**IYP-Central Strategic Plan Retreat**

**Positive Youth Development**

The Eight Keys

1. **Youth Feel Emotionally and Physically Safe**

Security: “I feel safe.”

**Things to think about:**

 In emotionally safe environments, youth express their thoughts, ideas, and personality without the fear of being ridiculed or laughed at.

Youth and adults feel emotionally safe when there are no put-downs or disrespectful behavior.

**Exercise: Give an example of a time when you did not feel comfortable sharing your ideas.**

**Outcome:** What will be done in our program to make sure youth-

* Feel physically and emotionally safe?
* See consistency from adults?

-I have never felt that sharing my ideas would be scoffed at. I have always felt comfortable.

-When I was in elementary school (3rd grade) I was uncomfortable sharing my ideas on a topic because I did not have enough knowledge related to that subject. Also, I did not have enough life history or life experience concerning that topic.

1. Staff must increase their knowledge about CDS programs and resources
2. Focus on participant needs
3. Establish creditability with participants and build mutual trust
4. Demonstrate professional expertise
5. Become a more productive team member
6. Demonstrate knowledge of your job description
7. Staff must follow policy and procedure

-I don’t think there have even been a time when I have not felt comfortable sharing my idea with Zeke.

 -When a child notice that the staff do not allow anyone, another youth or adult, harm them or antagonize them-they should begin to feel safe.

 -But ALL STAFF MUST work with the same rules

-When I first start working at CDS, I didn’t want to say anything because I didn’t want to seem like the new kid on the block trying to out shine else

-On homosexuality-not politically correct to express opinion

 -They hear us express our concern for them

 -Monitoring through surveys

 -Bedtime checks

-When in a meeting someone has said an idea similar to what my idea and to avoid people hearing it again except with my twist, I kept it to myself.

-Make sure you keep that open communication with them and inform counselors of anything that is a need for concern

-Everyone needs to be on the same page when it comes to the F.A.C.E. system

-At times, I haven’t felt comfortable sharing thoughts/ideas at staff meetings

 -Be quick to respond to their immediate needs

-Continue to evaluate & re-evaluate staff actions & thought processes regarding difficulties that arise when working with the kids

-During a discussion with a group of people who were not willing to listen

-When being corrected by a supervisor

 -Zero in on better supervision by having staff reminded of need at huddle up time

-At a Davis Productivity training session

 -By providing a safe & secure shelter

-By all staff to follow the program guidelines and procedures. So that participants can’t say that another staff let me do it when told no if what they ask is against program rules and guidelines

-When there’s a large crowd and rather speak in front of everyone, I’d rather speak one-on-one sometimes

-Ask the child if they would like to speak in privately and not to feel like their thoughts aren’t important just because of them being afraid of crowds

-At the retreat, I have a phobia of speaking in front of people

 -More interactive group work to better know one another

-I didn’t feel comfortable sharing ideas back then and still now

 -Let them know that we care and are here to listen to them

-At church, there were older mentors and I thought my comments were too contemporary for the group

 -Hear the thoughts of the youth

-I am a person who has no problem in expressing what I feel

 -All staff enforce the same rules

-Working at NFETC, a lot of 15-25 year employees who worked when the system was first introduced to NFETC, when the new program was taught to new hires, it was met with the old way is better, so leave the new way in your books

-If you (YCW) run the program how it was taught to us; letting the kids be more interactive in activities with their peers

-Not really a time. I feel sharing can always help someone else

-Communicating to them and asking them questions about their safety; make sure we communicate and work with others by helping each other

-When being put on blast in front of participants

 -Comply with rules, being consistent shift to shift; better supervision

-I feel safe when people around; when everyone laugh at my ideas and me uncomfortable

 -Talk to adults alone and privately

-When I’m in a group of my peers

-To make them comfortable; for everyone to know the policy and procedures of the program to relay to participant

-I am usually comfortable sharing my ideas

-Continue to tell them they are safe; adults will work together as a team and communicate in a positive manner in front of the youth

1. **Youth Experience Belonging and Ownership**

Belonging: “I’m in.”

**Things to think about:**

Consistency in programs for youth is important so they know what to expect.

Activities should be planned and structured so youth feel included.

**Exercise: What is one thing you have done to make another person feel part of the program?**

**Outcome:** What will be done in our program to make sure youth-

* Feel valued and needed?
* Feel a sense of belonging?

-Making friendly conversation with the people around me, and remembering to greet people when you enter the facility.

-1. Develop enduring professional relationships.

2. Work effectively with others

3. Delegate job duties

4. Allow others to be involved in the decision making process

5. Effective communication

6. Constructive criticism

7. Positive recognition when staff completes work assignments

8. Role model-a positive professional demeanor

a. Treat participants fairly

b. Keep them safe by maintaining a safe environment

c. Establish a positive rapport with participants

d. Staff must follow Policy & Procedure

e. Respect the youth based on their age and maturity level

f. Respect the participant based on their life history and family dynamics

-I have planned activities to include ALL participants in the activities. No matter what disabilities he/she may have. Also making sure that the participants are comfortable.

 -Counseling is the key. If you can help the participant change the way they think, then they will begin to see how valuable and needed they are to people. Ex-family, friends, and community. They will also feel like they belong to their family.

-One thing I have done is take another participant idea, during house meeting and do what they suggested for an activity for that day

-Personally introduce myself to them with a smile and assure them I’m here with them through this whole stay.

 -Express to them they are top priority

-When they complete steps of tasks on the F.A.C.E. system, I give them points and tell them how they can do better

 -Tell youth please and thank you

-Congratulate them when they do a good job and give constructive criticism on things they could have done better

-I have let participants know that what they choose to say/do makes a major difference in the lives of his/her Interface peers and the program as a whole. They have the power to make an impact.

 -Spend one-on-one with them.

 -Ask them to help out/volunteer with tasks and group activities

-Introduce them to others

-Just the other day with a deaf participant we had at the shelter. All female participants wanted to play Monopoly and the deaf participant sat alone & continued to watch tv

-The deaf participant was asked if she wanted to play. The participant was thrilled to join in, buying properties and saving her money

 -Participant seemed to feel as though she belonged (not an outsider) and was needed

-Invited to participate in a talk session

-I have helped them with their work load; I have greeted them with “Hi, Comrade!” and a smile

-Spend time each shift awarding praise to participants at end of shift for their efforts-even just “I enjoyed being with you today working on \_\_\_\_\_\_\_\_\_\_\_\_ and look forward to seeing you next time” or specific things identified during shift. “House meeting went well! Thanks”)

-Having a friendly conversation; for example asking how they are doing, how was their day, and if there are any activities that they would like to take part in

 -Friendly dialogue; Including participants in activities

-Include them in daily activities

 -Accepting their opinions about different situations

-Just be me. Showing the new participant and new worker feels like this is the place to be

 -Showing them a good time

-Showing the youth around the facility

 -I believe that chores give a sense of value; they get to pick things that they want to do

-I have talked to the participant making them feel that I have their best interest at heart

 -Allow the youth to make decisions that staff is willing to carry out

-I have trivia about myself and different topics, wide range, this gives the female and male an opportunity to communicate in a setting of their peers

 -Give them their positive input; know their names; ask questions-day, night, life

-Always setting the tone for the environment and what is expected and then ask them questions

-Always remind them they’re here to learn and it’s no one’s fault; let them know we’re to work together as a team because we can learn from one another

-Asking for their advice/suggestions; listening (greetings)

 -Recognize the positive, address the negative (praise); explain corrected action, suggest

-Feeling like you are in with the other, like I got your back; make him feel welcome include them in everything

 -Tell them that we care and we are going to do everything to keep them safe

-To explain the procedure or policy to others

-To talk to youth like they are important and matter to you; to engage them in the activities that are planned daily; let them have some say so as to what they can do

-I introduce myself to them and ask if they need any help

 -Continue to encourage them; let them know we are a team and we them to be a part

1. **Youth Develop Self-Worth**

Acceptance: “What I say counts.”

**Things to think about:**

Self-worth and personal power grow through service to others.

Group celebrations are a good way to reward contributions and service.

Youth benefit from seeing tangible outcomes and hearing direct feedback from people they affect.

**Exercise: What helped you learn the most when you participated in a program/training/meeting?**

**Outcome:** What will be done in our program to make sure youth-

* Work together with adults to create the experience?
* Know that their experience or contribution is valued by others?

-The hands-on portion of training was the most helpful

1. Role playing
2. Asking questions in the meeting and trainings
3. Staying on point with the agenda
4. Starting on time concerning trainings and meetings
5. Documentation and evidence to support the training topic
6. The trainer is knowledgeable about the training topic
7. Video related to the training topic
	1. Place a high priority on retaining participants
	2. Maintain a high standard of work ethics
	3. Utilize the F.A.C.E. System by staff consistently
	4. Respect the opinion of others…this includes the participant, staff and general public

-When participating in training at CDS. I’ve learned that staff really helps each other grow in areas that they are weak in. Ex-myself when I was not able to stand up and talk in front of everyone. WOW! After several communicating with everyone I was able to complete show and tell.

 -Rewards and that point system seem to do the job of making participants feel valued.

-The things that help me the most when I have participated in program trainings and meetings are the little quiz test, games and different examples

-Having others there that had experience to share

 -Continue with group so kids can learn from our experience and share theirs

-When everyone had to say something because you heard ideas you did not think of; the role play of attracting youth (retreat)

 -Playing interactive games where teams can win small prizes

 -Trivia game-the kids love and it and it makes them feel important

-Group activities that physically get you moving around and putting concepts discussed into practical application

 -Involve youth in some of the responsibilities of staff

 -Have them take part in leadership duties

 -Life skills and groups

-Shadowing

-Hands-on participation

-Work in small groups to learn from each other

 -Plan activities with staff on small items: read out loud from newspaper or book, etc.

-Staff comments and concerns. Training materials provided.

 -Providing a structured program. Recognition by staff and program administrators.

-I listened to co-workers and their experiences, ideas & plans

-Ask participants of their ideas, things they would l like to do. Knowing that what they say do count

-Asking questions and having more of a one-on-one with others

 -Giving them the opportunities to contribute their ideas

-Just being there. Getting involved

 -Working with the kids and adults showing them that we all can work together

-The input of the staff

 -House meetings

-Being able to actually do hands-on training

-Give the youth the opportunity to participate and give immediate feedback during the exercise

-Program-sets of the layout of what to do; Training-helps you practice the program; Meeting-lets you communicate how the training and program is working. Interacting with all present!

-Use the FACE system; example-washing dishes—steps in the process; work along side them

-How to listen to others and learn from what they say and apply what I learn

-Come up with games and exercises and remind them we’re here to learn and participate; complimenting them on what they did and they are appreciated

-Demonstrations, Videos, Discussions

 -Participant and staff practice; FACE system

-Let them know that what they say matters; when they act out, excuse yourself and do hands on training and when I hear something new

 -We work as a team but the adult have the last say so are discussed

-To actually do what was being taught for myself

-Let them help in the planning to make the experience more meaningful; praise their response whether you agree or disagree

-Hands-on actually doing the work/training

 -House meetings

1. **Youth Discover Self**

Independence: “I like to try new things.”

**Things to think about:**

Offer everyone the same opportunities.

Include challenges in the experience.

Allow time for youth to create their own experiences.

**Exercise: Think back on a time when you had little or no control over your life or a situation. How would you deal with it differently now?**

**Outcome:** What will be done in our program to make sure youth-

* Discover something about themselves?
* Have an opportunity to be someone special?

-Feeling out of place when starting school. I would have a different attitude towards school and more accepting of my situation.

-I must be obedient and faithful to the Word of God. I have learned to demonstrate my obedience and faithfulness to his Word by the way I think, by what I say, and by what I do and how I treat others. When I do this, I believe he will bless me with favor and I believe he will reward me on earth and in Heaven.

 a. Individual, Group and Family sessions

b. Utilize clinical documentation (screening, assessment, individual plan, progress notes, etc.)

c. Staff can consult with peers, counselors and supervisors in order to recognize the areas of strengths related to participant expectations

 d. Attend and participate in staff meetings and trainings

 e. Utilize a person-centered approach when responding to the participants

-Dial 9-1-1. Report situation. Kick everyone a\*\* who was involved.

 -Present participant with an “All About Me” book

 -Have participant complete it.

 -Have participant to stand up and tell what they think is special about them

-Reward them for presentations and try to have something that each participant would enjoy using

-There was this one time my nephew told my first baby momma that my 2nd baby momma was just at the house. And it made me very angry I beat him like he stole something. His mother, my sister confronted me about it and I let the devil use me. I picked her up, slammed her on the ground and started kicking her like I was fighting someone on the streets. My father tried to stop me and he couldn’t. Every now and again it haunts me because she didn’t deserve to see that side of me. And I felt like a punk because she is a female and my sister. I should have just walked away.

-Smoking crack-kills self (we-Oladis and I) lost everything

 -Group

 -Give an experience they can not forget

 -Allow them to lead discussion or put them in charge or an activity

-I would not deal with it differently because it made me who I am

 -Give them that one-on-one time

 -Encourage them with positive reinforcement to keep trying to do better

-I don’t think I would deal with it differently but I would hope that I would trust God more through the situation

 -Discuss & find out what their hobbies/talents/passions are

-Allow them to further expand on their talents/passion & share with peers & staff through possible project/presentation

-Pray and ask for guidance

-Knowing what I know now, I would be assured that if something didn’t work out for me like I expected it, it wasn’t the correct thing

 -Learn from their mistake and not to dwell on them, move on & wait on tomorrow

-I would seek an adult with authority to consult

-Ask particular participant to do something-give points and state something about what they did in front of group

-House meeting leader assignment. When done, specify one thing in particular that they did, such as, “You called each participant by name-that was very special.”

-Discussion with parents instead of keeping emotions on the inside which caused disappointment to myself

-Provide questionnaire to participants so that they can reflect on self which could lead to self awareness; special recognition by staff

-In high school, when I was in a car accident the week before finals. No stress so much because my teachers helped me a lot

 -Ask them about themselves; what they like to do

-I’ll just have to man up about it

-Just let them know it’s ok and let them know things are not that bad and just keep going

-When I could not play in an all-star game due to my grades. I will be proactive to keep control

 -Giving them consequences to actions; talk with them one-on-one

-Being told I had cancer. Ask more questions. Read more, attend groups

 -Allow the youth to share happy experiences

-Getting hurt in the Navy, hospital stay 4-8 months. Been more open to people, work the program

 -Talking to them, ask questions about past, present, future; what they like to do, talents

-Nothing comes to mind

-Introduce them to new things by conversation or activity; allowing them to take the lead in something

-No control during chest pain; went to hospital; pray—eat healthier

-Ensure youth are safe and needs are met; trying different activities; asking for suggestions and follow through

-I would listen more carefully and make better choices

 -Tell them about the experiences you love

-Pray more and not try to fix things myself

-Counseling sessions and groups; have an activity or exercise where every youth can be special

-I would have planned better. I would have talked with someone with more experience

-Talk with them; play games, etc. Get to know them better. Observe them; have them list their special talents and celebrate them

1. **Youth Develop Quality Relationships with Peers and Adults**

Relationships:”I care about others.”

**Things to think about:**

It is important that youth and adults talk together, listen to each other and express interest in each other. It is not enough for adults to say “I’m here for you” and expect youth to seek them out. Adults must initiate relationships too.

It is important to avoid viewing adults as the “experts” and youth as “the problem.”

Youth need and want many opportunities to share their knowledge, ideas and opinions.

**Exercise: What is one of your favorite memories as a youth of an experience with an adult?**

**Outcome:** What will be done in our program to make sure youth-

* Have time to meet and learn about each other.
* Interact with adults to learn and have fun

-Shooting fireworks on the lake in Canada with my parents and grandparents

-1. Memories of my youth between age 10-14 (with family and friends)

2. Memories of my time at Dunedin High School (12th grade interacting with my teachers and track coach)

3. Freshmen and Sophomore year at University of Florida

4. Member of Omega Psi Phi fraternity

5. Marriage

6. Birth of my daughter

7. Work at the University of Florida Athletic Association

8. Work at CDS

9. Family Reunions

10. When I was saved on April 26, 2009

 a. Role Playing with Staff

 b. Establish creditability with participants

 c. Build mutual trust with participants that promotes relationships of respect

 d. Group sessions with the counselors

 e. Life Skill outings

 f. Religious outings

 g. Recreational outings

-My most favorite memory is when I was introduced to Christ by my Godmother.

 -Communication with each other is when participants and staff learn about each other

-One of my favorite memories as a youth and experience with an adult is a family friend teaching me how to rebuild my car engine and the value of hard work and making a buck.

- Handing tobacco and picking off tobacco worms with mom and aunties while the strung tobacco on stick. Family stories o f what was going on in each family discussed.

 -Group, Leisure time

 -Games-inside and outside

-Working with my former teachers Mrs. Regina Gilyard-Thomas & Ms. Gloria Merriex. Mrs. Regina-used to tell me how smart and beautiful I was and pay me to do things in class when I was done with my schoolwork. Ms. Merriex-took me shopping for the school-wide spelling bee and always asked about me some 12 years later until she died

 -Playing interactive games

 -Outing where they have the opportunity to give feedback

 -Speakers they actually have daily contact with (Joe)

-My 11th grade English teacher remembers the hard work I put in her class. A year & half later at the senior banquet, she awarded me with “English Student of the Year.” I didn’t see that coming at all! It was a nice surprise.

 -I think they currently have a lot of opportunities for that

 -Staff can take more time to have one-on-one with the youth

-As a youth, I recall hearing adults saying that “you can do this or that” or “don’t do this or that”. But just to hear someone say I’m here for you no matter what decision you make.

 -Ensure the participants that we are here to listen, if it’s nothing else but just to listen. How However, if participant ask for advice, advise them on what you think is best (not necessary what you experience). Our way (adults way) is not always the right way

-Going fishing with my dad

-Making salads with grandmother from garden vegetables

-During house meeting, free time have “tell session”—each participant tells something about self and kids respond

-Instead of telling participants what to do-act in activity with them or lead at beginning and let them take over

-With a teacher aide who took time out of her personal time to tutor me in math which I was struggling in. I was in middle school at the school at the time and today that teacher aide and myself are close friends and still in contact often

 -Group time with each other; activities and outings

-My favorite experience with an adult was in high school in my English class. My English teacher helped encourage me through English, when that is my worst subject

 -During the house meeting

-Just hanging out with my big cousins. It was just being around male adults

-Just hang out with the youth talking with them, get to know them, and them to know you

-One of my teachers took me under his wing and mentored me

 -Have games and movies; during outings

-Being made special to know one day my height would be an asset

 -Play games with adults and a sharing time

-Snowball fight with the fathers of 229th Street (my home in NYC). All the fathers vs. the kids. Mothers had hot drinks for all of us. It lasted about 2-3 hours

 -Outdoor outings—parks, basketball, trivia games, dvd movies

-In Brownies, troupe leaders introducing us to new ideas and telling us we can do whatever we put our minds to

-By having group discussions; make sure they communicate and us as adults should listen and not judge them because they’re here

-Gardening with my dad

 -House meeting; group sessions; life skills

-Someone to look up to…a mentor; when I had al long talk with my mom and we would go out together

 -We all have group time and only together

-Going to work with my grandmother for the day

-Playing games and interacting with each other during group; have a casual conversation with participants

-When my mother and I got “all dolled up” and went to a movie (girls night).

 -Circle time; group time; go out outings; play games

1. **Youth Discuss Conflicting Values and Form Their Own**

Values:”I believe…”

**Things to think about:**

Acknowledge everyone’s view point.

Encourage everyone to participate.

Recognize emotions but do not let them dominate the experience.

**Exercise: When do you remember developing a personal value or belief? What was that like and how did you respond when your value or belief was challenged?**

**Outcome:** What will be done in our program to make sure youth-

* Feel free to express their values and beliefs?
* Understand and respect the values and beliefs of others?

-Recently, I realized that just because you are educated does not mean you know everything. There was a sense of relief with this realization that I can be defined more than where I go to school/what I know.

-When I was “saved” on April 26, 2009. What I have learned is this…what people say or do to you may upset you or make you feel embarrassed or discouraged. What is more important is how you respond. I always try to respond according to the Word of God.

 a. Staff must demonstrate their knowledge of their job description

 b. Build mutual trust that promotes relationships of respect

 c. Staff must project a positive professional image.

 d. Be tactful in conflict situations

 e. Follow proper protocols

 f. Be cooperative and open-minded in working with the participants

 g. Being fair

-When my life begin to change at the age of 15. My friends didn’t understand. After trying to explain things to them, it was like searching for a needle in a hay stack. So I begin to feed them with a long handle spoon.

-I often tell participants that everyone do not think alike or believe in the same things so accept some things you can not change and live your own life

-I believe in not smoking and I value the fact that I never did. And after I was told and accused of doing it, it pissed me off. Well I know what I know so I let these haters believe whatever they want

-Families are not dysfunctional if you only have 1 parent. Society thinks a perfect family consists of 2 parents- I challenge this all the time but you get funny looks

 -As the counselor, all them to express values and beliefs at individual sessions and group
-In the 4th grade; it made me feel good and like I had to make a difference; I would argue my point until we reached middle ground

-Keep an open line of communication and tell them that they won’t be judged despite what they may say

-I think my personal values & beliefs have always been there & I always felt strongly enough in them to express what they are. When those values/beliefs were challenged, I didn’t respond in a manner by degrading the other person but I remained calm & stood firm of my point of view

 -Do life skills & group activities that discuss values and beliefs

-Do group activities that brings about discussion on these topics. Show movies that touch on these topics example: Movie “Crash”

-I developed a belief at an early age and so that’s what I believe. When I heard someone speaking differently, it amazed me that they would believe so differently. Everyone has a right to their own beliefs…who are we to judge?

-Allow participants to express their beliefs. Hold back personal beliefs if they are expressed to attack or degrade someone’s belief. After all, we have to live on this planet together and as Rodney said “can’t we all just get along.” ☺

-In high school, I stuck to my values and morals

-In kindergarten when I was asked to cheat and I realized it was wrong

-This is done in group and faith based activities but staff could discuss current events and bring up ideas from participants to discuss

-In my early 20’s. Challenging. I responded by sticking to my belief which I felt was the right thing for me. I could not let anyone change my belief or try to place their beliefs on me.

-Place a comment box for participants to place so that discussion can take place if they feel that their value or belief would be harmful to others; by providing materials to the participant about respect, values, and beliefs.

-In college in my social science class. It kind of mad me made and I got defensive

 -Making sure everyone respects one another

-I developed the love for others through the lost of a good friend

 -Have an open mind

-When I was 9 I got saved. I am quick to defend

 -Counseling; teach disagree appropriately

-I feel I should live with my to-be husband before I married him. When my belief was challenged I allowed others to think what they wanted but did what I wanted

-Don’t tell the youth that what they think is wrong but try to help them understand better choices

-Both my personal value and my belief are the same—respect your fellow person (male or female). It was challenged while I was in the Navy, I felt hurt, wanted to kill the person because I thought he was a friend, but learned a hard lesson not all persons deserve respect.

 -Listen to them; allow them to pick a topic/discuss it in a meeting

-Joining church and being challenged in life situations

-By allowing them to speak their minds and share their experiences; respecting your peers and know we’re all here for a reason and to at least learn one thing while being here

-In 1980—ok. Verbally aggressive

 -Listen

-Let them know they are important about what they think

 -Let them know we have an open door policy; talk about using us anytime

-When my father passed away at nine I started to develop some personal values

-Do not make negative comments so they feel free to express their values or beliefs; you can accept what is being said by others

-When I became a teenager. I felt good about myself. When I challenged I explained myself and we agreed to disagree.

-Let them voice their opinions; let them know that they can agree to disagree and move forward

1. **Youth Feel the Pride and Accountability that Comes with Mastery**

Achievement: “I can do it.”

**Things to think about:**

The process and experience are as important as the end product.

Encourage group members to celebrate each others’ accomplishments.

Teaching someone else a skill you’ve learned is the final step of mastery.

**Exercise: Describe an important learning experience in your life. What reinforced that experience for you?**

**Outcome:** What will be done in our program to make sure youth-

* Determine personal goals?
* Will be accountable for their personal goals?
* Have the opportunity to practice skills until they master them?

-Learning how to effectively communicate. Working at Interface, especially with the participants.

-When I was saved and gave my life to Jesus Christ on April 26, 2009. The way I respond to situations now. I have more peace, wisdom and understanding.

 a. Staff must demonstrate their knowledge of their job description

 b. Staff must demonstrate their knowledge of the F.A.C.E. system

 c. Role Play relevant scenarios

 d. Plans of Service and other assessment tools

-My most important learning experience in life was dealing with family issues. The laws of Florida reinforced it ☹

 -I assume counseling, the point system, inside activities

-I was a teenager when I got blamed for stealing a car I was driving. My so called friend told me it was his uncle car not knowing he stole it. Anyways he blamed it on me so he would not get in trouble. I’m not so quick anymore to label people my friend.

-To stay in school-no drop outs. Life too hard without an education

 -Individual plans

 -Social skills-F.A.C.E. system

 -Youth Care Worker-Life Skills

-When I realized who my true friends were; when I kept on hearing things and also thinking back on things

 -Counselor’s individual plans

 -Setting goals (personal) with youth care workers

 -Life skills

-I was very sheltered growing up & scared at the thought of moving away from home for college. I took a leap of Faith and moved away & lived in the dorms for 2 years. I learned that I’m capable of being independent & meeting new people

 -Continue to check on the participants & discuss the goals

 -Give them time through sessions & times when they appear to be “bored”

-Being attacked by 1st husband and running to authority figure for support, direction

 -Continue case plan strategies with participants staff be aware of participant goals

-When I made up my mind I can try until I was able to do it

 -Remind them to never give up when they fall to get back up again

-Motherhood. My daughter. By being a single parent which I knew would be hard but did not think it would be as hard as it is. Wanting to provide my daughter with a safe environment to ensure her growth.

-Providing exercises so that they can set obtainable goals; ensure that they stick to the goals and assist in obtaining goals; provide time set aside so that they can obtain goals

-Speech class in college. I learned not to pass out, every time

 -Finding out what they want in life; supporting them in what they decide to do

-What was an important learning experience for me was how to love yourself. I use to have low self-esteem. My History teacher Mr. Jackson told me something that stuck with me (if you don’t love yourself…how can someone love you).

 -Work with the youth showing them how to believe in themselves

-Testing of my faith

 -Paint cards; the different goals; much practice

-Learning how to deal with the cancer. Knowing that I was not alone

 -Life skills, outings

-Learning CPR—saved someone with it

 -Point sheets; role play

-Working with kids. Allowing myself to learn from them but yet being able to teach them things

-Have them verbally/write down what are their goals, what they plan to do as they get older; make sure I can at least plant a positive seed in their life; as we work, discuss with them what have they learned new, done new or changed (attitude)

-Going out of town with roommate who spending all my money. Had to call home for a ticket back home. Roommate left with other friends.

 -Continue to practice the FACE system; quote skills

-Yes we can. We learn from one another, we encourage and we life up each other and the only way we learn is by making mistakes but we get up and try again

 -Life skills and FACE system

-The day I learned I could impact someone else’s life. The smile on their face reinforced that experience

-Establishing everyone can accomplish something they can obtain; help to establish a time frame to accomplish; time to practice and feel comfortable

-My children

 -Make a list; go over the goals daily; give them examples and encourage them

1. **Youth Expand Their Capacity to Enjoy Life and Know that Success is Possible**

Recognition: “I feel special.”

**Things to think about:**

Set goals with youth that are challenging, yet achievable. Age appropriate challenges make success possible.

Encourage youth to enjoy life exploring hobbies and leisure activities.

Inform parents of accomplishments

Use special items to congratulate youth

Provide youth opportunities to assess setbacks and learn from them. Help youth identify and make changes to make success possible.

**Exercise: Who helped you experience something you were reluctant to do and how did they do it? How did it work out?**

**Outcome:** What will be done in our program to make sure youth-

* Have fun and laugh?
* Develop hobbies and leisure interests?
* Take healthy risks?

-Free diving. I conquered my fear of water.

-My faith and trusting the Word of God. Yes it worked out. Sometimes we must trust in Him…sometimes we must step out the boat. Peter was the only disciple who walked on the water…because he kept his eyes on Jesus. God’s Word helped me!

 a. Demonstrated knowledge of your job description

 b. Avoid power struggles with participants

 c. Make effective use of humor to ease tensions

 d. Maintain a calm and cool presence despite annoyances

 e. Life skill outings

 f. Recreational outings

 g. Joe’s trivia games

-My Godmother pleaded with me to go to my prom and I was very, very shy about it. IT WAS A MESS! I left and went to a Shirley Caesar concert.

-A family friend at age 15 asked my parents if I could help with some work he was doing. And this work was electrical work. At age 16, in the summer program I got a job with housing and they furthered my teaching. And throughout my life I have gotten jobs with electrical companies

-Joe and bowling. Great life experience.

 -Outings

 -Community Speakers

-My son’s father; he’s very convincing and knew I would like it; it worked out just fine

 -Tell them about a time when you took risks

-Ask about things they like to do and see if you can turn those things into hobbies

 -Games with staff and youth

-I went to college. My parents were responsible for giving me the push to take the risk & move out. It worked out great.

 -Change up the activities throughout the day

 -Introduce other activities outside of what their familiar with

 -Implement healthier food & nutrition & exercise education

-Girlfriend did by having me meet with group and show me how to do watercolor. Then encourage me to try it. I then began and joined group

-Increase interaction for fun & leisure interests by discussion and participation activities

 -Parents

-Ask them some of their own hobbies, not just what the staff want them to do. Ask what they want to become when they grow up, and find some interest that would lead them to it

-A close friend by encouraging me with conversation and listing the pros and cons. Great!

 -Providing activities; discussion; discussion

-My teacher dared me to try out for basketball in high school. I tried something new, had fun and ended up playing for 3 years

-Introduce them to new activities; make sure they explore their options and abilities

 -Grandmom’s cooking. It showed me how to take my time

 -Outings

 -My mentor; it worked out fine

 -Expose to different things; different foods

-My God-sister helped me to join a new you program by actually paying for the program. I lost weight and begin to feel better about myself.

 -Laugh with them

 -My father (step) joining the military

 -Activities; open discussion

 -Not sure

-Be down to earth; crack a joke, do fun activities, allow them to show their talents; allow them to share what they like or can do; talk with them about real life situations and teach them universal precautions from safe sex, peer pressure, and bullying

 -My dad---listening, talking…great!

 -Join in activities; participation, participation

 -Not sure

 -Life is not fair

 -My mother-the results were great!

 -Provide opportunities to relax and have fun; same; same

 -My father-it worked out fine

-Tell stories; go on outings; help them find out what they are good at; teach them to make good decisions so they know what a “healthy risk” is