



## what do you make of the research?

**purpose** • To reflect on what research says about youth–adult partnerships and connect it to participants’ own experiences and work

**time** 45 minutes

**group size** 10 to 60 participants

**materials** • Flip chart paper  
• Markers

**prepare ahead** Write bullet points (listed below) about the benefits of youth–adult partnerships on flip chart paper, one bullet point per page. Post flip chart paper around the training room, allowing space for group movement.

On a separate sheet of flip chart paper create the following key:

- If you have seen this happen or have experienced it (Explain.)
- / If you have not seen this happen or have not experienced this (Any idea why not?)
- ? If you don’t understand or are confused by the statement (Share your questions or thoughts.)
- 1–5 Indicates which statements are most convincing (That is, on a scale of 1 to 5, how convincing would this argument be to get someone to start a partnership?)



Select dot points from the following sample research findings below.

## **Sample Research Findings**

### **benefits to youth**

- When young people have opportunities to contribute to community and engage in positive relationships with adults, they can increase self-esteem, the ability to think and act in responsible ways, and problem-solving skills.
- Youth receive caring support from a number of adults in their lives, not just parents. Youth can get these types of care and support: (1) nurturing, (2) healing and treatment, (3) empowerment, and (4) expectations and resources to help develop skills.

### **benefits to adults**

- Adults can change negative attitudes and stereotypes about youth.
- Adults can get re-energized and enthusiastic about their own work when they partner with young people.
- Adults can increase their communication, teamwork, and coaching skills. Coaching means empowering youth while guiding them.



## benefits to communities and organizations

- Communities are strengthened when all members, including youth, are actively involved.
- Organizations that have youth on staff and on their Boards of Directors become more connected and responsive to youth in the community. They are able to reach out to and better serve young people in the community.
- Involving youth in decision-making partnerships with adults can help organizations raise money.
- Organizations that involve youth in responsible positions see the benefits and want to involve more youth in responsible roles.

### introduction

Tell the group that this is a brainstorming and reflection activity. They will be reacting to research results about youth–adult partnerships. The results are in the form of statements posted around the room.

### step one

Divide participants into groups of two to four people. Assign each group to a station.

**trainer note:** Be sure to select and prepare enough flip chart stations to accommodate each group.



### **step two**

Ask participants to take a marker and react to each of the research statements on the flip chart sheets. Tell them to use the following symbols (refer to the key prepared ahead of time):

Place an asterisk or other symbol by each statement that they have seen happen or have experienced themselves. Write these examples on the flip chart.

Place a slash by those they have not seen happen or have not experienced themselves.

Place a question mark on the statements they do not understand. Write any questions or thoughts about the point that they may have on a flip chart.

Assign a numeric value on a scale of 1 to 5 indicating how convincing this argument would be to get someone to start a partnership (1 is the least convincing, and 5 is the most convincing).

### **step three**

Give each group a marker and tell them that they will have 2 minutes at each station. Tell the groups when it is time to rotate to the next station, and ask them to rotate in the same direction.

### **step four**

When the groups have rotated around the room and have landed at their initial stations, ask each group to select a reporter. Ask each reporter to read the statements at his or her station to the large group.



## reflection and discussion

Discuss the activity in the large group using the following questions:

- What are some words or phrases that stood out for you?
- What surprised you?
- What was easy? What was difficult?
- Was it easier to think about things you've seen or experienced, or easier to think about those you haven't seen or experienced?
- Which statements seemed to be the most convincing?
- Which ones seemed to be the most confusing?
- What was one key lesson for you from this activity?
- How can you use these statements to support your work? To get others to support your work?
- What can your work here today tell you about working in youth–adult partnerships?

## Variation

Assign each small group to one station. Each group addresses only one statement, discussing and asking each other questions, recording thoughts on the flip chart, and reporting back to the large group on their assigned station. Then proceed using the discussion questions above.