



Youth & Adult Partnership

Working WITH Youth...telling stories and
finding the balance.



Grounding Moment

You Are Here On the ancestral lands of the Dakota and Anishinabe people

George Floyd Murder of unarmed black man by 4 Minneapolis police officers.

Global Pandemic 11.5 million confirmed COVID-19 cases and 535,000 deaths worldwide.

Community Norms

- Learning is SOCIAL – we will be learning from one another as a community.
- Learning is EMOTIONAL – we honor the emotions that we bring into this space as we engage in learning.
- Learning is COGNITIVE – we focus our attention and fully engage our minds.
- We also recognize that – in varying ways- life experiences, bias, racism, geography, cultural backgrounds, age, gender, etc... can affect our learning experiences today.
- Please feel free to type your additions into the chat.



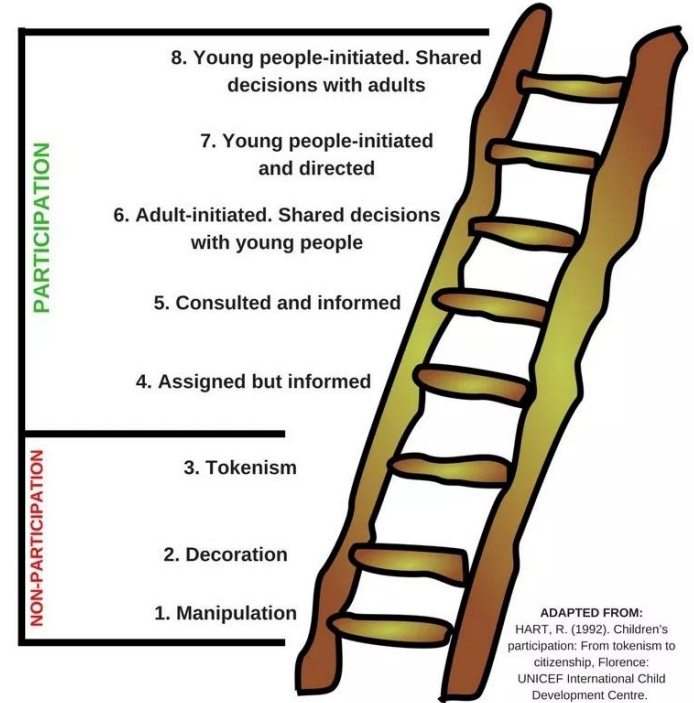
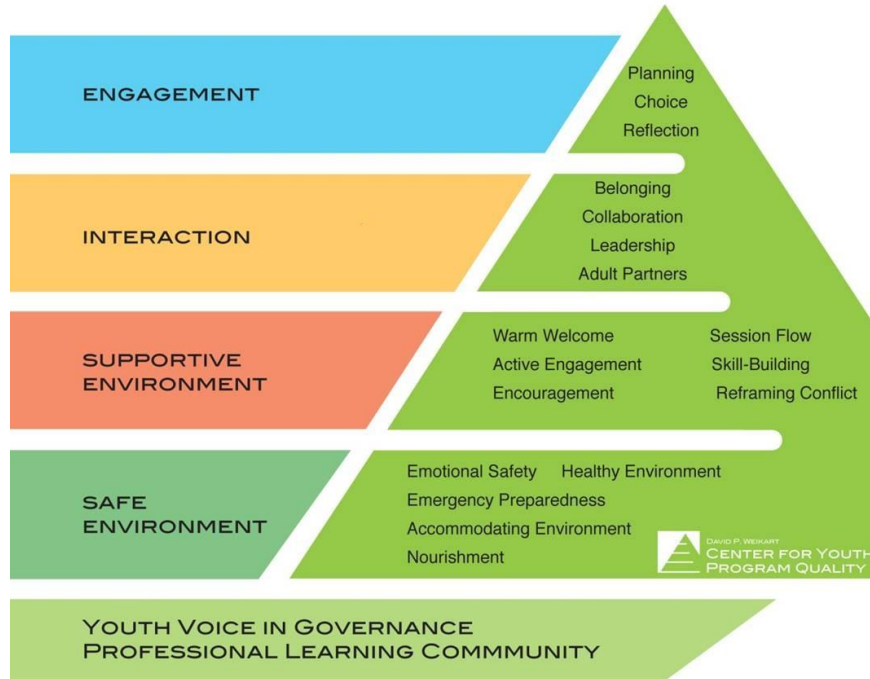
~ Agenda ~

- Welcome
- Foundations To Consider
- Speakers- Sharing Our Stories
- Break- Finding an item of Balance
- “Balance“ Defined
- Breakout room discussions and reflection
- Closing



Tech Norms

Foundations to Consider..... Knowledge Pulse Check



Youth Program Quality



ENGAGEMENT



Planning
Choice
Reflection

Focus: Top of the Pyramid

Planning: Young people have opportunities to make plans and get to use multiple planning strategies.

Youth make plans for projects or activities, how to spend time/how to do a task

Youth use multiple planning strategies (**writing, drawing and discussion**)

Choice: Young people have opportunities to make both content and process choices.

Youth make open ended content choices (**what they are learning**)

Youth make open ended process choices (**how they are learning**)

Reflection: Young people have opportunities to practice intentional reflection.

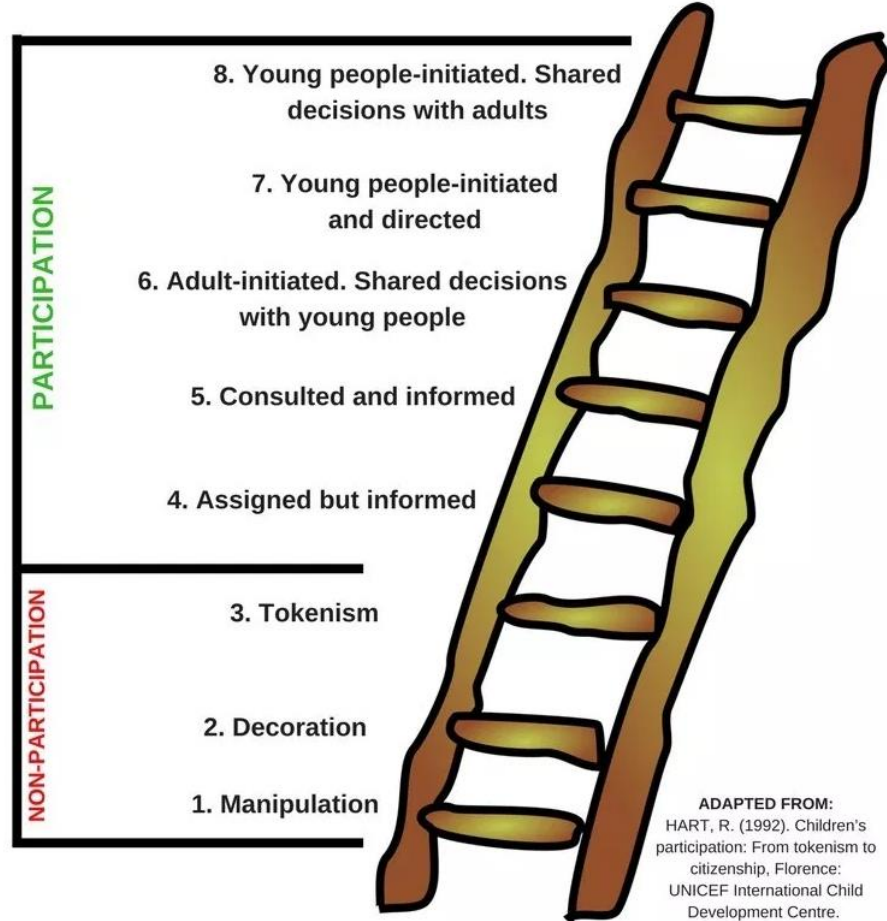
Youth engage in intentional process of reflecting on what they have done

Youth use two more more strategies to share and reflect (**journaling, discussion**)

Youth have structured opportunities to give feedback

Youth have opportunities to make presentations

Hart's Ladder



ADAPTED FROM:
HART, R. (1992). Children's participation: From tokenism to citizenship, Florence: UNICEF International Child Development Centre.

Telling Our Stories: Working WITH Youth

5 Minute Break Time: (Finding Balance)

During the Break find something that represents balance to you. It could be something that brings balance to your life, reminds you of the word balance, or anyway you interpret the concept of balance.

“Balanced” Defined



B	A	L	A	N	C	E
<i><u>B</u>uild Trust</i>	<i><u>A</u>ctively Develop</i>	<i><u>L</u>earn As You Go</i>	<i><u>A</u>cquire A Groove</i>	<i><u>N</u>itty Gritty</i>	<i><u>C</u>ommunicate</i>	<i><u>E</u>nd Strong</i>



Break Room Discussion

Directions:

20 mins to talk

Elect spokesperson and notetaker (could be the same person)

Talk about the questions

Come back and have the spokesperson share briefly what y'all talked about

Questions:

What are some unique aspects of youth and adult partnership that you notice with each person's story?

What stood out to you?

How can you apply what you've learned to your own work? How can you find your balance?

Closure and Reflection