

YOUTH COUNCIL GUIDEBOOK

A recipe to foster youth voice

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Extension
UtahStateUniversity



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INTRODUCTION

This guidebook is meant to be an index of resources for youth advisors. You can look at the resources found in this book to build positive youth development, find ideas on how to structure your program, and find ways to foster youth voice.

When we talk about Youth Voice we are referring to validating the ideas, opinions, attitudes, knowledge, and experiences that youth have by giving them the resources and confidence they need to achieve their goals.

We are not just here to build the leaders of tomorrow, we are here to empower the leaders of today.

MISSION & PURPOSE:

Youth should be intrinsically motivated. Youth shouldn't go to school or be a part of a youth council just to get an "A", or just because of their parents. They should attend because they want to learn and grow and make friends.

How do we help youth have self motivation? Self Determination Theory, suggests humans have a psychological need for autonomy, competence, and relatedness in order to feel motivated and fulfilled. As we give youth as much choice as possible, give them the skills and resources to help them feel competent and confident, and build a community of caring relationships this will foster high self motivation and engagement for activities, including enhanced performance, persistence, and creativity. (Fox, Cater, 2011)

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Fox, J., & Cater, M. (2011). Participatory Evaluation: Factors to Consider When Involving Youth. *The Journal of Extension*, 49(2), Article 25. <https://tigerprints.clemson.edu/joe/vol49/iss2/25>

<https://selfdeterminationtheory.org/theory/>



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Build the Individual

MODEL

September – October

Build the Individual and Model Best Practices: At the beginning of the school year Creating the culture and building up your youth as individuals is the key focus. As well as modeling best practices so they feel competent and confident to accomplish their goals in this council.

In the first few months setting up expectations, focusing on youth development, and helping them become confident in who they are and their place in the youth council will be the first steps in building a strong youth council.

MODEL

September - October

This month should be used to focus on setting expectations, and working on Positive Youth Development.

Section Components:

- Youth Expectation
- Positive Youth Development (PYD)
- Understanding Personalities
- Diversity, Equity, and Inclusion



MODEL

Youth Expectations

This can be adapted to the needs of each individual council, but here are some good baseline suggestions for expectations your youth should have to give them a sense of contribution, competence, and connection with the youth council. This doesn't necessarily have to be written out and presented to your youth, but your youth should know what's expected of them so they can have a desire to reach for excellence. Perhaps offering a certificate to those youth who are able to meet the expectations could be another motivator.

- Attend meetings at least 80% of the time. (Perhaps have a higher attendance if you meet less often than weekly.)
- Remain active throughout the year in participating and follow through.
- Teach and participate in leadership curriculum at every meeting or incorporate some leadership/career readiness curriculum once a month.
- Plan and implement an outreach program or event at least twice a year.
 - Examples include: family night out, camps, day at the park, etc.
- Find ways to participate in service-learning and near-peer mentoring.
 - Examples of service-learning: have youth learn a new skill to benefit or serve their community. I.e. learn how to create blankets for the homeless or learn how to plan and host an event to raise awareness for a cause.
 - Examples of near-peer mentoring: have a booth that the youth are about to teach their peers a skill or knowledge, partner with a Jr. high school and teach those youth about the goals of your youth council.
- Attend at least one state youth conference each year, preferably attend more state events.
- Make new friends within your council. Do not make others feel that they do not belong.
- Always show respect.
- Recruit other youth to join the youth council.

A great opportunity to hold your youth accountable, is to create a document with your expectations and their responsibilities, then have them sign and date the document to show they understand what is being asked of them.



Positive Youth Development MODEL



What is Positive Youth Development All About?

Employees of Utah State University are charged to provide opportunities to youth for positive youth development (PYD). What does PYD look like? Though the terms may differ, there is agreement among youth development practitioners and researchers that youth who experience healthy, positive development exhibit certain attributes, such as:

- Internal Assets, which are among the 40 developmental assets of healthy youth as described by the Search Institute of Minneapolis, MN (search-institute.org)
- The 5 C's- Competence, Confidence, Connection, Character, and Caring/Compassion- as defined in the 4-H Study of Positive Youth Development (Lerner & Lerner, 2012). The 5 C's also lead to the sixth C of Contribution.



* In his 2007 book "The Good Teen," Richard M. Lerner included this additional outcome

Diversity, Equity, and Inclusion

Utah State University is committed to cultivating an environment of respectful engagement and respectful discourse at every level of our society. As Aggies, we commit to USU's Principles of Community — our institutional Aggie pledge to Diversity, Human Dignity and Social Responsibility.



MODEL

The Definition of PYD

The Interagency Working Group on Youth Programs, a collaboration of 21 federal departments and agencies, created the following definition of PYD.

PYD is an international, pro-social approach that engages youth within their communities, school, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances young people’s strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, furnishing the support needed to build on their leadership strengths.

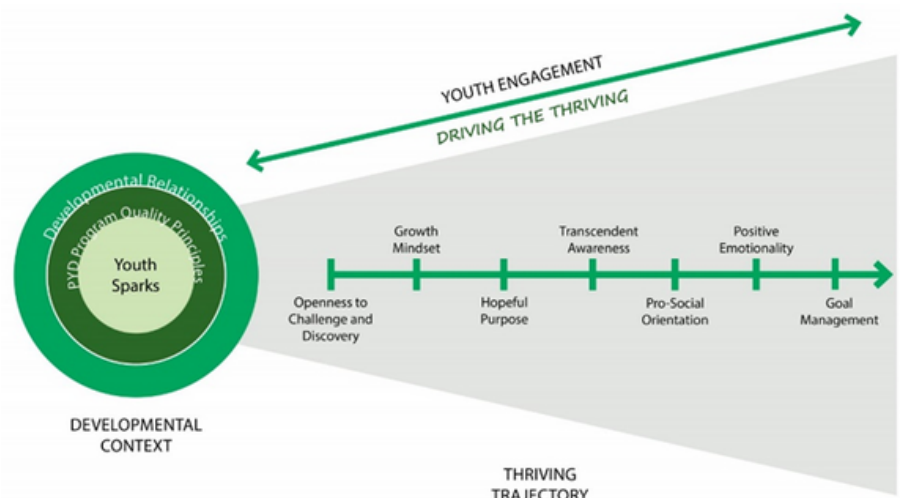
Similar to other living things, youth need nourishing, supportive, and protective environments where they can grow to be healthy and contributing adults. Every young person needs to:

- Know they are cared about by others.
- Feel and believe they are competent.
- Know they are able to influence people and events.
- Practice helping others

Youth leaders must be intentional and skilled about enriching settings with opportunities that lead to PYD.

The Thrive Model

The Thrive Model helps youth professionals implement programs that are beneficial for youth. By following the model, helping youth find or enhance an interest or spark, creating positive environments, and building healthy youth-adult relationships, we can make sure more youth benefit fully from our state funded youth programs.



MODEL

Youth Spark

Dr. Mary Arnold defines youth spark as “a passion for self-identified interest or skill, or a capacity that metaphorically lights a fire in a young person’s life, providing energy, joy, purpose, and direction.” These sparks are essential to youth thriving. Youth who have a spark(s) have a purpose, sense of direction, and may be better at goal setting. So, what makes something a spark? If a youth likes to go fly-fishing, is that their spark? Not necessarily. Sparks are separated from hobbies by the following:

- Sparks create actions that contribute to the larger society and to the youth.
- Sparks provide the intrinsic fuel that encourages youth to grow in knowledge and skill set.
- Sparks enhance a young person’s networks through interacting with others who have similar sparks. This could be other youth or adults who can serve as mentors and help with further growth.

As youth professionals at Utah State University Extension, we know that all young people have the potential to find things that they are passionate about, or sparks. Our program is youth driven which means that youth have the opportunity to explore different areas and then sustain their interest in those areas. When we help to facilitate these sparks, youth are supported to grow and overcome obstacles. Additionally, youth with sparks are more likely to help make their communities a better place and to stay out of trouble.

Back to fly-fishing, can it be a spark? Sure, it can, but not on its own. A young person who goes fly-fishing on the weekends has a hobby. A young person who likes to go fishing and is encouraged may start teaching others. This young person may start leading workshops on fly-fishing to teach other youth or even community members. They may look for more resources or go to events to deepen their understanding. You or a volunteer may work with them to better enhance their skills. This could lead to the youth having a passion for fishing, stream and wetland ecology, and pollution control. One day that little kid, who just wanted to fish, may be working with the U.S. Fish and Wildlife Service and look back on you and what you did to help them get there. This is a spark, and this is what Utah State University Extension and youth development is all about.



PYD Program Quality Principles

In 1998, the National 4-H Impact Design Implementation Team formed a task force to study characteristics of effective programs for PYD. The team identified earlier studies (Konopka, F., 1973; Pittman, K., 1991) that revealed eight critical elements that must be present for encouraging effective experiences that benefit youth. The 4-H program nationally has adopted a list of eight essential elements. These elements are considered environmental attributes necessary or conducive to optimizing youth development. These critical components are now known as the Eight Essential Elements:

1. A positive relationship with a caring adult
2. A safe emotional and physical environment
3. An inclusive environment
4. Engagement in learning
5. Opportunity for mastery
6. Opportunity to see oneself as an active participant in the future
7. Opportunity for self-determination
8. Opportunity to value and practice service for others

The Eight Essential Elements are standards for the effective practice of youth development work. These elements are also a frame work to design and measure the effectiveness of the program environments as well as the opportunities offered. The opportunities and programs of Utah State University Extension youth programs are intentionally designed and thoughtfully executed with the Eight Essential Elements, meet the needs of young people, building positive attributes of Competence, Confidence, Connection, Character, and Caring, commonly known as the 5 C's (Lerner, 2007). Every youth experience may not include all eight elements. However, program leaders should try to incorporate as many of the elements as possible.

The eight elements are often summarized into four key concepts: Belonging, Mastery, independence, and Generosity. In Utah, we often refer to these essential elements as the "BIG M."



"BIG M" Concept

<p style="text-align: center;">Belonging</p> <p style="text-align: center;">Positive relationship with a caring adult</p> <p style="text-align: center;">A safe and inclusive environment which fosters a sense of belonging in all members</p>	<p style="text-align: center;">Mastery</p> <p style="text-align: center;">Engagement in learning</p> <p style="text-align: center;">Opportunity for mastery by building knowledge, skills, wisdom, and attitudes, then demonstrating their use.</p>
<p style="text-align: center;">Independence</p> <p style="text-align: center;">Opportunity to see oneself as an active participant in the future</p> <p style="text-align: center;">Opportunity to develop a sense of responsibility and influence over one's choices, as well as the consequences of those choices.</p>	<p style="text-align: center;">Generosity</p> <p style="text-align: center;">Opportunity to value and practice service for others-finding oneself often begins with losing oneself in the service of others.</p>

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UNDERSTANDING PERSONALITIES

Personality tests can be an effective tool to spark self-reflection and discussion about personal strengths and weaknesses. It's important to emphasize to youth that personality tests, especially free options online, are not an all-encompassing, or totally accurate tool to describe a person's entire existence. These tests are meant to be a fun way to talk about what each person brings to a team.

WHAT YOU'LL NEED

- QR code printed out to link to your favorite online personality test.
- Ask youth to bring their smartphones.

"DO" THE ACTIVITY

Ask each youth to take a personality test online, we recommend this one: <https://mycreativetype.com>



"REFLECT" ON THE ACTIVITY

After everyone has their personality type, debrief with the following questions:

What is your personality type?

What is your best strength?

What do you need to watch out for about your personality?

How can you take your groups strengths and weaknesses into consideration when you're working together?

- Who should you try to work with? Find a person who you should work with and share your greatest strength.

"APPLY" - WHAT'S NEXT?

What is the best personality type for our group?

(Note, the answer is NONE! Everyone brings their own set of skills and characteristics that are a valuable part of this team)

Would you rather have a team of people who all have the same personality type, or one with different types? Why?

- Knowing the personalities on our team, how can we work more effectively? Give specific examples.



Build the Team

ENGAGE

November – January

Build the Team and Engage the Youth: As you get to know your youth to help them build their sense of belonging in the youth council, you want to help the youth feel connected to one another and feel that their contributions are needed. They should feel united as a team, and each person should feel like an essential part of that team.

At this point you have modeled how to plan events, how to work as a team, start a service project, communicate, etc. Now you need to engage the youth to start doing those things themselves. It's good to start small on projects to help build their confidence. As their confidence builds they will be empowered to do things they felt they could not do on their own before.

ENGAGE

November - January

These months should be about giving youth the skills and resources they need to feel capable and confident in achieving their goals. As well as building their sense of unity as a team.

Section Components:

- Teamwork Activities
- Group Dynamic Training
- Facilitation Techniques
- Leadership Workshops
- Resiliency Activity



Exploring Leadership

TEAMWORK: COLLABORATION

“Two heads are better than one,” so the old saying goes. Collaboration is the key to teamwork. If you break the word into its roots (-co- and -labor-), you see that Collaboration literally means work together. Sharing your ideas with others provides feedback and generates new ideas.

CONVERSATION STARTERS:

- Think of the last time you collaborated with other people on something like a project or game? How did it go? Did you experience roadblocks? If so, what were they?

Working with others can sometimes save you from hitting a dead end. Accepting and learning from a coworker’s ideas can be exciting and beneficial for everyone on the team.

EXPLORATION ACTIVITY:

Tell participants they will be playing Survival. The game has three elements: 1) They will be put into 4-5 teams or “Clans”. 2) They will be given a circle of string that designates the boundaries of their clan village. 3) They will be given some (10-25) pieces of candy that will represent the resources (food, water, fuel, etc.) to keep their clan alive. The object of the game is to maximize the number of resources within their own village (i.e., get the most candy!).

FACILITATION TIPS:

- Encourage every member of each team to participate. Consider using external motivation by offering a prize for the winning team: a small gift card, candy, etc.
- Call out the remaining time on the clock for the last 15 seconds.

KEY OBJECTIVES:

- Value the advantage of different perspectives, skills and resources of others.
- Apply elements of collaboration in their own personal life.
- Identify roles within the collaboration.

WHAT YOU'LL NEED:

- 12-ft string/rope/webbing with ends tied together to form a circle
- Large bag of candy (at least 2-3 pieces per participant)
- Large open space

- Players may only take one piece of candy/resource at a time from another circle and place it their own circle. Players can not throw candy or physically /prevent others from taking candy.
- Each round lasts one minute. When the instructor says “Go!” a mad dash will occur as players scurry to steal another circle’s resources.
- Tally resources at the end of each round.
- After 2 rounds, instruct the teams that they can move their circles to another location if they would like.



REFLECTION QUESTIONS:

Ask: Where could you move your circle to maximize your resources in your village boundaries (the circle)? Allow time from team/clan to discuss their strategies. Eventually the participants may team up with another team by placing physical boundaries of each team's circle on top of the other. You may need to ask questions or listen to and emphasize points team members make to encourage Collaboration. When/If everyone pools their resources to maximize their resources, move to the next set of questions:

How successful was your team? What defined success?

When did your team members fully become collaborators?

What was different between collaborating within your team, and with other teams?

What obstacles prevented Collaboration?

APPLICATION DISCUSSION:

What are the elements of Collaboration?

Communicate with each other.

Share resources.

Develop a strategy.

How can you use these elements within your council?

How is collaborating with your council different from collaborating with strangers? Why?

How can you use Collaboration in your own personal relationships?

How would this activity be different if you could not communicate by talking?



CONCLUSION:

Collaboration helps any team explore and access new resources including the various talents every member has to offer. Youth councils share the work load and provide a diverse perspective when they pool their abilities. There are many roles to fulfill including, leaders, creators, builders, executers and followers.

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Exploring Leadership

TEAMWORK: CONFLICT MANAGEMENT

Conflict is a necessary and healthy element of all human relationships, but it must be managed to prevent a toxic environment. This three-part communication strategy will bring you closer to resolving the conflict than a shouting match will.

CONVERSATION STARTER:

- How do you communicate with difficult people? Do you argue with them or do you just remain silent and hope they go away? Neither is a good method, but there is a simply strategy to help.

Everyone is a conflict manager at some point, especially those in leadership positions. When dealing with conflict in the form of a difficult person or conversation, you have to know how to move past the conflict without making it worse, even though you may not always be able to solve it immediately. This three-step strategy is a good way to begin.

KEY OBJECTIVES:

- Practice paraphrasing to show another person they have been heard accurately.
- Practice using "I feel" statements instead of "You" statements.

WHAT YOU'LL NEED:

- Copies of the Conflict Management Scenarios handout (Appendix)
- Pens/Pencils

EXPLORATION ACTIVITY:

Hand out the Conflict Management Scenarios. Read/Discuss the 3 steps at the top. Encourage participants to engage in activity so they can develop useful skills to help them deal with difficult personalities and resolve conflicts more effectively.

This activity is not about solving the problems described in the scenarios. It is intended to show a strategy for managing the conflict and hard feelings that often arise from such problems.

Participants may want to respond in a solution-oriented way, but that is not the point. Monitor to see that they are in fact practicing the intended objectives instead of offering solutions to the problems.

- Pair up and role play using the scenarios on the handout.
Alternate playing the Conflict Manager who tries to Paraphrase, Acknowledge Feelings, and Use "I" Statements.
- After the role plays, choose one scenario for which to write a "perfect" Conflict Management response. (Do not worry about solving the problem. Just write a response that will begin to manage the conflict.)
- Share the written responses with the entire group.



REFLECTION QUESTIONS:

- Which of the three steps is the most difficult for you? Why?

How can you make your Conflict Management responses sound natural?

APPLICATION DISCUSSION:

- In what kind of real-life situation would this Conflict Management strategy not work?
- If you were going to attempt this in an actual conflict situation, what qualities would you have to embody in that moment? (ex. honesty, respect, courage)
- What do you think is the main cause of conflict among your age group? Why?



CONCLUSION:

Conflicts are inevitable, but by starting with the strategies of paraphrasing, acknowledging feelings, and using “I” statements, you have taken the first step toward managing the conflict. The other person is more likely to respond in a positive way and work toward resolution rather than intensify the conflict.

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REFERENCES

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- <https://healthsmartva.pwnet.org/uploads/rteditor/file/Conflict%20Resolution%20Role%20Plays.pdf>



APPENDIX:

Try these steps the next time you feel conflict arising during a conversation.

1) Paraphrase: express the other person's position in your own words. This shows that you are actually listening, not just waiting for your turn to talk, and it will bring the tension of a difficult conversation down.

Here are some starters:

"What you seem to be saying is..."

"What I hear you saying is..."

"Tell me if I got this right. You said that...."

"Let me make sure I understand you. You said..."

2) Acknowledge Feelings: let the other person know you understand how they feel. This is sometimes difficult because it requires you to put yourself in their shoes, imagine things from their point of view, consider the emotions they must

be experiencing.

"I'm sure that must feel..."

"You're probably feeling..."

"That is very (description of the emotion: sad, frustrating, upsetting, etc)..."

I can tell you are..."

3) Express your position with "I" statements, not "you" statements. This is about you and your feelings in response to what the other person said. State your side without blame or accusation. (And, no, you can't say, "I feel that you are..." That is still a "you" statement.)

Here's a model response that includes all three: *I hear you say it is Sara's fault that we lost the game, and I know it sucks*

to lose. You must be disappointed because you played so hard. But I feel that Sara was doing her best, and I want to be a supportive teammate, so it makes me uncomfortable that you seem so upset at Sara.

Scenarios for Practice/Role Play

Your friend is pressuring you: "If you tell the vice-principal you have an appointment, we can leave early. You'd only be missing PE, so it's not like your grades are going to drop. C'mon, it'll be fun!"

Shooting hoops in a park, your friend stops a younger kid on a bike and demands the kid's hat. You recognize this as

theft, but your friend says, "C'mon! Don't be a killjoy! It's just a stupid hat! Older kids took my stuff all the time when I was little. It's just how things are."

A group of friends that you hang out with has been criticizing your clothes and haircut, but always laugh and say, "Just joking."

You shared a personal story with a friend who promised not to tell anyone but did, and when that friend finds out you are angry, they say, "A week from now, they won't even remember what I told them. Don't be mad."

As the teacher is handing out a test, the student next to you says, "I had a family emergency last night, so you'll let me copy your answers, right?"

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REFERENCES

- Burns, David, M.D. *Feeling Good Together*. New York: Broadway Books, 2008.
- <https://healthsmartva.pwnet.org/uploads/rtditor/file/Conflict%20Resolution%20Role%20Plays.pdf>

Exploring Leadership

TEAMWORK: COOPERATION

Cooperation in any organization improves overall employee performance and organizational productivity. The true spirit of Cooperation is when the strengths and weaknesses of team members can enhance and complement each other.

CONVERSATION STARTER:

- Think of a time you had to work with others to accomplish a goal. Maybe it was on a sports team or a group project. Do you enjoy cooperative work, or do you prefer to work solo? Why?

Some people believe that Cooperation just means letting someone else take charge and do most of the work. Others believe that it means doing all the work themselves. Neither is correct. Cooperation with a team requires an individual contribution from every team member.

EXPLORATION ACTIVITY:

FACILITATION TIPS:

- Participants can add variations to this activity by taking turns being a "one" or "two."
- Encourage team members to push past their comfort level a bit for the sake of achieving the team goal of holding the position to whatever time they set.

KEY OBJECTIVES:

- Discover that team Cooperation requires different individual efforts.
- Cooperate with a team in a simple activity.

WHAT YOU'LL NEED:

- No supplies are needed.

- Ones lean into the center of the circle and Twos lean out of the circle. Their feet may not move. All participants should be leaning at a 45-degree angle (at least), so that they are not able to remain upright without the support of the rest of the circle.
- When the group has figured out a way to do this so that they can hold the position for at least 30 seconds, the task is complete. This may involve restructuring the order of those in the circle, switching numbers, or other adjustments to achieve team balance even though each individual is completely off balance.



REFLECTION QUESTIONS:

- Why is it important for all team members to participate?
- What was your contribution to the team's success?
- What adjustments did the group have to make in order to achieve balance?
- Did Cooperation mean that every person had exactly the same responsibility? Why or why not?

APPLICATION DISCUSSION:

- What lesson about Cooperation in this simple activity can be applied to real life teams?
- What are the advantages of having every team member contribute to the task?



CONCLUSION:

Working in Cooperation is better than working competitively. Teams who cooperate know more, communicate better, achieve goals faster, and are more productive, but true Cooperation requires individual contribution. A chain is only as strong as its weakest link. Don't be the weakest link. Cooperate.

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Exploring Leadership

TEAMWORK: COORDINATION

Coordination is one of the most important things a leader must do. Unlike cooperation (working with other people to achieve one's own goal) or collaboration (working with other people toward a common goal), Coordination is aligning all those efforts to achieve a greater community/group goal.

CONVERSATION STARTER:

- How did you learn to tie your shoes? Try it now and think about your "method."

You may not realize it, but a task as simple as tying your shoes requires an amazing amount of Coordination. Coordination means organizing and working together effectively to achieve a common goal. If the goal is tying shoes, it means making the necessary hand and finger movements in the right order, and your brain usually serves as the coordinator of these physical efforts.

KEY OBJECTIVES:

- Appreciate how complicated Coordination can be.
- Coordinate the efforts of a group to achieve a simple Sarahgoal.

WHAT YOU'LL NEED:

- Participants to wear shoes with shoelaces that must be tied.

EXPLORATION ACTIVITY:

Divide participants into groups of three and assign roles:

1. **Coordinator** - gives the instructions to the others to achieve the goal.
 2. **Right Hand** - puts left hand behind back; may not talk; must follow instructions.
 3. **Left Hand** - puts right hand behind back; may not talk; must follow instructions.
- Following the instructions of the coordinator, the right and left hands tie the shoelaces.
 - The first group to tie the shoe wins.
 - Switch roles and try the other shoe.

FACILITATION TIP:

- You might want to bring a few extra shoes with laces just in case everyone wears sandals that day.



REFLECTION QUESTIONS:

- Did your Coordinator use the same method for tying shoes that you use when you are tying your own shoes?
- Was this task difficult? Why or why not?
- What Coordination strategies were the most effective? Least effective?

APPLICATION DISCUSSION:

- What are some times in real life when you have to coordinate the work of other people?
- What strategies from this activity could be applied to those real life situations?



CONCLUSION:

In a team, the leader has to serve as the coordinator so that everyone's work helps the team reach the goal. Today's activity required a combination of two types of Coordination: organizing and working together. Coordination is a valuable leadership skill. Without it, we wouldn't even be able to tie our shoes.

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REFERENCES

- <https://www.youtube.com/watch?v=jKIB5UCrUrU>
- https://www.youtube.com/watch?v=_DiF3lFzOeM
- <http://edis.ifas.ufl.edu>

Exploring Leadership

TEAMWORK: DELEGATION

When a leader has many large tasks to complete, often he/she will put others in charge of these jobs. An effective leader knows when and how to delegate important projects to others. Delegation can be one of the hardest things a leader has to do.

CONVERSATION STARTERS:

- Who here likes to complete work by themselves? Why?
- What challenges are faced sharing the work vs doing it alone?

Leaders must find a balance trusting their team to complete the task with integrity, while being available to check in on their progress, or to provide help when needed. Delegation maximizes the skills of the team, while the leader supports, encourages, and promotes coordination and team unity.

EXPLORATION ACTIVITY:

Divide into teams of 4-5 people. No one may speak until the start of the game. Participants will draw a piece of paper with one of the following roles: **Leader** - can do anything, **Folder** - can only fold paper, **Creator** - can only use writing instruments to draw/write, **Launcher** - can only help the product reach its final destination. A five-member team will have to duplicate one of the roles/skills. The goal is for the team to create as many paper airplanes as possible, then launch them into a target 5-10 feet away.

FACILITATION TIPS:

- After the first round, let participants choose a new role.
- Reflect after two rounds. Possibly try for a 3rd round if there is time.
- Leaders do not have to use teammates.

KEY OBJECTIVES:

- Recognize the importance of delegation.
- Understand and apply the 5 steps for effective delegation.

WHAT YOU'LL NEED:

- Copy paper
- Container from which to draw roles
- Markers or colored pencils
- Large garbage can
- Launch line (tape of mark on ground indicating launch place)

- Planes must use a complete 8x11 sheet of paper.
- Planes must have a team logo and color on both wings.
- Planes must fly from a designated distance and land in a target area (large garbage can). Missed planes can be collected for reuse.
- Time each round for 5 minutes to complete the task.
- Scoring: 1 point for every plane created, 5 points for every plane in the target area.
- Calculate points at the end of 5 minutes.



REFLECTION QUESTIONS:

- Did your Coordinator use the same method for tying shoes that you use when you are tying your own shoes?
- Was this task difficult? Why or why not?
- What Coordination strategies were the most effective? Least effective?

APPLICATION DISCUSSION:

- What are some times in real life when you have to coordinate the work of other people?
- What strategies from this activity could be applied to those real life situations?



CONCLUSION:

In a team, the leader has to serve as the coordinator so that everyone's work helps the team reach the goal. Today's activity required a combination of two types of Coordination: organizing and working together. Coordination is a valuable leadership skill. Without it, we wouldn't even be able to tie our shoes.

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REFERENCES

- <https://www.youtube.com/watch?v=jKIB5UCrUrU>
- https://www.youtube.com/watch?v=_DiF3IFzOeM
- <http://edis.ifas.ufl.edu>

G.R.A.B.B.S.S

G.R.A.B.B.S.S. stands for Goals, Readiness, Affect, Behavior, Body, Stage, and Setting. G.R.A.B.B.S.S. is a great assessment tool to help you evaluate your group as you move through a challenge course program. If your program will span over multiple days it can also help you plan that day's activities. Primarily, it is meant to help you appropriately adjust and adapt your program to create the most positive and beneficial experience for your participants.

GOALS

What are the goals/objectives of your session(s)? Are individual goals aligned with the team? Do all members of the team know/understand the goals? Are people committed? How does the activity relate to the group and individual goals that have been set?

READINESS

This regards levels of instruction (skills) and safety capabilities. Is the group ready to do the activity? Will they endanger themselves and others? What skills and abilities does the team have? Are they using the skills effectively? ...enough to attempt or complete the task? What will you have to do to change the event to compensate for lack of readiness? What level of motivation exists on the team? Are people engaged and involved, or are they resistant and apathetic? What new skills do they need to learn in order to improve?

AFFECT

What is the feeling of the group? What kinds of behaviors are observable? Are behaviors and actions different from statements? What is left unspoken? What is the level of empathy/caring in the group? What is the level of trust and support? What kinds of sensations are they having?

BEHAVIOR

How is the group acting? Are they restive, disruptive, agreeable? Are they more self-involved or team focused? What interactions are affecting the group, either positively or negatively? Are they communicating openly and honestly?

BODY

What stress is the team experiencing? How tired are they? Can people maintain concentration or are they easily distracted? Is the environment creating any discomfort? What do people need to become re-engaged with the task or process? What kind of physical shape are they in? Do they substance abuse? Are they on medication? How do they see their own bodies?

STAGE

What developmental stage is the group in? What developmental stage(s) are the individuals? Are the behaviors consistent with your assessment of the stage? What stage does the group think it's in?

SETTING

What cultural factors may be affecting this group? What do facilitators need to understand about who they are (race, gender, ethnicity, economics, etc.) in order to effectively communicate and interact with them? What impact do these factors have on the group's behaviors and on this experience? Also, what aspects of the physical location may impact the program and the participants? Are you in the right setting or space to best facilitate the exercise? What is available vs. what do you need: indoors, outdoors, dry, wet, cold, warm, flat, sunny shady, windy?

Group Dynamics

Group Dynamics describes the process of how a group will come together and form ideas. At first people don't want to clash, as they form a group. As they discuss ideas and become more comfortable there will always be different ideas that compete for consideration. Eventually the group will come to an agreement of ideas. This process will continue as new ideas and new group dynamics come and go.

FORMING

Individual's behavior is driven by a desire to be accepted by the others, and avoid controversy or conflict. Serious issues and feelings are avoided, and people focus on being busy with routines, such as team organization, who does what, when to meet, etc.

Individuals are also gathering information and impressions - about each other, and about the scope of the task and how to approach it. This is a comfortable stage to be in, but the avoidance of conflict and threat means that not much actually gets done.

STORMING

Every group will next enter the storming stage in which different ideas compete for consideration. The team addresses issues such as what problems they are really supposed to solve, how they will function independently and together and what leadership model they will accept.

Team members open up to each other and confront each other's ideas and perspectives. In some cases storming can be resolved quickly. In others, the team never leaves this stage.

The storming stage is necessary to the growth of the team.

PERFORMING

This tends to be a move towards harmonious working practices with teams agreeing on the rules and values by which they operate.

Not all teams make it to the Performing phase, which is essentially an era of high performance. Performing teams are identified by high levels of independence, motivation, knowledge and competence. Decision making is collaborative and dissent is expected and encouraged as there will be a high level of respect in the communication between team members.

TRANSFORMING

This is a unique stage of a group's development. It signals a change in its membership; individuals may leave while others enter the group. Either one of these elements changes the group's dynamics, creating a natural flow back to the first stage of Forming.

The Transforming Stage may also come about from a change in the group's formal purpose. Or while a group maintains all of its members and it transitions to a new, focused project or endeavor, the shift in its needs for knowledge, skills, and expertise cause the group to transform.

Facilitation Techniques

These guidelines offer a set of concrete suggestions that can be applied to any learning environment to ensure that all learners can access and participate in meaningful, challenging learning opportunities. It gives facilitation ideas for how educators can motivate, engage, and captivate their learners.

Universal Design for Learning
Guidelines Website



Youth Council Guide Website:
Leadership Lessons



Leadership Workshops

Leadership Workshops are another great resource to build your team. The Youth council Guide website includes a lot of quick easy curriculum that are good engaging icebreaker activities to do at the beginning of meetings. This is a great way to engage learners in interactive activities then reflect and apply new leadership skills to your council.

Resiliency Study

The world we live in today, youth are facing many challenges. One of the biggest challenges many youth face is mental health problems. We want to instill in youth the capacity to recover quickly from difficulties. We want them to feel empowered to face adversity and bounce back. Here is a resiliency scale to help youth assess their own strengths and weaknesses when it comes to bouncing back from stressful events. There is also a curriculum to help discuss resilience in a safe and supportive environment.

Brief Resilience Scale
The Ohio State University



Exploring Leadership

PERSONAL LEADERSHIP: RESILIENCE

When stress, adversity, or trauma strikes, one may experience anger, grief, and pain, but you're able to keep functioning. However, Resilience isn't about putting up with something difficult, being stoic or figuring it out on your own. Being able to reach out to others for support is a key part of being resilient. Having a supportive community to reach out to is the best way to ensure that young people do not give up on their dreams even in the face of setbacks or adversity.

CONVERSATION STARTER:

- If you want to build your Resilience, get connected! Building strong, positive relationships with loved ones and friends can provide you with support during both the good and bad times.

Resilience is the ability to adapt to difficult situations, and it is one of the most important skills for success in all areas of life. You have to be able to bounce back from defeat, rejection, or failure.

KEY OBJECTIVES:

- Define Resilience as a valuable life skill.
- Identify the supportive community that will help develop Resilience.

WHAT YOU'LL NEED:

- Blank paper (no lines) & pencils
- Computer/Projector to show conclusion video.

EXPLORATION ACTIVITY:

Have participants stand up and spread out.

- Tell them to touch something in their immediate environment (not another person).
- Tell them to touch something else (still not another person).

FACILITATOR TIP:

- All this can be done in 20 minutes or less if you move the group along purposefully.
- See Appendix for another hands-on Activity (optional) that also illustrates Resilience.

- Ask: "How many of you used your hands?" [Most/All will say they did.]
- Ask: "You all know you have nerve endings all over your body, so why did you use your hands?" [Habit; it's the way we've always done it; etc.]
- Say: "Now pretend you have no arms. Touch something." (Again, not another person.)
- Ask: "How did you do it?" [Foot, knee, leg, butt, etc.]
- Say: "That is Resilience! No one sat down and said, 'Oh, I can't do it now.' You all faced this "adversity" and found a way. Good start!



REFLECTION QUESTIONS:

- Think about the things you do out of habit, like in the first activity when most of us used our hands first instead of another available body part. Is there a time in your life when you approached a challenge with only one type of mindset?
- Think about your circles and the kinds of relationships they represent.
- What roles do the various circles have in your life?
- When you face setbacks or adversity, how can the people in the circles help you cope?

APPLICATION DISCUSSION:

- Are there certain issues you would discuss only with particular circles? Would you ever skip to an outer circle to get help with some issues?
- How well do you maintain relationships within each circle? Which circle is your “strongest”? “Weakest”?
- How might other people’s circles differ from yours?



CONCLUSION:

Show this short clip from the movie *Batman Begins*, which illustrates the importance of a supportive community in developing Resilience: <https://youtu.be/HlcGuFnI7ZU>. Not all of us can be Batman, but we all have people who can help us pick ourselves back up. (After the clip, Bruce Wayne picks himself up and goes out as Batman to save the city.)

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REFERENCES

- <https://www.mayoclinic.org/tests-procedures/resilience-training/in-depth/resilience/art-20046311>
- <https://parentandteen.com/building-resilience-in-teens/>
- <https://www.jonnyshannon.com/blog/resilience-grit>
- Putting the Pieces Together, Texas A&M Agrilife Extension Service, Texas A&M University 4-H
- <https://youtu.be/HlcGuFnI7ZU> – Conclusion video (from *Batman Begins*)



APPENDIX:

Activity 2:

- Give all participants a blank sheet of paper and pencil on which to do this:
 - Draw a small circle in the middle. Write your name in the circle.
 - Draw a circle around that one and write the names of the people that live with you.
 - Continue drawing larger circles; within each, write the names of the following:
 - Grandparents, aunts, uncles, cousins that live nearby
 - Neighbors you could call on for help if needed
 - Close friends
 - Supportive people at school: classmates, teachers, coaches, etc.
 - People/Places in the larger community: business leaders, the mayor, local business workers, volunteer groups, etc.
 - People who have moved away but you still know; family in different places
 - People outside of your state that you have come to know through youth activities, athletics, online communities/gaming, etc.

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Build the Community

EMPOWER

February - August

Build the Community and Empower the Youth: By now you have modeled to the youth how to accomplish the council's goals, then you engaged them and gave them practice to build their confidence so they feel capable.

Now we will empower them to achieve the goals your youth set out to achieve. At this point the youth are empowered to start working as a team, using the skills they have gained from this council to build their community.

EMPOWER

February - April

We can help youth feel they are able to make a difference in their community by reaching out to others. Networking is the ability to foster those professional relationships for the future. Use these months to teach and practice networking.

Section Components:

- Networking Resource
- Partnership Events
- Community Outreach Events



Networking

Networking is an important part of youth programs. When they learn to meet new friends, make connections, and use all available resources to them they will thrive. Here is a link of a google spreadsheet with other advisors and youth groups across Utah. As well as the contact information of Program Coordinators. Hopefully having this expanding network can encourage collaborative projects between different groups.

Google Spreadsheet for Youth Councils in the State of Utah



COMMUNITY OUTREACH

Short-term and Pilot Events

At this point you have modeled to the youth how to work together and plan an event. Now you engage them by making sure they are the ones deciding, planning, and executing events with just a bit of guidance from the advisor. This is meant to build their confidence that they are capable. You can guide but not direct or control the conversation. Have them come up with a short term event where the youth can achieve their goals to build their confidence as a team. You can do a few of these types of events until the youth feel ready to take on perhaps a bigger project. The key is to give the youth a voice and let them learn from their own success and failures.

- Examples of short term events: booth at school lunches to spread awareness of a cause, family night at the park, partnering with a Jr. High or elementary afterschool program for your youth to teach them about the goals of your group. Organizing a service project at a senior living center or with another organization. Etc. (The holidays are a great time for some of these short term events/projects)

Long-term Spring and Summer Events

Now that you have built their confidence with some smaller short term projects you can start planning bigger spring/summer events.

- Examples: Family camp, community event with booths, etc.

EMPOWER

May - July

This is the time for the youth to continue to implement, create, and apply all that they have learned in this youth council.

Section Components:

- Near-Peer Mentoring
- Service Learning Activities
- Reflection, Celebration, Recognition



Near-Peer Mentoring

A near-peer mentoring relationship may be defined as one in which a more senior learner (a year or more above) provides guidance and support to a new junior learner to enable the new student to navigate his or her education.

of belonging (Inzlicht et al.2006) by connecting to role models (Stout et al. 2013) from similar groups. Moreover, such role models help alleviate negative stereotypes, because students are able to see that others “like them” can be successful in their field. Beyond role models, developing friendships with peers increases the academic performance of underrepresented students who face uncertainty about belonging in a group (Walton and Cohen 2007).

K-12 Service-Learning Standards for Quality Practice
National Youth Leadership Council



Service Learning

YOUTH COUNCILS WILL HAVE AN OPPORTUNITY TO PLAN AND PARTICIPATE IN SERVICE LEARNING /OUTREACH EVENTS UNDER THE COORDINATION OF THE TEEN SPHERES OF INFLUENCE AREA COORDINATORS.

LINK TO THE NATIONAL YOUTH LEADERSHIP COUNCIL

All of the Teen Spheres of Influence Service Learning requirements are based off of the NYLC Service Learning Standards for Quality Practice: <https://www.nylc.org/page/standards>



WHAT QUALIFIES AS A SERVICE LEARNING EXPERIENCE?

To qualify as service learning, the youth from the teen council need to have been part of the decision making process of “who, what, when, where, why, how.” To begin with, the options of what the activity will be should be pretty wide open. The youth should decide what social issues or community problems are important to them, and choose an activity that stems around them.

In addition to learning about caring for other people and their community, the experience needs to target learning specific skills to qualify as service learning. There needs to be learning objectives tied directly to the service.

At least one of the funded activities needs to be near-peer mentoring to meet the **grant purposes**. This means that the teen council youth should be working directly with younger kids on a new skill or concept. This is important because one of the goals of the grant is for the teen council youth to serve as mentors to the younger kids. This is more than just preparing an activity for them. The younger kids need to learn from the older ones directly.

GRANT PURPOSES TO ADDRESS THROUGH NEER-PEER MENTORING:

- Research shows that participation in quality service learning and near-peer mentoring decreases risky behaviors in both the youth leaders and the younger participants.
- Service learning and near peer mentoring have a positive correlation with development of resilience-the ability to bounce back from failures, disappointments, and difficult experiences.



EXAMPLE:

Let's say an advisor had a planning meeting with their teen council, and asked them about some of the community problems they might be able to help solve. In an effort to focus on service learning, they might specifically emphasize that they should have some ideas focus on helping younger kids. The youth may come up with ideas such as: the town park is always a mess, kids are on computers too much and don't get enough exercise, and the homeless people they see by the freeway look really cold. The advisor would then discuss the pros and cons of the ideas, and the youth vote and decide that, at least for now, they want to focus on helping kids be more healthy.

This doesn't have to be one meeting. The next time the youth council meets, the advisor designates 15 minutes to this activity. The youth decide that they like the idea of teaching about healthy living through hiking, so they start to plan a family hike for four months from now. Two youth are assigned to scout out a good location that all family members could manage. Two decide that they want to be in charge of healthy snacks, and teaching the kids about fueling their bodies. Another pair plans "leave no trace" and plant identification talks for along the trail. From there, the advisor will spend about 15 minutes of each meeting letting each group give updates on the assignments and deciding next steps. It is important to note that the project doesn't have to take over the whole meeting each time, and the advisor/youth can do some research together on the things the youth will be teaching along the way. On the day of the activity, the youth take the lead as much as possible.

This activity meets the criteria: Youth chose the activity and self-assigned positions with some mentor guidance. As they planned the service, youth learned about one or more topics (hiking practices, healthy snacks, leave no trace, natural resources). Youth served directly as mentors, hiking with and teaching the youth.

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REFERENCES

National Youth Leadership Council: Service Learning Standards: <https://www.nylc.org/page/standards>



INDICATORS OF QUALITY SERVICE LEARNING

We will be measuring youth participants' service learning progress throughout the Teen Spheres of Influence program. To help advisors understand if their service learning experiences are meeting grant requirements, they should ask if youth will respond positively to the following questions after the activity:

BECAUSE OF MY YOUTH COUNCIL MEETINGS...

- ... I understand why service is important.
- ... I know how to transfer knowledge of service from one setting to another.
- ... I know how to examine service through reflection.
- ... I know how to identify different points of view to understand others.
- ... I have new knowledge and skills to lead a service activity.
- ... I know how to reach out to others for more help during service activities.

WHEN I'M AN ADULT I INTEND TO...

- ... seek out important service opportunities on my own.
- ... use the skills I learned during youth council to continue offering service to others.
- ... use service to combat societal issues in my community.
- ... engage in service that recognizes and overcomes stereotypes.
- ... engage youth in my community to help provide service to others.
- ... leverage organizations in my community to work together to offer service.

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Reflection → Celebration → Recognition

At the end of your fiscal year is a time to reflect as a group on how the year went. What went well? What could have gone better? What do we want to do better next year? After reflecting it is very important as the advisor to recognize and celebrate all the accomplishments of the youth.

You could consider doing a certificate of completion for your youth council, or personal awards you could give out saying what you have seen is their personal strengths that year, or just a going away party for the seniors that will be leaving the group next year. Hopefully by this point they feel a connection and sense of unity with one another. It's important to take this time to showcase to the group, and the community, what they have accomplished that year and celebrate all their success.

The Utah 4-H Recognition Model

- Participation
 - Recognition for participation in educational experiences acknowledges involvement as a first step in building a positive self-concept and a sense of belonging. This type of recognition program emphasizes the importance of acknowledging young people who have been involved in educational experiences.
- Progress Toward Self-Set Goals
 - Recognition of progress toward personal goals enables youth to gain experience in goal setting and realistic self-assessment. Parents and other adults can help youth set realistic goals. Recognition for progress toward self-set goals, no matter how small, is an integral part of this type of recognition.
- Achievement of Standards of Excellence
 - Recognition of the achievement of generally recognized standards of excellence gives youth an external, predetermined target for their learning experiences. Standards of excellence are established by experts in a given area. By measuring personal progress against standards of excellence, youth can gain insight into their own efforts and abilities.
- Cooperation
 - Recognition for cooperation helps youth learn and work cooperatively, preparing them for living in today's interdependent, global society. Learning and working together promotes high achievement. Cooperation may take advantage of all the skills represented in the group, as well as the process by which the group approaches the learning task/goal. Everyone is rewarded. Using recognition and awards to encourage and support positive youth development is important. A healthy state and county recognition and awards program will balance recognition for participation, progress toward self-set goals, and help achieve standards of excellence, competition, and cooperation

EMPOWER

August

Now is the time to start building your youth council again! Bring back your returning youth and have them recruit new youth to be apart of your council.

Section Components:

- Recruitment
- Establishing Council Officers

Advisor Training: Youth Leadership Working Group with USU Extension will host zoom meetings to check in yearly with Advisors and their youth councils.



RECRUITMENT CONCEPT

- Recruitment styles
 - Look good and have credibility {Bait}
 - They are attracted to you as they want to be associated with that credibility and others will think more of them as they are associated with you
 - Advertise/Marketing - Media (Throwing a Wide net)
 - Look fun with value-added programming. Show pictures of active teens having fun, eating food, making a difference. Think Army strong commercials
 - Personal Contact {Targeted}
 - Approach with knowledge of and appreciation for person. Share how they would benefit the group and how the group would benefit them.
- Awareness
 - Marketing or Misperception of what your group does {not cool, For young kids, Not fun, etc
- Relationships
- Subjects they are interested in
- Friends bring them
- Belonging is everything to them
 - Friendship is first (fun) - Subject matter (leadership) is second
- Critical Mass
 - Partnering with others
- Success leader to greater success
- Incentive's
 - The Why- Resume, Scholarships, Skills, Network, Support, Fun, Belonging

FOUNDATION

- Standard meeting times and locations
- Purpose and goals - activities are related and facilitate these
- Youth Voice
- Balanced program
 - Business
 - Training
 - Activities-Social/Parties

RECRUITMENT

Actions to take	Reason	Examples
Develop a Jr Program	9-12 graders often already have their preferred activities. Often times it is better to start younger. 6-8 graders are much more open to new programs.	Fill your leadership pipeline with programs for 6-8 graders: <ul style="list-style-type: none"> • Annual Leadership/Challenge/Adventure camp program • Quarterly Youth in Action Series • Monthly Jr Youth Council
Recruit excellence	When first starting your youth council and throughout the progression of your program, you need to identify charismatic dedicated youth and build personal relationships with them.	<ul style="list-style-type: none"> • Start looking at middle schoolers • Use older youth to host “near-peer” mentoring experiences. This showcases your program and allows you to see up and coming potential. • Recruit from family members • Host a community service project. Identify youth who participate and take initiative. They often have what it takes.
Engage the Teens	Teens are looking for: <ol style="list-style-type: none"> 1. Fun relationships 2. Knowledge In that order.	<ul style="list-style-type: none"> • Show pictures of teens having fun, adventure, active. • Show case activities that demonstrate these. • Share incentives – Trips, Dances, Food, friends, skills and knowledge for resume and scholarships.
Engage the Parents	Parents want to know this program is worth their time to transport their kids or encourage their participation. They need to see value in what is offered	Share the value <ul style="list-style-type: none"> • Annual schedule so they know what to expect • List proposed events that will incur cost • Outline skills and knowledge to be taught • Example of past impacts on teens and community
Recruitment events	Hold a special event focused on showcasing what you do and the people in your group.	<ul style="list-style-type: none"> • Fun icebreaker – “get to know you” games • Time to discuss who and what your group is about. Share photos of past experiences. • Do a short example of a training you would typically do • Have food and less structured time for teens to network
Fun meaningful meetings	These speak for themselves. The teens that attend will share their experiences with their friends.	Every meeting should have elements of fun in them. Yes, you need to do training and need to do business, but if done right, these can be facilitated in a fun engaging way. <ul style="list-style-type: none"> •
Start of year Retreat, Conferences and Camps	Your youth council needs to bond. Late night or overnight activities provide opportunities for training, games/socializing, informal networking, development in inside jokes etc..	<ul style="list-style-type: none"> • Time away from electronics: time around a fire, time playing games, hiking, or even driving in a car adds to these experiences. • BBQ at the park or up the canyon with activities • Overnight camp out • Council week long trip • Conferences: Teen Winter Retreat, Teen Summit, etc.

Club Organization

Establishing structure to club leadership and meetings helps provide organization and continuity. It is necessary for every club to establish a leadership structure. By utilizing club officers, we create a formalized environment where leadership skills can be regularly practiced and developed.

An organized club meets regularly under the guidance of one or more volunteer leaders, elects its own officers, plans its own activities, and participates in a variety of programs. This is critical to facilitate Youth voice. Leadership skills are best gained at the club level because youth meet frequently and are given many opportunities to lead. Teaching leadership life skills should be the foundation of club meetings to ensure positive youth development and individual growth.

Elect club officers during one of your first club meetings. Depending on how many youth you have in your club, you can decide how many officers you would like. Typical officers will include a president, vice president, and secretary. Other possible officers or committees are: activity facilitator, social media, clean-up supervisor, recreation chair, historian/scrapbook coordinator, contact committee (email, phone, etc.), field trip committee, club photographer, etc. Pairing older members with younger members as senior and junior officers may be an effective strategy to involve a greater number of youth in leadership roles and reinforce the leadership experience for both age groups. Your club may decide the duration of officers—six months, one year, etc



Establishing Club Officers

The outgoing president shall preside at the election of new officers. If you would like you can use parliamentary procedure in conducting the election.

For newly established clubs without officers, club officer cards can be used to create an understanding of officer duties. Club officer cards are placards on lanyards, with the title of office on one side and description of duties on the back. The Club leaders can distribute the cards so members can serve as those officers throughout the meeting. The format is easy to follow and can be adapted to suit your needs. It is recommended to use club officer cards prior to elections so that members may understand the officer roles.

Election of Officers

To nominate a member for office, one of two methods may be used:

1. A nominating committee may be appointed to suggest a candidate for each office before the election. The members present at the election meeting should be given an opportunity to make other nominations for each of the various offices after the nominating committee's report is made.

2. Candidates may be nominated by those present. This is known as "nomination from the floor." The president will say, "Are there further nominations?" If there are no further nominations, the president may close the nominations, or a member may say, "I move the nominations be closed." This motion should be seconded and voted on. A motion to close the nominations is out of order until a reasonable length of time has been allowed for other nominations.

When the candidates have been nominated, the president announces their names, and the members vote for the respective officers. The president may have the members vote by raising the right hand, by standing, or by written ballot. If the voting is done by raising the hand or standing, the candidates for the office being voted on usually leave the room or are asked to close their eyes and bow their heads. When the votes have been counted, The president announces the name of the person elected. An installation ceremony may be planned by the club.

Officers and their Duties

Office positions can be altered to meet the needs of each individual club/group. The following officers and their respective duties are provided as guidelines.

President

Your success as President depends upon your ability, not only to maintain order, but also to guide the meeting so it moves progressively toward its goal. Representing others is one of your most important responsibilities, even outside meetings.

- Exhibit good leadership qualities and serve as a role model to the members of the club.
- Preside effectively at all club meetings.
- With assistance from the advisor, arrange for a meeting time and place.
- Arrive at least 30 minutes early to set up for each meeting.
- Work with the club leader and officers to develop an agenda for each meeting.
- Communicate with officers, members, and leaders about assignments and duties for meetings.
- Contact each person who has a part during the meeting. Remind and encourage everyone to be prepared.
- Appoint committees as needed.
- Work with the club members and adult leaders to develop a yearly plan of club meetings and programs.
- Coordinate the activities of officers, leaders, and committees to ensure maximum member involvement.
- Serve on committees when necessary.

DUTIES

- Do most of your work outside the meeting over which you preside
- Stand when speaking to the group
- Know the purpose and objective(s) of each meeting
- Create a welcoming environment for all club members and visitors
- Be impartial when recognizing members who want to speak
- Be impartial when appointing committee members

TIPS

The meetings over which you preside may be a formal business meeting, a combination business and program meeting, banquets, or very informal committee meetings. Procedures to follow depend on the type of meeting, but the methods of conducting effectively apply in every situation. You should help all members feel at ease, encourage them to participate in discussions and stimulate their interest in the topic that is being discussed. In one way or another, meetings should be used to carry out the purpose of the organization. You should understand this as well as the functions and policies of the organization, and conduct the meetings accordingly



Vice President

Assist the President.

- Preside at meetings in the absence of the President.
- Prepare an activity for early arrivals.
- Arrive at least 30 minutes early to help set up for each meeting and program.
- Communicate with volunteer leaders and extension staff to make announcements pertinent to the club.
- Introduce guests and new members.
- Assist committee members as needed.
- Work with club leader and other officers on group activities.

DUTIES

- Do most of your work outside the meeting over which you preside
- Be gracious and thank guests and volunteers
- Stand when speaking to the group
- Know the purpose and objective(s) of each meeting
- Time early arrival activities wisely and stop while the interest is still high
- Plan more activities than you think you will need
- Create a welcoming environment for all club members and visitors

Secretary

- Keep an accurate, current roster of all club members and committees.
- Call the roll and check attendance at each meeting.
- Keep complete and accurate minutes of all meetings including action items.
- Notify the President of any unfinished action items of the previous meeting.
- At each meeting, read minutes of the previous meeting.
- Handle club correspondence.
- Arrive at least 30 minutes early to help set up for each meeting.

DUTIES

- The Secretary will be responsible for outlining club goals, making yearly plans, and keep record of what the club accomplishes. Please follow the link below to view the entire secretary handbook. This resource will serve as an essential guide for the club secretary.

Treasury

- Keep accurate, up-to-date records of all club funds. This includes receipts and expenditures, and the account balance.
- Present bills to be approved and paid by the club.
- Report the club's financial condition at each meeting or as requested by the President.
- You may serve as Finance Committee Chair, working closely with committee members and the adult advisor to develop and present a budget to club members for approval.
- Engage in fundraising activities.
- Arrive 30 minutes early to help set up for each meeting.

DUTIES

It is not necessary for all clubs to have a treasurer. If your club has dues or an ongoing account, there is a need for a treasurer. All accounts must be approved through the County Offices. Accounts will be denied if the purpose of an account is not completely necessary. If your club chooses to use a treasurer, use the position as an opportunity for positive youth development. We encourage youth to be involved in the club's finances and record keeping, but will not directly handle money or manage accounts with financial institutions.

Example: "Our Club had \$____ at the end of last month. I have received \$____ in fees and \$____ from ____ making a total receipt of \$____. This, added to our balance, makes a total of \$____. We spent \$____ for ____ and \$____ for ____, making total expenses of \$____. This leaves our club with a balance of \$____."

Sample Meeting Agenda

The meeting of the Paravon 4-H Club will now come to order. (2 taps of the gavel) Brandy Nolan will now lead us in the Pledge of Allegiance, and the 4-H pledge. Please stand. (3 taps) Jana Smith, Secretary, will now call roll. Each member is asked to answer with their favorite food (one of many ways to get members to respond). Nathan Garza, Vice President, will now make announcements and introduce any guests or new members who are joining us this evening. Call the meeting to order Pledges Roll Call Announcements, Introduction of Guests & New Members



Youth Council Guidebook

A recipe for youth voice.

Notes



Notes

YOUTH COUNCIL PLANNING SHEET

EVENT TITLE

DATE

WHAT:

WHERE:

HOW SUCCESSFUL?

PLANNING NOTES:

IMPORTANT CONTACTS:

REFLECTION:

WHAT CAN BE BETTER NEXT TIME?

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Extension
UtahStateUniversity



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