

Youth-Adult Partnerships

REACH Youth Advisory Board

www.reachyap.org



Who is Presenting today?

REACH Staff & Support Staff

Presentation title



Dakota - He/Him



Carrie - She/Her



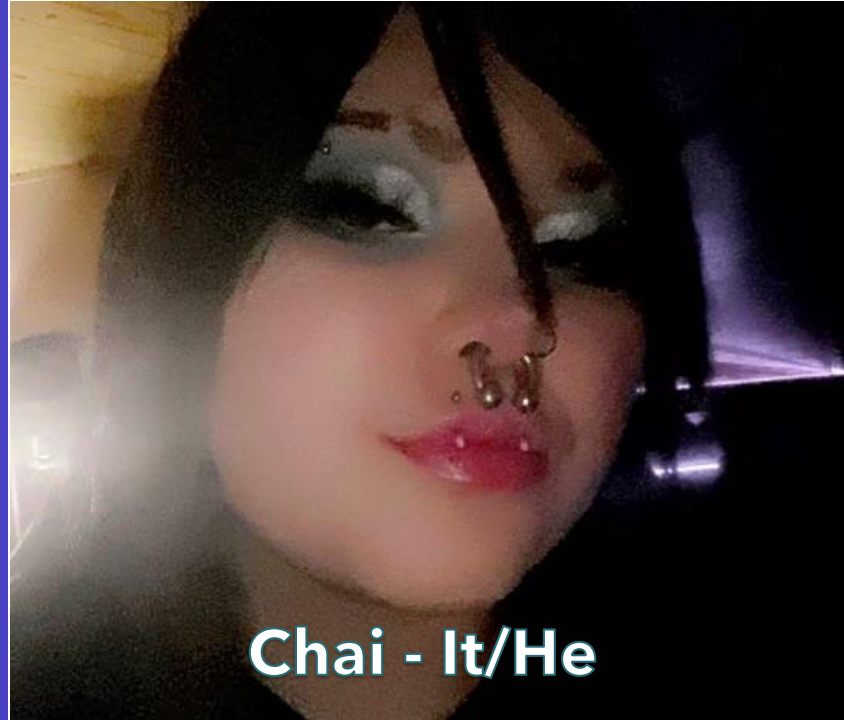
Nick - He/Him

**Who is
Presenting
today?**

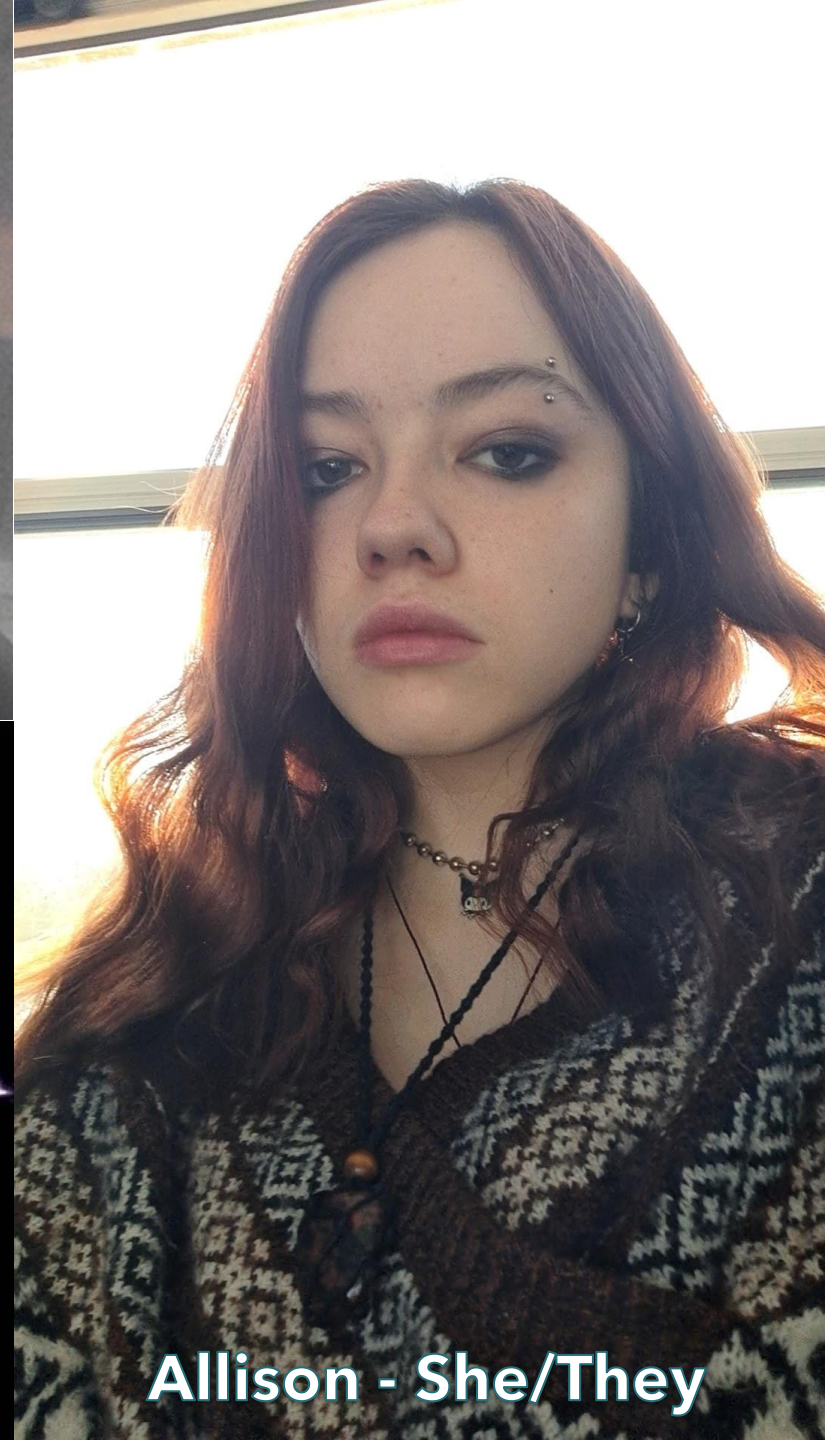
**REACH
Youth
Participants**



Moon - Them/Them



Chai - It/He



Allison - She/They

Everyone benefits when youth and adults work together, but there are unique challenges to learning how to work together as equals.

Objectives for Today



- **Understanding how to make Youth-Adult Partnerships more equitable**
- **Understand the importance of Developmental Relationships (Search Institute)**
- **Understand how you, your community, and/or organization can strengthen Youth-Adult Partnerships through Developmental Relationships**

REACH: Youth-Adult Partnerships Mission



The REACH (Recreational Experiences Achieving Community Harmony) Youth-Adult Partnerships Program was established in 2000.

REACH provides learning and leadership through Youth-Adult Partnerships in Carlton County.

Vision

Our Vision

We envision a community where every youth experiences a variety of positive and encouraging relationships that provide a sense of belonging and allows each youth the ability to achieve their full potential both individually and as members of the community.



Goals

Our Goal

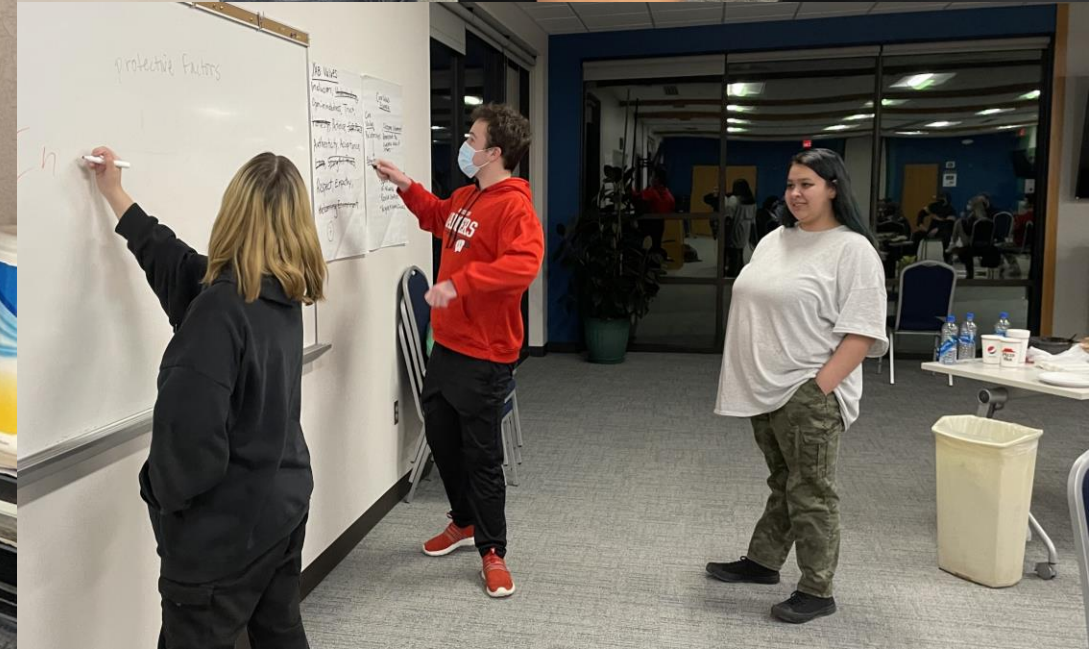
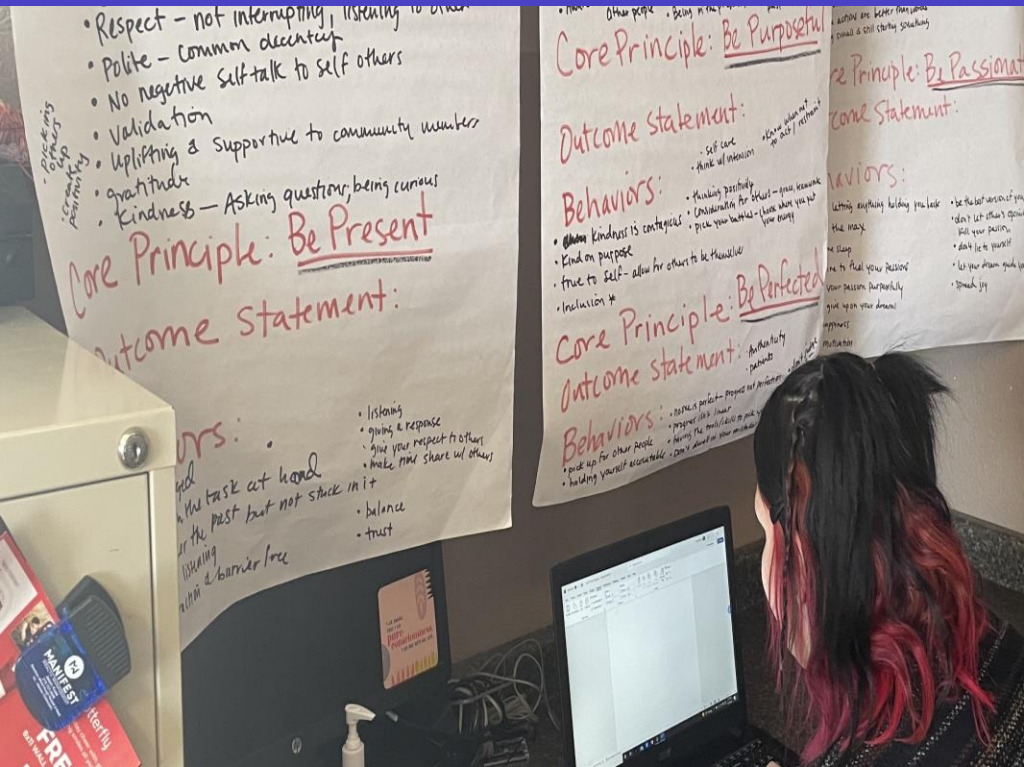
The goal of our organization is to build protective factors in youth that will lead them to thrive in our community. Positive indicators include:

- increase attendance and participation in school
- prosocial behavior and activities
- engaging in the community with peers and supportive adults.



REACH's

Youth Advisory Board (YAB)



REACH Youth Advisory Board's Mission

REACH's Youth Advisory Board (YAB) advocates for the holistic support of young people, focusing on mental health, and seeks to create stronger youth-adult partnerships to improve experiences of young people in Carlton County.

We do this work by advocating for restorative practices and strengthen youth voices and actions to create systemic changes that promote equity to positively affect youth in Carlton County.

Outline

- **Adultism and Misperceptions**
 - Examples of “Adultism”
 - Misperceptions between youth and adults (activity)
- **Youth Voices**
 - What happens when youth voices are left out?
 - When should youth be included in decision-making, and why?
 - Where are youth voices being heard?
- **Developmental Relationships (Search Institute)**
 - Express Care
 - Challenge Growth
 - Provide Support
 - Share Power
 - Expand Possibilities

3 Questions and 3 Answers regarding the content

- **Scenarios Activity (10 mins)**
- **Final Question and Answer/ Reflection**

Hurtful Ways Adultism Shows Up

Adultism refers to behaviors and attitudes based on the assumption that adults are better than young people are, and that they are entitled to make decisions for young people without their agreement. Social institutions, laws, customs and attitudes reinforce this mistreatment.

- **“Grow up”**—Adultist microaggressions abound in everyday language. To the adult speaking them, these phrases may feel harmless enough. But microaggressions are not about your intent. They’re about your impact. And the impact of adultist microaggressions is a message that young people are inherently less valuable than adults.

Example, “I’ll talk to you about it when you are older”, “When you are an adult you’ll understand”.

- **Over the Top Boundaries**—Adultism tells adults (especially those who work with youth) that youth can’t and shouldn’t know anything about who you are as a person because you’re an “adult professional”.

Allison’s example, “I’m your teacher and I can’t be your friend”. *You can still have professional boundaries and still be a supportive person to a youth.

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- **Mandatory Attendance**—Much like adults, youth have competing interests that make full participation in non-mandatory activities challenging. Have you, as an adult, ever missed a workout? Or had to miss your “book club”?

Example: Being able to attend this breakout session today



<https://everydayfeminism.com/2017/04/adultism-shows-up-youth-nonprofits/>

Hurtful Ways Adultism Shows Up

Adultism refers to behaviors and attitudes based on the assumption that adults are better than young people are, and that they are entitled to make decisions for young people without their agreement. Social institutions, laws, customs and attitudes reinforce this mistreatment.



- **Rescuing**—making decisions on what is best for young people and then taking partial credit for “saving” them.

Example: Adults demanding gratitude/respect from youth for doing something for them.

Example: When adults meet the youth’s basic needs, and then expect youth to be obedient because the adult provided those basic needs.

Youth and Adult Misperceptions

Adult misperceptions about youth (from youths' perspective)

- Adults think youth can't think for themselves.
- Adults think that all youth want to do drugs.
- Adults think that youth know nothing about society.
- Adults think that youth make up being LGBTQIA+.
- Adults think that youth don't know what they want.
- Adults think youth are not responsible.
- Adults think youth are internet obsessed.
- Adults think youth are lazy.
- Adults think youth shouldn't be taken seriously.
- Adults think that youth are immature.

Youth misperceptions about adults (from adults' perspective)

- Youth think adults are close-minded.
- Youth think adults judge them.
- Youth think adults are stuck in their ways.
- Youth think adults are intrusive.

Adults: type in the chat some misperceptions you think YOUTH have about adults.

Here are some suggestions for managing your mindset that will reduce the likelihood of being misperceived:

- **Recognize and anticipate individual differences**
- **Don't take others' misperceptions personally**
- **Check your expectations**



Here are some suggestions for managing your mindset that will reduce the likelihood of being misperceived:

- Ask clarifying questions**
- Check for alternatives**
- Communicate**



Youth Voices

- **What happens when youth voices are left out?**
 - Without youth input, youth will not show up ready to engage, nor be respectful (especially in the schools; i.e., school dress codes)
 - Most likely won't fit with youth—because it wasn't designed with youth.
 - Without diverse youth, adults will likely base decisions on stereotypes or how they think youth should act.
- **When should youth be included in decision-making, and why?**
 - Youth should be included in every aspect where youth are affected by the decision.
- **Where are youth voices being heard? Examples:**
 - REACH's Youth Advisory Board
 - Cloquet Inclusion Cohort—Northspan with Amber
 - RP Ambassadors—Cloquet School District
 - Well-Being trainings

Where are youth voices being heard in your community? Type it in the chat!

Developmental Relationships (Search Institute)

5 Elements of Developmental Relationships

Express Care

Challenge Growth

Provide Support

Share Power

Expand Possibilities

Developmental Relationships (Search Institute)

Express Care

- Show me that I matter to you.
- Be dependable—Be someone I can trust.
- Listen—Really pay attention when we are together.
- Believe in me—Make me feel known and valued.
- Be warm—Show me you enjoy being with me.
- Encourage—Praise me for my efforts and achievements.



Students Offering Support



Developmental Relationships (Search Institute)



Challenge Growth

- Push me to keep getting better.
- Expect my best—Expect me to live up to my potential.
- Stretch—Push me to go further.
- Hold me accountable—Insist I take responsibility for my actions.
- Reflect on failures—Help me learn from mistakes and setbacks.



Developmental Relationships (Search Institute)



Provide Support

- Help me complete tasks and achieve goals.
- Navigate—Guide me through hard situations and systems.
- Empower—Build my confidence to take charge of my life.
- Advocate—Stand up for me when I need it.
- Set boundaries—Put in place limits that keep me on track.

Developmental Relationships (Search Institute)

Share Power

- Treat me with respect and give me a say.
- Respect me—Take me seriously and treat me fairly.
- Include me—Involve me in decisions that affect me.
- Collaborate—Work with me to solve problems and reach goals.
- Let me lead—Create opportunities for me to take action and lead.



Developmental Relationships (Search Institute)



Expand Possibilities

- Connect me with people and places that broaden my world.
- Inspire—Inspire me to see possibilities for my future.
- Broaden horizons—Expose me to new ideas, experiences, and places.
- Connect—Introduce me to people who can help me grow.



3 Questions and 3 Answers

Anyone have questions?

Click to unmute or type in the chat!



Scenario for the group

Allison's Scenario—

Allison is interested in learning more about PSEO (going to college while still in high school). When she meets with the school counselor, the counselor:

- doesn't ask Allison about what their opinion/ perspective about doing PSEO; and made assumptions.
- Does not make space for Allison to talk, reflect, ask questions.
- (the counselor) makes her points and then ends the meeting—and Allison leaves feeling rushed.

What would you do differently, as an adult who understands Developmental Relationships?

- Express Care
- Challenge Growth
- Provide Support
- Share Power
- Expand Possibilities



Final Reflections

If you have any questions or want to make a reflection, please do so!



**REACH Youth
Advisory Board
(YAB)**

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Thank you!