Facilitator Notes: Youth as Resources (8 Slides)

Participant 'Take-Away' Element(s):
Understanding the differences between working with youth as objects, recipients and resources
There is room to grow around using youth as resources

Facilitation Type(s) Involved:
Wall cards and a 'field trip.' *Make sure that the 0 – 10 number line is posted prior to beginning your facilitation and make sure that you have some contrasting-colored post-it notes ready to give one to each participant*
Table Cards; *Always make sure that each table group has the correct envelope out of the folder before reading any directions on the slide*
Full group discussion

Slide #1:
This is a place holder slide for you to introduce yourselves and give any brief introduction to the topic, if that is appropriate. Move to the next slide.

Slide #2:
Give each person one post-it note. Once everyone has one, read the directions on the slide. Let them know that this is their own personal response and it doesn't matter if they are thinking about their own classroom/office or their entire school/district. They should not show anyone their answer (A.K.A. like Final Jeopardy). Once everyone has their own personal answer, tell them that on the count of three everyone should post their individual answer directly on top of the numbers posted. Then count: "One, two, three!" Once everyone has posted and is up near the number line, ask them what they are noticing. Usually, the numbers skew toward the lower side of the scale, although there are often some outliers. The 'take-away' is that there is room to grow/room for improvement. Once you hear that, direct them back to their tables. If you don't hear the take-away, ask them, "what does this tell us?" Again, when you hear the answer, direct them back to their tables. Move to the next slide.

Slide #3:
When they are back at their tables, read each perspective separately and give very brief examples of each one. Punctuate that *all perspectives have their place.* For example, an example of Youth as Objects would be if there is an emergency drill, giving students directions without question is imperative. For Youth as Recipients (A.K.A. Learners), it could be a class in leadership skills where they are learning skills so that they can be Resources in their schools. You can use your own examples, if you prefer. Move to the next slide.

Slide #4:
Ask everyone to find a partner. If there are an odd number of people, there can be one group of three. If you want them to "mix it up," have them find a partner that they don't know or haven't worked with very much. They will need enough table space to spread out all the cards, so make them aware of this. Once they have their partner, direct them to locate the "Youth as Resources" table cards. *Each partnership/triad only needs one set of cards.* In the envelopes inside the black folders for "Youth as Resources," there are multiple sets of cards. Avoid having them open too many sets and mix them up! Once each pair/triad has a set of cards, read the directions on the slide. Move to the next slide.

Slide #5:
This is the map slide. The map is provided because this task should not be an exercise in confusion! Explain that there are eight cards in each column, so if they put a different number in each column, they have made an error. You can also tell them that *if* they finish before other groups, there are themes across the eight, and they can check themselves if there is that extra time but the most important part of this is putting the correect eight in each column. When they are clear on the card set up, move to the next slide so that they have the definitions in front of them as they sort the cards.

Slide #6:
This slide should remain up while each pair/triad are sorting their cards. Even though you are *staying out of the way of the learning*, keep a careful watch on how they are doing with the card sort. As you notice some pairs/triads finishing and you need to encourage others to speed it up, ask, "does anyone need more time?" Once everyone is finished, the processing begins.

This is by far the most difficult card sort to process and there are many ways to do it. However, we have found that over the years we have stopped asking participants to read the cards because there are SO many cards and the wording is highly similar in many cases. When participants are asked to read the cards, after almost every card is read, someone from the large group asks to repeat it. This gets frustrating and is a waste of time, so we have moved to our (facilitator) reading them. Before you begin to read them, tell the group not to assume they have the card correct until the very last part of the card is read because many of them begin the same way and there are only subtle differences. Before you begin reading any of the cards, tell them to turn them over once they have it correct and "move to match" if they have put it in the wrong place. Once all of this is understood, the processing can begin. The following is how we do this now, given what we want them to take away from the task.

Adults fully understand treating youth as objects. Because of this begin by telling them this fact and then let them know that you are going to be reading all eight of the Youth as Objects cards to get that perspective out of the way. Read all eight of the cards in the Youth as Objects column. Do so slowly enough so that they can find where they placed it in the column and turn each over. Typically, there is nearly 100% of the partners/ triads get this column correct. You can make a comment something like, "we know how to treat Youth as Objects!"

It is much more difficult for educators to distinguish between Recipients and Resources. You could mention this to the group before you begin the processing of these two perspectives. Clearly announce that you are going to tackle Youth as **Resources** first. Read the first four (begin at the top) from the column of the Resources cards from the "cheat sheet." Then, let them know you are moving to the Youth as **Recipients** column. Read the last four (begin at the bottom) from the Recipients column. Usually, those eight are relatively easy ones from each column and they do well.

Rather than going further reading any more cards, turn to the group and ask them to explain in their own words, "what is the difference between treating youth as resources and youth as recipients?" Solicit several (as many as you can) responses from the group. The goal is to anchor the difference between the two. If someone shares a description of just one of them, follow up by asking that person, "how would you characterize the other one?" Once you are confident that they understand the difference between the two, move to the next slide.

Slide #7:
Read the entire slide directions and open it up to the group to respond to any of the questions on the slide. This is a good opportunity for the facilitators to say next to nothing in answering the questions and just facilitating a free-wheeling discussion just moving from one participant to another. Be careful not to ask them for deeper thoughts or ask additional questions. The goal is merely to put some thoughts about these questions out in the open. Once there is a logical opportunity to end the sharing, move to the final slide.

Slide #8:
This slide is meant to indicate that the learning task is finished, so the group will know that your facilitation is over and we are ready to reflect on it.