opinions; youth bring unique perspectives
 - ✓ Be confident, but not overpowering
 - ✓ Make sure youth have meaningful roles
 - ✓ Celebrate different capacities and achievements
 - ✓ Engage youth in meaningful learning experiences; activities should be youth-friendly and responsive to their interests and needs
 - ✓ Use effective communication
 - ✓ Practice active listening skills
 - ✓ Have fun
- BTE sites utilize positive role models to maximize youth learning and build effective relationships. Specifically, we use:
 - Career Coaching is a process that builds youth competencies. Coaches help individuals identify, acquire, and achieve specific knowledge, technical skills, and the skills or qualities necessary to succeed in the "21st Century Workplace."

Indicate that **Handouts 7 – 9** provide additional information on how positive role models – especially through career coaching – can help adolescents.

Encourage participants to review **Handouts 10, 11, 12** following the session or once work with BTE youth has started. These handouts provide detailed information on more advanced issues relating to building positive relationships with youth, including tips for setting boundaries, reporting disclosures, and building cultural competence.

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Ask participants to turn to **Handout 13**. Using **PowerPoint Slides 28-29**, state:

- Effective coaches use good communication strategies, such as asking open-ended questions to help the other person more objectively see their own patterns of behavior and to prompt reflection, goal setting, planning, and action to increase the desired results¹.
- Communication is often described as the spark between speaking and listening that creates connections. Connections, key to relationship building, are created when people know they are heard and understood.
- To ensure effective communication with youth:
 - ✓ Schedule adequate time for the discussion.
 - ✓ Make sure the physical space is conducive to talking and listening; if too loud or if confidentiality is important, consider finding a quieter environment.
 - ✓ Organize your thoughts and key points before saying them.
 - ✓ Be mindful of unchecked assumptions about youth. Remember our "Facts vs. Fiction" exercise from earlier today!
 - ✓ Distinguish between topics to discuss one-on-one and topics to discuss in a group.
 - ✓ Be present. Do not allow interruptions into your scheduled time with youth – taking phone calls or checking emails show disinterest and is disrespectful.
 - ✓ Focus on the young person.

Learning Activity II (15 minutes)

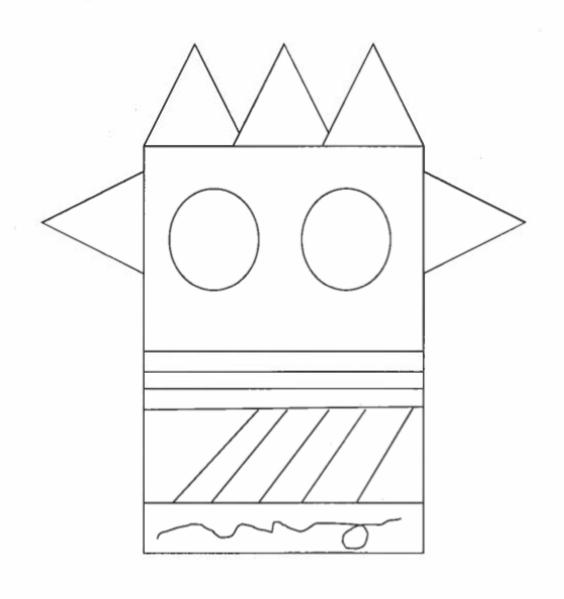
Introduce the communication exercise, "What Did You Say?" (See PowerPoint **Slide 30** and **Facilitator Tip!** on the next page**)** with the following text:

We are going to do a short communication exercise. When I say "go," I would like each of you to find a partner, move to an open area of the room, and stand back-to-back. One of you should bring a blank piece of paper and pen or pencil. Ready, set, GO!

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¹ Adapted from http://teachermentors.com by Barry Sweeny

Facilitator Tip! Use the image below for the communication exercise, "What Did You Say? Make enough copies of the image for each dyad to have one copy.



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Once dyads are standing back-to-back. Offer the following:

- In a few moments we will distribute a sheet of paper containing an image to each pair. The individual that gets the paper will need to describe the image to his/her partner you will be the "Information Giver." You cannot turn around or make gestures to your partner.
- The other individual is the "Information Receiver." The receiver will draw the image, as described by his/her partner on the blank piece of paper. The receiver cannot talk or communicate in ANY way with his/her partner.
- You will have 3 minutes to complete the exercise.

Debrief & Discuss (5 minutes)

After 3 minutes, have pairs share their images. Then, reconvene the large group. Ask for volunteers to recap the key discussion points. Try asking:

- Show of hands, which partners have the same images?
- What was difficult about being the information giver?
- What was challenging about being the information receiver?
- What worked well?

Content Presentation III (20 minutes)

Introduce the topic of Active Listening using **PowerPoint Slides 31-33**. State:

- As we just learned in this exercise, good communication begins with good listening. Good communication requires active listening techniques.
- Active listening involves behaviors and cues that indicate we hear and understand what the speaker is communicating. It is the ability to "listen actively."
- Active Listening is:
 - √ Wanting to understand a young person's message
 - ✓ Trying to understand a young person's message
 - ✓ Respecting a young person's message
 - ✓ Respecting a young person's feelings
 - ✓ Trusting a young person's ability to work through his/her issues
 - ✓ Not projecting your own feelings and opinions onto the young person

- Characteristics of Active Listeners:
 - ✓ Focus on Young Person. The active listener must be "other-directed"
 —conscious of and focused on the youth's needs and wants, rather
 than his/her own personal preferences.
 - ✓ Ready to Listen to the Young Person. A career coach's desire to hear young people's point of view, rather than to be defensive or protective of him-or herself.
 - ✓ Aware of Young Person's Circumstances. A desire to imagine the roles, perspectives, or experiences of young people, rather than assuming they are the same as one's own.
 - ✓ Be Neutral and Receive What the Young Person Says. A desire to listen as a receiver, not as a critic, and have a desire to understand the young person rather than to reach agreement with the young person or try to change the young person.
- When adults are active listeners, young people feel that their perspectives and feelings are acknowledged and understood. They trust adults to guide them, and more readily accept feedback.
- Through training and practice, you can develop an essential ability to listen actively.
- Active listening requires practice of several techniques:
- Paraphrasing. Paraphrasing is the foundation for many other facilitative listening skills including mirroring and drawing people out. Paraphrasing has a calming and a clarifying effect. It reassures the young person that his or her ideas are worth listening to, and it provides the young person with a chance to hear how others hear his/her ideas. Paraphrasing is especially useful on occasions when a young person's statements are confusing, because it helps the young person gauge how well his/her ideas are getting across.
 - ✓ How to Paraphrase: Use your own words to say what you think the young person said. If the young person said a lot, then summarize it. Preface your paraphrase by saying something like this: "It sounds like what you're saying is..." or "This is what I'm hearing you say..." or "Let me see if I understand you...." When you've completed your paraphrase look for the young person's reaction and ask, "Did I get it?"
- **Encouraging.** Encouraging is the art of creating an opening for a young person to say more, especially at the beginning of a conversation when the young person is warming up.

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- ✓ How to encourage: What additional ideas or thoughts do you have?
 Is there another perspective on this issue? Can you give an example? What questions does this raise for you?
- Intentional Silence. Intentional silence consists of a pause, lasting no more than a few seconds, and it's done to give the young person brief extra "quiet time" to discover what s/he wants to say. A young person may need momentary silence because s/he is not fully in touch with what s/he is thinking or feeling. Or, the young person may need it because s/he is wresting over whether or not to say something that might be risky. Or, s/he needs it to organize his/her thoughts into coherent communication.
 - ✓ How to Create Intentional Silence: The ability to tolerate the
 awkwardness most people feel during silence is the most important
 element of this skill. With eye contact and body language, stay
 focused on the young person. Say nothing (not even a "hmmm" or
 "uh huh") and be still (not even a nod or head shake). Stay relaxed,
 but pay attention. Intentional silence usually lasts no more than five
 seconds.

Continue offering additional communication techniques (**PowerPoint Slides 34**). State

- In his book "People Skills," Dr. Rover Bolton offers communication techniques for responding to people during conversations, including door openers, minimal encourages, open questions, providing factual information, assertion messages, and active listening.
- **Door Openers**. A "door opener" is a non-coercive invitation to talk. Some door openers include:
 - ✓ Describe the young person's body language: "You have a big smile on your face today." "You look like you're not feeling your usual self today."
 - ✓ Invite the young person to talk or continue talking. "Care to talk about it?" "Keep going. I'm interested in what you're saying."
 - ✓ Be silent. This gives the young person a chance to figure out whether s/he wants to talk and organize her/his thoughts.
 - ✓ Attend. Commit total attention to the young person. Maintain eye
 contact and use body language that demonstrates your interest in
 and concern for the young person.
- Minimal Encourages. A "minimal encourage" is a simple response that encourages the young person to share information in his/her own way.

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They indicate to young people that you are "with them." Some examples of minimal encourages:

Mm-hmm Tell me more
Really? Oh? For instance...
I see I hear you
And? Then? So?
Go on? Sure

- Open Questions. Open questions provide space for the young person to explore his or her thoughts. Tips for asking open questions:
 - ✓ Ask one question at a time.
 - ✓ Limit the number of questions.
 - ✓ Examples: What's on your mind? What do you think? What ideas does this conversation spark for you?
- Providing Factual Information. Sometimes, it's appropriate to offer factual information to a young person, after listening and fully understanding the young person's issue or point of view.
 - ✓ Be sure you've fully heard the young person and s/he seems ready to hear information from you.
 - ✓ Make sure the information you provide is "on point." It needs to be totally relevant to the young person's basic issue or need.
 - ✓ Does the young person already have the information or fact? If so, you don't need to provide it.
 - ✓ Be sure the information you provide is accurate.

Consider asking one or more of the following questions to support participant learning from the content presentation (**PowerPoint Slide 35**):

- Do you have any reaction to the strategies for building effective relationships?
- Which ones will best guide your interactions with BTE youth?

Refer participants to Handout 14, which provides additional communication tips, including giving and receiving feedback. Encourage participants to review this information after the session.

Learning Activity II (20 minutes)

Using **PowerPoint Slides 36-37**, begin the Learning Activity. Divide participants into small groups. Then, refer small groups to Handout 15. Ask participants to read and discuss the scenario by respond to the following questions:

- What skills did the BTE Volunteer possess that made the scenario work?
- What would you do in this scenario?
- What strategies would you engage?

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Facilitator Tip! The scenario outlines several key skills used by the BTE Volunteer, including: intentional silence, giving contact information, and asking open-ended questions. Other skills or strategies that could be used in this scenario to build a deeper relationship with the youth include: active listening skills — paraphrasing, mirroring, etc., using minimal encouragers or door openers, asking open-ended questions, setting up a specific follow-up meeting time/date, etc.

Facilitator Tip! If time allows, ask participants to select a partner for a "role play" exercise. Instruct participants to "pretend" that they've just met (or that they are a BTE Volunteer and BTE Student meeting for the first time); practice using some of the communication tips and techniques, including active listening, door openers, minimal encouragers, open questions, or providing factual information, during this first encounter.

Recap (5 minutes)

Ask for volunteers to recap the small group discussion. Be sure that the following key points are addressed (**PowerPoint Slide 38**):

- Relationship building is fundamental to youth development. Young people need healthy relationships to learn how to navigate through their teen years and to be prepared for adulthood.
- Communication is often described as the spark between speaking and listening that creates connections. Connections, key to relationship building, are created when young people know they are heard and understood.
- BTE Volunteers can use many different communication techniques to build relationships with youth. Through training and practice, Volunteers can develop an essential ability to effectively communicate and listen actively.

Closing (20 minutes) End the session with **PowerPoint Slides 38-39** by stating:

- Today, we learned about youth development—the language, principles and practices. We reviewed strategies for using the youth development approach. And, we enhanced our ability to effectively work with adolescents.
- If you think about it, you are probably already doing a lot of these strategies
 without realizing it. I challenge you to incorpate the language, practices, and
 new strategies into your work with BTE students.

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- I encourage you to review the BTE Resources & Toolkit which are available on the BTE website at www.bridge2employment.org.
- Thank you for your attention and participation. This concludes the learning portion of the session.

Turn the session over to the BTE Site Coordinator and/or BTE Champion. At this time, the local leadership should provide BTE Voluteers with key contacts, roles & responsibilities, and a calendar of events.

Facilitator Tip! During this time, key questions and logistics that the BTE Champion / BTE Site Coordinator should address:

- What is the time commitment for each BTE Volunteer?
- What are the roles/responsibilities for BTE Volunteers?
- How will BTE Volunteers be paired with students?
- Who is the Volunteer Coordinator? Who is the point person for the Volunteers? What is the communication strategy?
- What are the next steps? What is the first interaction? What are the
 expectations of Volunteers at this meeting? Provide the annual Calendar
 of Events

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