MICHIGAN STATE UNIVERSITY | Extension

INTRODUCTION:

Introduction to Building Strong Adolescents

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INTRODUCTION

Welcome to Building Strong Adolescents

Building Strong Adolescents is a Michigan State University Extension program designed to help the parents and other primary caregivers of young people ages 12 to 19. The program takes a positive, asset-building approach to parenting that is built around the Search Institute's 40 Developmental Assets (1997, 2007). The assets are "a set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults" (Search Institute, 2017). In BSA, participants learn methods for surrounding teens with positive relationships and helping them learn the skills they'll need to prepare for successful adulthood.

The overall goals of the *Building Strong Adolescents* program are to introduce parents and others who care about and work with teens to the 40 Developmental Assets and the idea of asset-building parenting, and to equip them with the knowledge and skills they'll need to help their teens develop these key assets.

The program's objectives are for participants to:

- Explore the relationship between adolescent development and the need for teens to have clear but flexible boundaries.
- Relate the principles of asset development to specific situations they may encounter with their teens.
- Develop a plan to increase their teens' Developmental Assets.

Building Strong Adolescents Scope & Sequence

Lesson Name	Overview	Objectives (After completing this lesson, participants will be able to . . .)	Target Developmental Assets*
Lesson 1: Getting Started With the 40 Developmental Assets	This lesson is designed to introduce participants to the Search Institute's 40 Developmental Assets and to parenting methods that will help increase the number of Developmental Assets in their teens' lives.	▸ Explain the relationship between asset development and parenting teens. ▸ Relate the principle of asset development to their own parenting situations. ▸ Develop a plan to increase the number of Developmental Assets in their teens' lives.	All
Lesson 2: Setting Limits	This lesson is designed to help parents learn to set practical, constructive limits or boundaries for their teens that will help increase the number of Developmental Assets in the teens' lives.	▸ Explain the relationship between adolescent development and the need for the adults in adolescents' lives to set clear but flexible boundaries for them. ▸ Relate the principles of setting limits for adolescents and teens to their own situations and beliefs about parenting.	▸ **Family Boundaries –** Family has clear rules and consequences and monitors the young person's whereabouts.
Lesson 3: Using Consequences & Boundaries	This lesson is designed to help participants respond to teens' problem behavior that is too serious or persistent to be ignored. The lesson provides guidelines for creating and using appropriate consequences as a means to help encourage teens to correct typical problem behaviors and behave responsibly when other methods – such as modeling, information, and discussion – haven't worked.	▸ Explain the relationship between adolescent development and teens' need to learn that their actions have consequences. ▸ List three reasons why consequences are more effective than punishment as a means of correcting problem behavior. ▸ Provide examples of teen actions (positive or negative) and discuss the most appropriate parental responses to them: natural consequences, logical consequences, or a reward system. ▸ List the guidelines given in the "What About My Teen?" handout for using consequences when teens engage in problem behavior.	▸ **Family Boundaries –** Family has clear rules and consequences and monitors the young person's whereabouts. ▸ **Personal Power –** Young person feels he or she has control over "things that happen to me."

Building Strong Adolescents Scope & Sequence, continued

Lesson Name	Overview	Objectives (After completing this lesson, participants will be able to . . .)	Target Developmental Assets*
Lesson 4: Fostering Independence	The purpose of this lesson is to help participants: Understand that they will have to gradually give up control over every aspect of their teens' lives and allow them to become independent. Find ways to help their teens develop the positive assets they need to manage independence in a responsible manner – including planning skills, making good decisions, and considering the rights and needs of others.	▸ Explore the relationship between teens' development and their need for freedom. ▸ Develop a plan to gradually increase their teens' freedoms and responsibilities. ▸ Identify ways to help teens learn about planning, making decisions, and considering others, and about other skills related to responsibility.	▸ **Planning and Decision Making –** Young person knows how to plan ahead and make choices. ▸ **Responsibility –** Young person accepts and takes personal responsibility.
Lesson 5: Valuing Education	This lesson is intended to help participants increase their teens' Developmental Assets related to education. It suggests ways that participants can reinforce their teens' motivation to learn, encourage them to spend time on homework, and help them succeed in the academic and other aspects of school.	▸ Explain the impact of school experiences on an adolescent's development. ▸ Describe some of the qualities of home and family life that help spark a teen's motivation to learn. ▸ Describe ways to help teens earn good grades, complete their homework, and successfully meet other challenges they may encounter at school.	▸ **Achievement Motivation –** Young person is motivated to do well in school. ▸ **Creative Activities –** Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. ▸ **Homework –** Young person reports doing at least one hour of homework every school day. ▸ **Parent Involvement in Schooling –** Parent(s) are actively involved in helping the child succeed in school. ▸ **Personal Power –** Young person feels he or she has control over "things that happen to me." ▸ **Positive View of Personal Future –** Young person is optimistic about his or her personal future. ▸ **School Engagement –** Young person is actively engaged in learning. ▸ **Youth Programs –** Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.

Building Strong Adolescents Scope & Sequence, continued

Lesson Name	Overview	Objectives (After completing this lesson, participants will be able to . . .)	Target Developmental Assets*
Lesson 6: Helping Teens Discover Their Self-Worth	This lesson is designed to help participants understand the importance of providing love, support, and encouragement in nurturing their teens' self-esteem. It helps participants identify concrete ways to provide teens with caring and supportive family environments that can in turn foster the teens' healthy sense of self-worth.	▸ Explain the significant role of parental love, support, and encouragement in strengthening teens' self-esteem and respect for other people. ▸ Identify specific ways to show that they care about and support their teens, and to encourage them. ▸ Use positive communication skills to respond to their teens in affirming ways.	▸ **Self-Worth –** A combination of self-esteem (feelings) and self-concept (thoughts). A young person who has high self-esteem and a positive self-concept has an overall healthy sense of self-worth (Bavolek, 1983, 2015).
Lesson 7: Encouraging Positive Friendships	This lesson is designed to help participants learn to: Facilitate their teens' social development by encouraging positive friendships. Help their teens develop interpersonal competence in areas such as making friends, resisting destructive peer pressure, and applying positive values and behaviors.	▸ Explain the relationship between teen development and friendships in teens' lives. ▸ Name ways to encourage positive friendships, including positive dating relationships. ▸ Discuss ways to help teens build interpersonal skills and handle typical relationship challenges.	▸ **Interpersonal Competence –** Young person has empathy, sensitivity, and friendship skills. ▸ **Positive Peer Influence –** Young person's best friends model responsible behavior.
Lesson 8: Connecting Teens With Positive, Caring Adults	This lesson is designed to help participants strengthen the connections their teens have with positive, caring adults who will help promote the teens' healthy development.	▸ Explain the relationship between adult support and teen development. ▸ Describe formal and informal teen-adult relationships and explain how the adults in each type of relationship could contribute to healthy teen development. ▸ Name three ways to help build a network of teen-adult connections for a single teen. ▸ Name three ways to advocate for all teens in the community.	▸ **Adult Role Models –** Parent(s) and other adults model positive, responsible behavior. ▸ **Community Values Youth –** Young person perceives that adults in the community value youth. ▸ **Other Adult Relationships –** Young person receives support from three or more nonparent adults. ▸ **Sense of Purpose –** Young person reports that "my life has a purpose."

Building Strong Adolescents Scope & Sequence, continued

Lesson Name	Overview	Objectives (After completing this lesson, participants will be able to . . .)	Target Developmental Assets*
Lesson 9: Talking About Difficult Subjects	This lesson is designed to help participants communicate positively with teens about difficult but critical issues. The lesson focuses on sexual activity and substance abuse (drugs and alcohol) – issues that are challenging for almost all teens and parents to discuss with each other.	▸ Explain the relationship between sexual activity and substance abuse and healthy adolescent development. ▸ Describe the guidelines for positive communication between parents and teens about sexual activity and substance abuse. ▸ Use a variety of communication techniques to talk with teens about sexual activity and substance abuse.	▸ **High Expectations –** Both parent(s) and teachers encourage the young person to do well. ▸ **Positive Family Communication –** Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
Lesson 10: Helping Teens Plan Positive Futures	This lesson is designed to help participants learn to advise and support their teens in preparing for their futures. We'll discuss the importance of teens' choices in education, careers, and other areas that can greatly influence their futures. The lesson also offers guidelines for helping teens prepare for the future and develop a sense of purpose and a positive view of the future.	▸ Explain why preparing for the future is important to adolescent development. ▸ Identify areas of life that have a significant influence on an adolescent's future and understand why decisions the adolescent makes related to these areas have such far-reaching consequences. ▸ Explain how to use the seven guidelines for helping teens prepare for their positive futures.	▸ **Family Support –** Family life provides high levels of love and support. ▸ **Planning and Decision-Making –** Young person knows how to plan ahead and make choices. ▸ **Sense of Purpose –** Young person reports that "my life has a purpose." ▸ **Positive View of Personal Future –** Young person is optimistic about her or his personal future.

* Source (for all but the term *self-worth* in Lesson 6): Search Institute. (1997, 2007). *40 developmental assets for adolescents*. Minneapolis, MN: Author. Retrieved from http://page.search-institute.org/40-developmental-assets

Using the *Building Strong Adolescents* Curriculum

Content & Learning Design

Each of the 10 Building Strong Adolescents lessons starts with a little light housekeeping:

- The facilitator welcomes the participants and introduces himself or herself.
- **MSU Extension staff only:** The facilitator reads the nondiscrimination statement, points out the "And Justice for All" poster (if not using the accompanying PowerPoint presentation), passes around the sign-in sheet, and checks to make sure that all participants have been offered a chance to complete the optional "MSU Extension Program Participant Demographic Data Collection Form for Adults."
- The facilitator and participants review the "Guidelines for the Group."
- The facilitator presents the lesson overview, objectives, and target Developmental Assets.
- Everyone participates in a get-acquainted activity.

The lessons continue with five main segments:

- **Know Where to Go –** Provides background information on the Developmental Assets and parenting issues and skills that will be covered in the lesson. The participants discuss their current knowledge and beliefs.
- **Know How They Grow –** The facilitator presents adolescent development "ages and stages" information related to the lesson's Developmental Assets and parenting issues and skills.
- **Know What You Can Do –** The participants work out their teen's current level related to the lesson's target Developmental Assets and their own parenting issues and skills in those areas.
- **Practice What's New –** The facilitator and participants discuss how the participants can put what they have learned in the lesson into practice with their families.
- **Time for Review –** The facilitator summarizes the lesson content and reviews the "What About My Teen?" handout with participants. The facilitator asks the participants processing questions and then distributes the lesson quiz, which can be completed before leaving or at home. The facilitator announces the date, time, and location of the next lesson.

We encourage you to present the lessons in the order in which they are provided, but it's not mandatory to do so. Even if you choose a different order, however, we recommend that you start with Lesson 1: Getting Started With the 40 Developmental Assets, because:

- The 40 Developmental Assets are the base on which *Building Strong Adolescents* is built.
- An activity in that lesson asks the participants to pick out the Developmental Assets they consider their highest priority to strengthen in their teens. You can use that feedback to decide on the order in which you present the rest of the lessons.

All of the lessons contain passages that the facilitator is meant to read aloud or paraphrase for the group. These passages are set off from the instructions in a different typeface and in italics. It is not necessary to read aloud the reference citations in these passages, which are enclosed in square brackets like this: [Author, Year].

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FOR MSU EXTENSION STAFF MEMBERS:

Sign-In & Demographic Data Collection Forms

It is mandatory for the facilitator of any BSA series that is sponsored, organized, or facilitated by Michigan State University Extension to make the sign-in and demographic data collection forms available to participants at every meeting. The "MSU Extension Program Participant Demographic Data Collection Form for Adults" is available from the Civil Rights section of the MSU Extension Organizational Development website (http://www.canr.msu.edu/od/). The form must not be altered.

If participants registered for BSA through the online MSU Extension events registration system, they were asked to provide demographic information at that time. If participants registered through another method or if walk-ins are accepted, you must give new participants at every meeting the chance to fill out the demographics form.

Read aloud or paraphrase the following script at the first meeting of your BSA group just before you or a helper distribute the form.

> *In a few moments I'm going to pass out a form that asks you to share some information about your race, ethnicity, gender, and county of residence. Filling out the form is* ***voluntary.*** *You can fill it out completely or skip any or all of the questions – it's your choice. And even if you decide not to complete the form, rest assured that you're still a full participant in Building Strong Adolescents.*
>
> *The form gives MSU Extension a snapshot of who participated in this program, supports our commitment to providing programs to all parts of our community, and helps us qualify for continued funding for BSA and programs like it.*
>
> *As I said, providing this information is voluntary. We won't use your information in any way to identify you personally. The forms will be kept separate from mailing lists and other BSA participant information. Only the race and gender data will be shared with the U.S. Department of Agriculture as part of our civil rights reporting requirements.*
>
> *Thank you for thinking about completing this form. I will be happy to answer any questions you have about it.*

At later sessions, be sure to ask whether all participants have had a chance to complete the form so you don't miss anyone.

Minding Our Language

We know that families and parents come in all shapes, sizes, and styles. A *family* may include people who are related by blood, by marriage, and by choice. *Parents* may be biological, step-, foster, adoptive, legally appointed, or something else. When we use the words *family* and *parent* in this book, we do so inclusively and with great respect for all adults who care for and work with young people.

Working With Adult Learners

To lead your BSA group effectively, you need to understand some basic information about how adults learn. According to MSU Extension educator Bonnie Wichtner-Zoia (2013), adult learners benefit most from the instructor acting as a facilitator, rather than as a lecturer or grader. Wichtner-Zoia says she gleaned the following advice on working with adult learners largely from workshops taught by MSU professor emeritus S. Joseph Levine:

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Adults need to know why they need to learn something.

- Work with the goal of helping them learn what you are about to teach.
- Start by telling them what you are about to teach.
- Ask them to clarify what they will do better as a result of attending the session.
- **Adults need to learn experientially.**
- Give them opportunities to work together and share ideas and experiences.
- Try to do a lot more showing then telling – invite questions.
- Let them see the information being put to use and then have them try it.
- **Adults approach learning as problem solving.**
- Don't spend time telling them information that you can give out ahead of time.
- Don't assume you are the only one with the answers – the participants will be full of ideas.
- Use demonstrations and case studies, which are most effective when the learners are concerned with finding answers to a specific issue or problem.

Adults learn best when the topic is of immediate value to them.

- Ask them what they want to do with the information being presented.
- Make the presentation problem-focused rather than information-focused.
- Allow the learners to add their own issues and concerns to what they want to get out of the class. Review these before the end of the presentation.

Working With Learners With Low Literacy Skills

According to the 2003 National Assessment of Adult Literacy, more than 30 million adults in the U.S. have "below basic" functional literacy skills. That means they struggle to read well enough to find and use information from texts such as books, newspaper articles, and magazines, and from documents such as maps, schedules, and catalogs (Baer, Kutner, & Sabatini, 2009).

"More than 30 million adults in the United States cannot read, write, or do basic math above a third grade level."

– ProLiteracy (2016)

It's likely that some participants in your BSA group will not be strong readers. They may struggle with learning disabilities, may be immigrants or refugees who are fluent in a language other than English, or just may not be comfortable reading. You may need to adjust your teaching and facilitating techniques to help ensure that these learners can fully participate in and benefit from BSA.

You can't tell that someone has trouble reading just by looking at them. Watch for signs and signals that participants may need help reading and understanding material from the lessons, such as:

- Holding a pen or pencil awkwardly.
- Avoiding or refusing to read out loud in front of other people.
- Becoming angry or anxious when asked to read or write.
- Reading choppily, often with pauses between words.
- Being able to read passages but not seeming to understand what they've read.
- Having trouble summarizing a passage they've just read.
- Avoiding writing.
- Finding forms confusing, frustrating, or hard to fill out.
- Becoming overwhelmed or distracted by a noisy meeting environment.
- Overreacting to correction of a mistake made when reading aloud.
- Having a hard time moving on from an incomplete task.
- Being mentally tired or stressed out after reading for a short time.
- Having trouble remembering or following directions with more than one step.
- Asking few or no questions.

The BSA curriculum is adaptable for use with low-literacy audiences and with diverse audiences for whom English is a foreign language.

The interactive curriculum encourages participant involvement through discussions, role-plays, and case studies. The handouts, worksheets, and other resources in BSA provide information and suggestions about how to use the techniques taught in the lessons.

Experts in working with low-literacy audiences at the U.S. Agency for Healthcare Research and Quality suggest using the "teach-back" (or "show-me") method to help ensure that patients understand and agree with treatment plans and instructions they've received

from healthcare providers (U.S. Department of Health and Human Services, 2017, slide 19). The same method can be useful when you're working with low-literacy audiences in nonformal learning settings such as a BSA program.

When using the teach-back method, the facilitator or presenter presents a new concept, chunk of information, or set of instructions, then asks the learners to "teach back" the new information to the facilitator. It's important to encourage the learners to use their own words, not just repeat what the facilitator said. You could say something like "I need to check that I've explained this clearly. Please tell me in your own words about [fill-in-the-blank]."

Healthcare education experts recommend that facilitators "avoid asking 'Do you understand?' or 'Do you have any questions?' because the answer to the first will usually be 'yes' and to the second 'no,' even if the real answers are 'no' and 'yes' " (U.S. Department of Health and Human Services, 2017, slide 22).

After the learners teach back the information, the facilitator then clarifies any points that the learners didn't understand or left out, and again asks the learners to teach back the new information in their own words. The process can be repeated until the learners clearly understand the new concept, information, or instructions.

One interesting point about the teach-back method is that it's not meant as a test for the learners. Instead, it's a way to evaluate how clearly you as the facilitator are presenting the information.

Adding Value to the Experience

Several suggestions for strengthening and adding value to the BSA experience follow:

- Read through the whole curriculum first before beginning to use it with participants. This will give you the opportunity to see the whole of *Building Strong Adolescents* and how all the parts fit together to provide a powerful set of learning experiences for participants.
- When possible, plan to facilitate BSA activities with another adult to provide a different perspective along the way.
- If time allows, start each meeting with a short check-in. Bring the group together and ask for volunteers to share any thoughts, ideas or insights they've had since your last meeting. You could also ask which of the 40 Developmental Assets they've tried to strengthen in their teens and what parenting techniques they've deliberately worked on. This can help participants reconnect with what they learned from the last session and gives everyone

the opportunity to hear their wisdom and experiences before moving into the next lesson.

- Each lesson reminds you to repost the guidelines that the group created in the first session. In addition to simply posting the guidelines, you can also revisit them regularly by asking the group what seems to be working and where everyone needs to try to do a better job. Do additional guidelines need to be added to include the thoughts and ideas of new group members? Think of the guidelines as a work in progress that is essential to creating a positive learning environment for everyone.
- Don't underestimate the importance of building trust and strengthening relationships with and within your group. While the content, definitions and skill development provided through the BSA activities are important, the process or ways you go about tending to the group are important as well. Powerful learning environments focused on complex issues such as parenting honor both content and process.

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Ideas for Grouping Participants

Many of the Building Strong Adolescents activities call for participants to work in pairs or small teams. Providing opportunities to work more closely with others is an important aspect of building and deepening relationships, especially when these kinds of groupings are done with care. When you divide participants into pairs or small groups, try to create groupings that reflect the group's diversity, including gender, race, ethnicity, disabilities, personalities, class, and other differences. Take care to avoid groupings that pit one group against another (such as men versus women or parents of early adolescents versus parents of older teens). When it makes sense to create random teams, use techniques such as counting off by numbers (using whatever number of teams you want), using people's birthday months to create groups, or having them line up alphabetically by first names, then having them form the A–E group, F–J group, and so on.

As your group continues to build relationships over time, be sure the composition of pairs and small groups changes so that participants are deepening their knowledge about and relationships with different members of the group. While the goal of BSA is not to force participants to find ways to be best friends with everyone in the group, it is important to build relationships that foster caring, trust and respect. And when you see this happening for those in your group, take a moment after the gathering to provide one-on-one feedback to those who are modeling these important relationship qualities.

Understanding Your Role

The BSA program invites participants and facilitators into a journey together – one that encourages us to examine our thoughts, feelings, values, beliefs and behaviors. We're asking that everyone be willing to dig deep and do their own hard emotional work in order to participate in and facilitate the program effectively. It's not necessary to be a mental health professional to lead a BSA group. However, it is essential for facilitators to begin by engaging in a process of "doing our own work." This involves being willing to self-focus and be reflective about our own histories, cultures, perspectives, and realities.

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We encourage facilitators to share examples of their own ideas, experiences, identities, cultural backgrounds, and other aspects of themselves. This kind of reflection is vital so that we are better positioned to create and present powerful and effective learning opportunities for and with participants. When facilitators are willing to do their own work and share as openly as they can with participants, they're showing participants that it's okay to talk about these issues and that we're all in a process of learning and growing. This can help build trust as you model your willingness to be authentic and share your own stories, questions and struggles. By doing so, we model what we hope others will do – and we cast ourselves in the role of co-learner rather than as experts or specialists.

Participants may be reluctant to share their stores because they feel their situation is unique or shameful. When we as facilitators are willing to be vulnerable and share our own stories about our experiences with challenging situations like setting limits, using consequences, bullying, or talking with teens about difficult subjects, we show participants that there's nothing to be ashamed of. We show them that we can have empathy and understanding for their situations and that we want to listen and be supportive.

Supporting Group Members

When Participants Need Support

All the people in your group – facilitators and participants – come into the setting with a wide variety of positive and negative life experiences. Considering people's experiences is especially important when exploring issues that are connected to the core of people's identities, health, and well-being. Talking about parenting situations can produce trauma responses for some people. (Keep in mind that trauma responses could be connected with other situations people have experienced or are experiencing, such as physical or sexual abuse, neglect, the death or loss of a loved one,

substance abuse, the illness of a caregiver, witnessing domestic violence, natural disasters, and living in chronically chaotic and stressful environments.)

Pay close attention to how your group members are reacting to these conversations (their body language, their words and vocal tone, the examples they share, if they disconnect from the conversation, and so on). Decide whether it's important to provide additional support in the moment, after the group meeting, or both. It's important to provide activities, conversations, and space for participants that invite them to share a full range of feelings and emotions, so be careful not to cut off times when this sharing is happening in safe and supportive ways. And – if you do have a group member who is experiencing a high level of distress – it may be helpful to take a break so that you can provide some immediate one-on-one support for the person. If this is necessary, make sure that you touch base with the whole group afterward to share your concern about what's going on (without breaching confidentiality) and to provide an opportunity for empathy building within the group.

Other times, it may be more appropriate to follow up with the person after the meeting. Gently share what you noticed about their reactions and responses to the group conversation, and offer an open heart and a willingness to hear and believe what they want to share. Keep in mind that often the most meaningful assistance that a facilitator can provide is a safe and comfortable space where participants can talk about what's going on. Ask if there are ways you can be helpful and ask whether others are aware of what's going on. Respect their need for confidentiality and balance this with concern about their safety and immediate risks.

There may be situations where you'll decide that additional action and support is needed. Depending on the situation, you may decide to follow up with them as a starting point. It may also be important to check with the staff or leadership connected to your organization, school or group to learn the protocol for getting help for those who need it. Psychologists, school counselors, social workers, physicians and others can also be resources for helping participants and their families.

Dealing With Disclosures

As mentioned earlier, when participants disclose that they're involved in a harmful situation, it's important to think about your best plan of response. This is true for situations where someone in your group may be at risk and those situations that your group members disclose about others within the community. In all cases, take these disclosures seriously, and check with the staff or

leadership connected to your organization, school, or group to learn the protocol for following up.

Connecting With Diverse Participants

Throughout the BSA experience with your group, be sensitive to what participants bring into the room as part of their family and cultural backgrounds. Some of what people share may be at odds with the content of BSA. For example, within the culture of some families, people get messages about the need to "take care of their own" and "not get involved in the business of others." These are important concepts to think about if you're focusing on how we can be supportive allies to one another. Provide opportunities to talk about these messages and issues. By acknowledging that these family and cultural messages may influence our roles and reactions, we support an environment of inclusion that recognizes the effects of differences.

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Assessing Changes in Your Group

Providing intentional time for reflection about your group's learning experiences allows participants (and facilitators) to "think about our thinking" – to consider how what you've been learning and exploring may have affected your awareness, feelings, attitudes and knowledge about yourselves and about those around you. Intentional reflection time can also help participants recognize how these experiences may be transforming their actions related to how they treat themselves, their friends, their peers, and their families. While taking time to reflect is important for any kind of learning, this can be especially significant for the BSA focus areas that are so connected to the physical, emotional, and spiritual well-being of the participants and their teens.

We suggest that you administer the Protective Factors Survey, or PFS, during your first and last BSA sessions. The PFS is in the public domain and is available from the FRIENDS National Center (https://friendsnrc.org/protective-factors-survey).

The PFS results can help you see how well the BSA program has worked and identify what you could do to improve it. Lesson 1: Getting Started With the 40 Developmental Assets and Lesson 10: Helping Teens Plan Positive Futures include instructions for administering the PFS. If you decide to use the PFS or any other survey with your group, be sure to check with your organization, school, or agency about (a) their policies related to getting participant consent to complete these voluntary and confidential surveys and (b) any changes to the suggested script that they may require.

References & Resources

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