

PARTNERSHIP ACTIVITIES

Following are two activities from the National 4-H Council's *Creating Youth–Adult Partnerships* curriculum. This just provides you with a taste for the types of activity designs that are in it and other curricula. See the resource list at the end of this section for more information.

Activity 1: Taking a Stand

PURPOSE:

To have participants examine the values and perceptions that adults and youth have on more controversial issues

MATERIALS:

Five signs for the wall representing strength of opinion from "Strongly Agree" to "Strongly Disagree"

TIME:

20 to 30 minutes

PROCEDURE:

Let the participants know that they are going to take some time to examine how they feel about different issues. Point out that along the wall are signs that read from "Strongly Agree" to "Strongly Disagree" and that they will be asked to come forward and stand somewhere along the continuum based on what they believe. Stress that no one has a right or wrong answer but that each answer is how they personally feel. "We are not here to judge answers, but just to take a look to see how adults and young people may answer them."

Choose which statements you would like to use out of the following. Begin with a few simple statements so people can get used to the activity. Read the statement and then ask people to stand along the continuum based on their personal opinions:

- Chocolate ice cream is the best.
- Basketball is more fun to watch than football.
- Community service should be required for graduation from high school.
- The voting age should be lowered to 12.
- If I don't like someone in the group, I should stop my participation.
- Schools should provide information to students about safe sex practices.
- Adults need to be alcohol, drug, and smoke-free to work with teens.
- Teens have different ideas from adults about what is fun.

After you have finished the activity, facilitate the following discussion:

- What were some of the things you saw or heard when we did this activity?
- What does this tell us about adults and youth?
- What was one key learning for you from this activity?
- How can we use what we learned when we are trying to work together in partnership?
- How might you use this activity or what you learned in the future?

Activity 2: How Decisions Are Made

PURPOSE:

To examine how different groups come to decisions and analyze the significance of the differences when working in youth–adult partnerships

TIME:

45 minutes

PROCEDURES:

Explain to the group that any group of people can have different ideas about how things should be done: "We are going to break up into different groups to try and come to one decision.

Give the group a task that can be discussed as well as depicted on paper. Two scenarios that have been used successfully are:

'You go to a school that has a uniform. What should the school uniform be?'

"The community is building a community center. What should it look like?"

Consider making up a new scenario that is relevant to the group that you are working with!

Break the participants into groups of 4 or 5 people per group. One group should consist of all adults, one should consist of all youth, and one should be a mixed youth/adult group. Let all groups work until they all have come to a conclusion and a graphic representation of their decision (a drawing of the uniform, a plan for the community center, etc.).

DISCUSSION QUESTIONS

- How easy or hard was it to reach a decision?
- What do you think made different groups come to different conclusions?
- What different approaches do groups use to make decisions?
- What are the different roles of youth and adults?
- What does this tell us about trying to work together in partnerships?
- Do you think youth and adults should always have an equal voice in decision making? Why?
- What is one thing that happened in this activity that you can use in the future?