

Youth-Adult Spectrum Planning Tool

Use the prompts below to establish strategies to shift the level of youth-adult partnerships you have in your program over time. Reflect on the following spectrum of youth-adult partnerships

CATEGORY AND DESCRIPTION	WHAT ARE SOME CURRENT EXAMPLES OF INSTRUCTIONAL STRATEGIES YOU USE IN THIS CATEGORY?	LIST THREE IDEAS TO INCREASE THE LEVEL OF YOUTH-ADULT PARTNERSHIP IN EACH SECTION.
<p>ADULT LED Youth are told what to learn, and how they will learn it. Youth are seen as students, while the adults are the experts with knowledge to impart. <i>For example, in a piano class, the teacher sets the pace for learning, the music learned, and the lesson's flow or a college course that is mostly lecture-based.</i></p>		
<p>ADULT LED WITH YOUTH INPUT Youth are sometimes asked for input about minor decisions. <i>For example, a theater teacher asks participants to select a monologue from a selection of twenty to read. Or, in a beat-making workshop, the leader asks students to select an artist's soundtrack to remix.</i></p>		
<p>A YOUTH-ADULT PARTNERSHIP Youth are invited to provide regular input on decisions. They are taught various ways to give feedback (verbalizing, surveys, votes, group brainstorm). Youth consult on decisions that matter and their skills and input truly improve the learning process. <i>For example: A youth survey determines what enrichment classes are offered, or youth and adults work together to create a progressive discipline plan.</i></p>		

Youth-Adult Spectrum Planning Tool, continued

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<p>YOUTH DRIVEN Youth drive a project by deciding what to do, how to do it, and what learning is required to be successful. The adults provide support and guidance along the way to fill in gaps in skills or information. <i>For example: Participants conduct a school-needs survey, then decide to host a multi-cultural family potluck.</i></p>		
<p>YOUTH LED Youth are solely in charge. <i>For example, a youth band decides when it will practice, finds gigs to perform, and creates its own music.</i></p>		