



project development: traditional roles

purpose • To challenge participants' awareness of traditional roles as they work in partnership

time 60 minutes

group size 6 to 24; both youth and adults **MUST** be present
Add an extra 10 minutes for each additional group

materials • Flip chart paper
• Markers

trainer note: A minimum of two trainers is best for this exercise; you must have a minimum of two trainers if you have more than two participant groups.

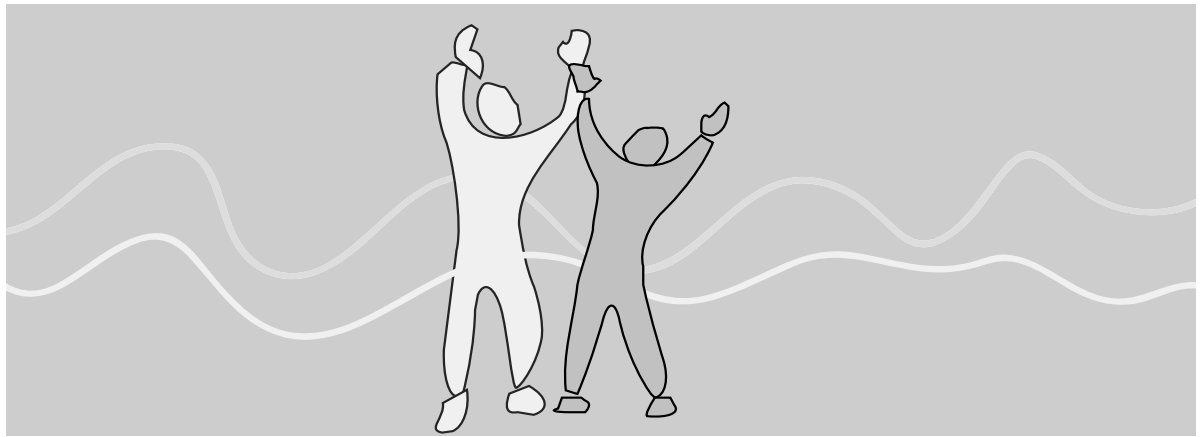
introduction

Explain that this exercise is an interactive approach for groups to start looking at their traditional ways of approaching problems and the effects of those approaches.

step one

Select from the list below a scenario that is most appropriate for the participants, or create one to best suit the group you are working with.

section three: advancing youth-adult partnerships



- Your agency has been given \$10,000 to start an after-school program for youth in high-risk settings. Design this program.
- The local public high school board of administrators refuses to change a uniform policy. What about this policy would you like to see changed, what are you going to do to effect that change, and how are you going to go about doing it?
- You have received a grant for \$5,000 to create a new program in the community to keep youth from using drugs or alcohol. Plan this program.
- Your agency wishes to plan a fundraising dinner. Plan the arrangements and how you will achieve them on a budget of \$2,000.

step two

Tell the group that you have several projects for them to complete in a limited amount of time and that you would like to separate the youth and the adults into groups.

step three

Move one of the groups into a separate room (out of hearing distance) and ask them to work on the scenario you selected. Give them flip chart paper and markers so that they can easily present their ideas when they are finished. Allow them 20 minutes to complete their idea.

trainer note: You want them to think that they are working on a different project from the other group.

step four

Repeat the directions to the other group, assigning them the same scenario. If you have more than two groups, you can assign the third and fourth groups a new scenario.



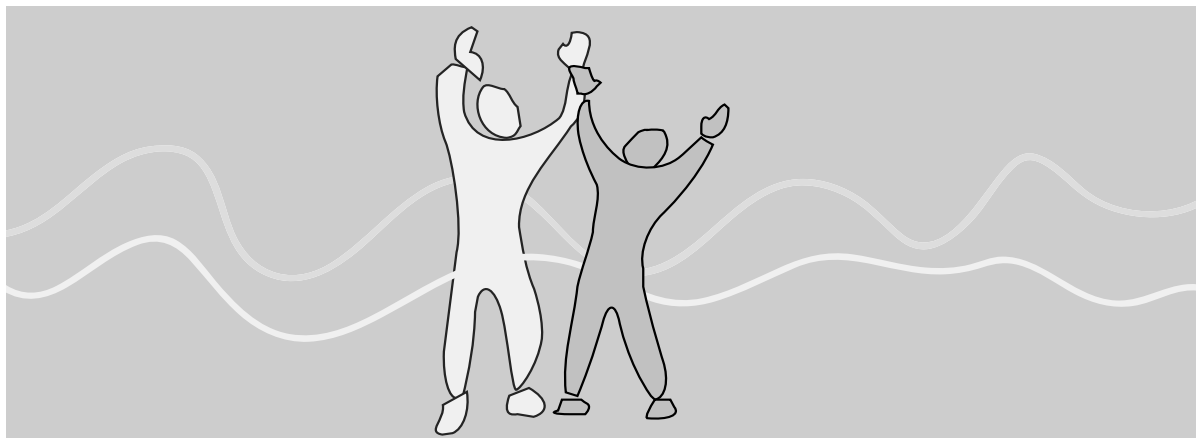
step five

After time is up, bring the two groups back together. Have each group BRIEFLY present its ideas to the group. After both groups have presented their information, facilitate a discussion on the process. Feel free to use the questions below and to include others as you see fit.

- What scenario did your group work on?
- What are the similarities between the two outcomes? The differences?
- What other resources could each group have used?
- (optional) If the groups did not use each other as a resource, point that out to them, and ask them why they did not invite someone from the other group to join their group. The participants may be surprised and defensive, telling you that you told them to work on the projects separately. Remember to discuss with them the fact that that most of our systems are set up for youth and adults to work separately, and that it takes a concerted effort to reach out to the group that is not represented.
- (optional) If the groups did use a member of the other group, discuss with them how they decided to do that, even though they were not encouraged to do so. If the plans were created in partnership, how might they be different?

step six

Ask the groups to pick out the top ideas from each group's original presentation and construct a third flip chart together. Again, provide them with flip chart and markers. Give them 15 minutes to complete this project.



reflection and discussion

Finally, lead participants in a brief group reflection on the activity. Ask the following questions:

- Thinking back over this entire exercise, what is one word or phrase that you remember hearing?
- What was hard about this activity? What was easy?
- When were you most engaged in the activity?
- How did this activity most challenge you?
- What do you think was the purpose of this activity?
- How might this activity affect the work of your youth–adult team?

trainer note: If possible, laminate the final, wonderfully creative plan and post it in a visible site as a reminder that the limitations of traditional roles are still out there and that when we overcome those limits and really work together, the final product is always better!