

# ELEVATING YOUTH ENGAGEMENT FACILITATOR GUIDE



## TRACK 3, MODULE 3.1: VALUES AND AUTHENTIC YOUTH ENGAGEMENT

#### **ABOUT THE ANNIE E. CASEY FOUNDATION**

The Annie E. Casey Foundation is a private philanthropy that creates a brighter future for the nation's children and youth by developing solutions to strengthen families, build paths to economic opportunity and transform struggling communities into safer and healthier places to live, work and grow. For more information, visit the Foundation's website at [www.aecf.org](http://www.aecf.org).

#### **ABOUT THE CURRICULUM**

This curriculum was developed by the Annie E. Casey Foundation, a private, nonpartisan philanthropic organization. It is intended as an educational resource for young people with foster care experience and the adult supporters who work with them to improve services, systems and opportunities. In accordance with federal law and the Foundation's policy, this curriculum does not support or endorse specific legislation, political candidates or partisan viewpoints or encourage any lobbying activity.

Handouts, case scenarios and examples included in the Elevating Youth Engagement curriculum are provided as educational resources only and do not represent the views of the Foundation or its Jim Casey Youth Opportunities Initiative® and its network site partners.

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### Important Note Before Facilitating This Training

This module includes pre-work. Before the session, send the participants the pre-work instructions and the handout that shows a list of values. Both of these materials can be found on the curriculum publication page. Instruct the participants to bring their list of five chosen values to the session. For in-person sessions, printed copies of the Values List for each participant table is highly recommended.

# ELEVATING YOUTH ENGAGEMENT FACILITATOR GUIDE

*Elevating Youth Engagement* is a training series for young adults and their adult partners to prepare for collaboration. **The trainings teach the philosophy and practice of authentically engaging young adults in partnerships that promote codesign and leadership development.** The approaches and best practices discussed can be applied to systems-change work, policy and practice advocacy, and other opportunities for young people with foster care experience to use their expertise to inspire change. It contains lessons developed by the Annie E. Casey Foundation's Jim Casey Youth Opportunities Initiative® and Cetera Inc.

The training is divided into three tracks. Each track contains a set of modules, and each module includes a slide deck, facilitator guide and handouts.

The *Elevating Youth Engagement* training series helps organizations adopt a tested approach for meaningful youth involvement, whether new to youth engagement work or looking to improve existing efforts. The training series also helps young leaders advance their advocacy skills and grow professionally.

Many adult-led organizations involve young people as advocates or partners. These trainings will provide fundamentals of codesign and help adult supporters engage and encourage young leaders as partners while acknowledging and addressing their professional aspirations and developmental needs.

*Elevating Youth Engagement* begins with the assumption that including young people who have experienced foster care in advocacy and systems-change efforts is necessary. Their ideas and perspectives lead to policy and practice improvements that ensure a better future for young people in foster care and transitioning from foster care into adulthood.

This guide is intended to help prepare facilitators to deliver the *Elevating Youth Engagement* training. The three tracks can be delivered as a comprehensive series or divided into smaller presentations by topic or audience. Facilitators are encouraged to use the materials in the way that best suits their needs and community.

## TO LEARN MORE

For more information about the *Elevating Youth Engagement* training series, please contact: [webmail@aecf.org](mailto:webmail@aecf.org).

# OVERVIEW OF ELEVATING YOUTH ENGAGEMENT TRAINING MODULES

## Track 1: Youth Engagement for Adult Supporters

<b>Module 1.1</b>	Foundations of Authentic Youth Engagement	This module focuses on the benefits of engaging young people and committing to actions that will increase authentic youth engagement.
<b>Module 1.2</b>	Coaching as a Youth Engagement Practice	This module focuses on a coaching approach to advance the professional and personal development of young people who have experienced foster care.

## Track 2: Youth Engagement for Young Leaders

<b>Module 2.1</b>	Youth Advocacy 101	This module focuses on building skills to advocate for oneself and others, understanding how child welfare policy and practices are developed and the types of advocacy, and using personal storytelling to influence and educate decision makers.
<b>Module 2.2</b>	Wellness and Advocacy for Young Leaders	This module focuses on the connection between self-awareness, personal wellness and advocacy, and offers tools for young leaders to manage their well-being to minimize harm when advocating.

## Track 3: Youth Engagement for Adult Supporters and Young Leaders

 <b>Module 3.1</b>	Values and Authentic Youth Engagement	This module focuses on how individual values contribute to self-identity, decision making, relating to others and determining team values.
<b>Module 3.2</b>	Youth-Adult Partnerships and Adolescent Brain Development	This module focuses on how the experience of foster care affects the adolescent brain and how to incorporate insights about adolescent brain development in youth engagement work.
<b>Module 3.3</b>	Authentic Youth Engagement: Partnership to Action	This module focuses on the elements of authentic youth engagement, practices that increase authentic youth engagement and tools to support young people's leadership development and advocacy skills.
<b>Module 3.4</b>	Action Planning for Authentic Youth Engagement	This module focuses on the Emergent Learning process, and how to inform a youth engagement strategy and develop an action plan.

## AUDIENCES FOR THE ELEVATING YOUTH ENGAGEMENT TRAINING SERIES

The Casey Foundation developed the *Elevating Youth Engagement* training series for the following audiences:

- Jim Casey Initiative sites and Jim Casey Initiative network partners;
- youth and young adults with experience in foster care;
- child welfare leaders and staff; and
- professionals, community leaders, mentors and advocates within organizations and other groups that influence or affect outcomes for youth who have experienced foster care, especially those who currently partner with young people in program, practice and policy-level systems-change efforts — or aspire to.

## OUTCOMES FOR THE ELEVATING YOUTH ENGAGEMENT TRAINING SERIES

This training series is intended to strengthen participants' technical knowledge and skills as well as increase their understanding of the importance of shared decision making.

### TECHNICAL LEARNING RESULTS

Participants will gain knowledge of:

- authentic youth engagement and its purpose, guiding values, principles and priorities;
- science related to adolescent brain development;
- the definition and characteristics of authentic youth engagement; and
- practices that increase authentic youth engagement in their work.

### ADAPTIVE LEARNING RESULTS

Participants will better understand:

- reasons to practice authentic youth engagement in all areas of their work;
- the ways that experiencing foster care can affect adolescent brain development;
- how authentic youth engagement provides opportunities for leadership development and policy advocacy;
- why it's important to manage well-being as an advocate; and
- how authentic youth-adult partnerships can advance goals to best serve young people with the greatest need within systems-change efforts.

## PREPARING FOR THE ELEVATING YOUTH ENGAGEMENT TRAININGS

### WHO SHOULD FACILITATE?

Facilitators should be comfortable and experienced speaking in front of groups and be willing and able to:

- describe and promote youth-adult partnerships as a critical strategy to improve older youth outcomes;
- use disaggregated data and provide local examples of youth-adult partnerships; and
- speak to all learning results of this training.

### Recommendations:

- Young adults and adult system partners should co-facilitate. Co-facilitation is an opportunity to model the philosophies and practices taught during the training in real time. Co-facilitation is also an excellent opportunity for young people to develop leadership skills and, if comfortable, give real-life examples to participants throughout the training.
- Read the brief *Authentic Youth Engagement: Youth-Adult Partnerships* in preparation for this training for background and literature on engaging youth in authentic, meaningful ways.
- Prepare anecdotal examples related to local demographics, policies and the state of child welfare, for relevance.

### TIME CONSIDERATIONS

Each *Elevating Youth Engagement* training module can take up to two hours to deliver. To maximize knowledge retention, facilitators are encouraged to offer one or two modules at a time in a session with a break in between. Some modules contain two parts and will need 60 to 90 minutes per part. If it's not feasible to deliver both parts of the training on the same day, it is recommended to deliver part two no more than a week after delivering part one to ensure participant retention.

Plan to take one to two breaks during each module to keep people engaged in the material. Facilitators are encouraged to use their best judgment in deciding break times.

**Note:** Sample discussion questions are provided in several modules to encourage audience engagement. Facilitators are welcome to include additional discussion questions relevant to the material throughout the training as deemed necessary. Adding discussion questions may increase the length of the training.

### CONSIDERATIONS FOR DELIVERING THE TRAINING IN PERSON

**Before the training:** Set the room to allow small and large group discussions. Avoid a setup with rows where all participants face the front and away from one another. A U-shape, square or several round tables can accomplish this.

**During the training:** Provide small fidget toys or snacks.

### Below are additional resources that can provide facilitators and participants with deeper context related to:

#### CASEY'S APPROACH TO YOUTH-ADULT PARTNERSHIP

- *A Framework for Effectively Partnering With Young People*
- *In-Depth Case Studies of Authentic Youth Engagement in Jim Casey Youth Opportunities Initiative Sites*

#### ADOLESCENT BRAIN DEVELOPMENT

- *The Road to Adulthood: Aligning Child Welfare Practice With Adolescent Brain Development*
- *Brain Frames: Short Tools for Positive Interactions With Youth in Foster Care*
- Video: *Why the Teenage Brain Has an Evolutionary Advantage*
- Video: *Promoting Brain Gains for Youth Emerging From Foster Care*
- Video: *The Stages of Adolescent Brain Development*

## CONSIDERATIONS FOR DELIVERING THE TRAINING VIRTUALLY

**Before the training:** Provide participants with links or access to a folder that contains the handouts for the module.

**During the training:** Welcoming participants to the training should include providing training and tech logistics for Zoom or other virtual platforms, such as how to use “Raise Hand,” chat and mute and unmute features. Instruct participants to use a “Raise Hand” feature to ask questions or share during an activity. Participants may be instructed to drop their answers in the chat at the discretion of the facilitator.

**During the discussions:** Remember to present in gallery mode so that participation is more interactive.

## PRE-WORK FOR VALUES AND AUTHENTIC YOUTH ENGAGEMENT MODULE

Each participant should complete an individual values exercise as pre-work for the session.

Facilitators should emphasize when assigning the pre-work and during the session that participants will not be required to turn the exercise in or to share the results of their exercise. What they share will be up to them. If any participant hasn’t completed the pre-work, they can select answers during journal time.


Please print and bring to the session the pre-work to reference throughout the session. The pre-work can be found on the *Elevating Youth Engagement* series publication page along with other handouts.

### Facilitator Checklist of Materials for Values and Authentic Youth Engagement

- ☒ Notebook (recommended: for facilitator notes)
- ☒ Journals (recommended: one per participant to complete reflections and take notes)
- ☒ Pens and pencils (recommended: several per participant table)
- ☒ Markers (recommended: several per participant table)
- ☒ Highlighters (recommended: several per participant table)
- ☒ Fidget toys
- ☒ Snacks
- ☒ Sticky note notepads (recommended: several per participant table)
- ☒ Flip chart and tape (recommended: several around the room for participant exercises)
- ☒ Chart paper for related questions and ideas to be captured.  
Often referred to as “Parking Lot” or a “Garden” board.
- ☒ Computer/projector (for presentation)
- ☒ Handouts to print in advance or email
  - ☒ Pre-Work: Values and Authentic Youth Engagement Training
  - ☒ Values List

# VALUES AND AUTHENTIC YOUTH ENGAGEMENT PRESENTATION SUMMARY

The sample agenda below is designed for a training that is divided into two parts. It is recommended that both parts of the training are delivered on the same day, with a lunch break in between. If that is not feasible, part two should be delivered no more than a week after delivering part one to ensure participant retention.

Activity	Topic	Time Estimate
Presentation	Welcome	 4 minutes
Presentation	Agenda	 2 minutes
Presentation	Module Results	 2 minutes
Discussion	Check In	 15–20 minutes
Discussion	Authentic Youth Engagement	 5 minutes
Presentation	Module Context	 2 minutes
Presentation	Defining Authentic Youth Engagement	 3 minutes
Presentation	The Characteristics of Authentic Youth Engagement	 3 minutes
PART ONE		
Presentation and Discussion	What Are Values?	 10–15 minutes
Presentation and Discussion	Exploration of Individual Values	 10 minutes
Presentation and Exercise	Reflection: Influence and Connection of Values	 10–15 minutes
Presentation	Using Values to Increase Understanding (Optional Discussion — If Time Permits)	 3–10 minutes
Discussion	Check Out (Use Only if Delivering Part Two at a Separate Time)	 10 minutes
PART TWO		
Presentation	Purpose of Core Team/Organization Values	 5–8 minutes
Presentation and Exercise	Identify Core Values of a Team/Organization	 10–15 minutes
Presentation and Discussion	Characteristics of Authentic Youth Engagement in Action	 10 minutes
Presentation and Exercise	Core Values of a Team/Organization	 10 minutes
Presentation	Next Steps	 5 minutes
Discussion	Check Out	 10 minutes
TOTAL TIME ESTIMATE		ABOUT 2 HOURS





## PRESENTATION: WELCOME

4 minutes

**Do:** Introduce yourself briefly — just your name and title or role — and provide any necessary, brief background about the training. Provide basic information necessary to ensure participants' comfort (food, parking, location of restrooms, breaks).

The sample talking points below are provided as a guide, but facilitators should feel free to add examples relevant to their work and express points in their own words.



### Talking Points:

- *Hello everyone! My name is \_\_\_\_\_, and I have the pleasure of facilitating our session today about personal and group values, and how identifying them can help us work together to achieve our goals.*
- *You should have received the invitation to complete some pre-work before our session. If anyone hasn't completed the pre-work, they can select answers during journal time.*

## PRESENTATION: AGENDA

2 minutes

**Do:** Provide a high-level overview of the agenda and briefly describe the flow of the day.

### Talking Points:

- *For today's module, we are going to start with a review of results, check in and set some context. We're then going to review how we define authentic youth engagement.*
- *We will go over the Annie E. Casey Foundation's Jim Casey Youth Opportunities Initiative® approach to authentic youth engagement, which is a field-tested approach.*
- *The content of this session will be covered in two parts.*
- *In part one, we will identify individual values and the role they play in our lives.*
- *In part two, we will identify team values and the role they play in youth-adult partnerships.*

### Agenda

#### PART ONE:

- Identifying individual values and the role they play in our lives

#### PART TWO:

- Identifying team values and the role they play in youth-adult partnerships





## PRESENTATION: MODULE RESULTS

2 minutes

**Do:** Read results and hold space for any questions or clarity needed.

### Talking Points:

- *The results for this session are as follows:*
  - *Participants will understand how individual values contribute to self-identity, decision making and relating to others.*
  - *Participants will identify their top values at this point in time.*
  - *Participants will collectively identify team values and understand the role team values play in success.*

### Module Results

Participants will:

- understand how individual values contribute to self-identity, decision making and relating to others;
- identify their current top values;
- collectively identify team values; and
- understand the role team values play in success.

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## DISCUSSION: CHECK IN

15–20 minutes

**Do:** Complete the check in in two parts. For small group discussion, try to have a balance of youth and adult supporters in each group.

### PART 1: SMALL GROUP CHECK IN

Invite participants to introduce themselves and answer the check-in questions. This check in should be completed in small groups (no more than four participants). Let them know that they will be asked to introduce themselves to the larger group and briefly share their answers in the second part of the check in.

### Check In

- Name
- Location, role
- What is one word/phrase/action that describes partnership?
- Reflect on a time you felt a sense of accomplishment.
  - Why did you feel accomplished?



**Note (if presenting virtually):** Use breakout rooms for small group discussion.

### Ask each participant to check in:

- *We want to invite you to check in so we can all get to know one another a little better.*
- *You will introduce yourselves and answer the check-in question in small groups first. Then, you will be asked to briefly share highlights from your discussions with the larger group.*
- *When you introduce yourself, please say your name, where you're from (could be the state, city or community you live in) and your role. Please also answer our check-in questions:*
  - *What is one word/phrase/action that describes partnership?*
  - *Reflect on a time when you felt a sense of accomplishment. Why did you feel accomplished?*
- *For the second check-in question:*
  - *The sense of accomplishment can be of any kind. It doesn't need to be about your work.*
  - *It is not necessary to share or detail the event, situation or circumstance of what happened. The goal is to share why you felt accomplished.*
  - *For example, if the situation was that you received an award at a spelling bee, please share why you felt accomplished. You might say, "I received public recognition," "I validated to myself that I'm smart," "I worked really hard and hard work paid off" or "I earned \$200."*



## PART 2: LARGE GROUP DISCUSSION

**Ask if anyone would like to share highlights from the discussion:** *We would like to hear your reflections. Please feel free to share with the larger group some of the reasons why people felt accomplished that you heard in the check in. When you speak, please introduce yourself with your name, where you're from and your role.*

**Note:** Facilitators should chart answers on a flip chart.

## DISCUSSION: AUTHENTIC YOUTH ENGAGEMENT

5 minutes

**Do:** Invite the participants to reflect and share in both small and large group discussion.

### PART 1: SMALL GROUP DISCUSSION

**Ask participants to get into small groups to discuss:** *In pairs (or groups of no more than three), you'll have about three minutes to answer the question: Why should adults engage youth in our work in meaningful ways?*

*Each group will get 30 seconds to synthesize ideas during a brief report out.*

### PART 2: LARGE GROUP DISCUSSION

**Ask participants to report out for their small group.**

**Note:** Facilitators should chart answers on a flip chart.

**Note (if presenting virtually):** Use breakout rooms for small group discussion.

#### Discussion: Authentic Youth Engagement

Why should adults engage youth in our work in meaningful ways?



## PRESENTATION: MODULE CONTEXT

2 minutes

**Do:** Read the module context

### Talking Points:

- *As we know from the check in, a person's accomplishments reflect what they view as important... and that gives us a glimpse of their values!*
- *This module focuses on:*
  - *personal and group values; and*
  - *how identifying values can help us work together to achieve our goals.*
- *For this training, we are working from the assumption that all participants here today have a shared value that including young people who have experienced foster care is necessary to improve system policy and practice.*

#### Module Context

##### FOCUS:

- Personal and group values
- How identifying values can help us work together to achieve our goals

##### ASSUMPTION:

- Participants agree that including young people who have experienced foster care is necessary to improve system policy and practice.

## PRESENTATION: DEFINING AUTHENTIC YOUTH ENGAGEMENT

3 minutes

**Do:** Read the definition of authentic youth engagement. This definition comes from the Annie E. Casey Foundation.

### Talking Points:

- *Authentic youth engagement is an approach that values the wisdom and expertise of young people. It brings to life a philosophical and strategic approach built on the belief that policies and practices will be fundamentally better if we partner with young people who have experienced the foster care system.*

### Definition of Authentic Youth Engagement

- It is a philosophical and strategic approach to working with young people.
- Through this signature practice, young people use their individual and collective power and expertise in helping to shape a better future for those in and transitioning from foster care into adulthood.



## PRESENTATION: THE CHARACTERISTICS OF AUTHENTIC YOUTH ENGAGEMENT

3 minutes

**Do:** Elevate the effect of authentic youth engagement and review the characteristics.

### Talking Points:

- *Authentic youth engagement values young people's meaningful contribution and recognizes opportunities for professional development.*
- *In other words, authentic youth engagement means providing opportunities for meaningful contributions by young people and intentionally building their professional skills through their leadership and advocacy experiences.*
- *System reform efforts benefit from the ideas of young people, and the work benefits the personal and professional development of the youth.*
- *The characteristics of this type of work include:*
  - *As equal partners, young people build self-esteem and practice problem-solving and leadership skills they will need in adulthood.*
  - *Young people gain access to information, develop new skills and contribute to strategy development. Adults gain insights from the experience and expertise of those most affected and can make better decisions.*
  - *Young people and adults lead together.*

### Characteristics of Authentic Youth Engagement

This approach prioritizes young people's expertise and ability to help shape solutions. It also provides **meaningful opportunities** for professional development.



# PART ONE

## PRESENTATION AND DISCUSSION: WHAT ARE VALUES?

10–15 minutes

**Handout:** Participants should receive a copy of the Values List.

**Do:** Provide an overview of values. Then, ask participants to answer the discussion questions based on their individual values pre-work.

### Talking Points:

- *Values drive how we show up in this work in many ways, and they can be held by an individual, a culture, a team, an organization or a community.*
- *Let's dive into what your values are and how your values impact how you see yourself and others. Ultimately, you'll be able to apply this to your team's authentic youth engagement work.*
- *What are values? Values are principles that a person believes are most important to them. Values help determine our priorities in life, and they guide and are reflected in our thinking and behavior.*
- *Knowing your top core values as an individual helps you:*
  - *be self-aware;*
  - *know what it is important to you;*
  - *define how you view happiness and life satisfaction; and*
  - *assess when other people's values are not aligned with your own.*

### Transition to discussion of pre-work:

- *Each of you completed an individual values exercise where you identified your top five values as pre-work for this session. Let's discuss your reflections!*

### PART 1: SMALL GROUP DISCUSSION

**Ask participants to get into small groups to discuss:** *In pairs (or groups of no more than four), each person in your group should answer one of the questions about the pre-work. Did anything about identifying your top values surprise you? For example, you may be surprised at what you easily chose, where you struggled with choosing or what you didn't choose at all. What was confirmed about what's important to you?*

*You'll have about 10 minutes for this discussion. Remember, you don't need to share your specific values. What you choose to share is up to you!*

### PART 2: LARGE GROUP DISCUSSION

**Ask participants to share one to two highlights from their small group discussion.**

**Note:** Facilitators should chart answers on a flip chart.

**Note (if presenting virtually):** Use breakout rooms for small group discussion.

#### What Are Values?

- A person's judgment of what is important in life
- A person's principles or standards
- A compass on how we each see the world
- An influence on how a person shows up
- A source of personal satisfaction

#### DISCUSSION

- Did anything about identifying your top values surprise you?
- What was confirmed about what's important to you?

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## PRESENTATION AND DISCUSSION: EXPLORATION OF INDIVIDUAL VALUES

10 minutes

**Do:** Provide examples of factors that shape values.  
Ask participants to apply the factors to the spelling bee achievement example.

### Talking Points:

- *Many factors shape our values and the importance we place on them.*
  - *Some values are heavily influenced by the culture, group or organization you identify with.*
  - *Some values are formed in association with memories.*
  - *Some values are a means to an end.*
  - *Some values are ones we think we should have vs. ones we actually hold.*
  - *Some values are a reflection of this point in time and can evolve.*
  - *Sometimes we focus on one value that we feel is not currently being satisfied.*
  - *Sometimes values can feel out of alignment when we feel an important value is being sacrificed or when two values clash.*

### Exploration of Individual Values

#### Things to consider:

- Outside influences
- Pleasant or unpleasant memories
- Means vs. ends
- Words vs. actions
- Reflection of this point in time
- Current deficit
- Value alignment

#### DISCUSSION

- What resonates?
- Consider the spelling bee example!

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**Ask:** How might each of these relate to the spelling bee example we mentioned when we talked about feelings of accomplishment? You received an award at a spelling bee and may have felt accomplished because, “I received public recognition,” “I validated to myself that I’m smart,” “I worked really hard and hard work paid off” or “I earned \$200.”

**As participants answer, consider ways to apply:**

- *For means vs. ends, the \$200 earned for the spelling bee may be used to pay for school. In that case, the value is education. Or if the money earned was for a trip for you and your family, the value may be quality family time.*
- *For value alignment, working really hard to excel in the spelling bee required staying up late at night and, in turn, sacrificing the value of health.*

## PRESENTATION AND EXERCISE: INFLUENCE AND CONNECTION OF VALUES

10–15 minutes

**Do:** Invite participants to reflect on the influence and connection of values.

**Note (if presenting virtually):** Let participants know they are welcome to turn off their video and put themselves on mute for reflection time.

### PART 1: INDIVIDUAL REFLECTION

### Reflection: Influence and Connection of Values

- **How do your values influence your sense of self and how you show up in the world?**
  - Think about how you view personal success or how you prioritize your time.
- **How do your values influence how you view and relate to others?**
  - Think about how you evaluate others or handle conflicts.
- **How do your individual values connect to this work?**
  - Think about why you choose to be involved.



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Let the participants know they have five minutes for individual reflection and that they will be invited to share after. They won't be asked to share specifics. They can just share what resonated for them.

**Ask each participant to answer the questions:** *We'll take five minutes for reflection. Here are a few questions for you to answer on your own in a journal or on a sticky note or piece of paper:*

- *How do your values influence your sense of self and how you show up in the world?*
- *How do your values influence how you view and relate to others?*
- *How do your individual values connect to this work?*

## PART 2: LARGE GROUP DISCUSSION

**Ask if anyone would like to share their answers to the questions:** *Would anyone like to share their reflections? You don't have to go into the specifics of your reflection. Only share what is comfortable for you.*

**After any participants share:** *As we've heard in many ways, clear personal values result in a sharper sense of self-identity and greater confidence in decision making.*

**Note:** Facilitators should chart answers on a flip chart.

## PRESENTATION: USING VALUES TO INCREASE UNDERSTANDING (OPTIONAL DISCUSSION – IF TIME PERMITS)

3–10 minutes

**Do:** Read the ways using values can increase understanding of self and others.

### Talking Points:

- *How can you use this information to increase self-awareness and increase your understanding of others?*
- *To increase self-awareness, it's important to explore the root of our values, consider if they still hold true and consider different ways to actualize them. Be open-minded, kind to yourself and consider asking someone who knows you well what they perceive as your top values.*
- *To increase your understanding of others, it's important to listen with the hope of understanding, keep knee-jerk reactions in check, postpone judgment, ask questions when appropriate and be considerate. Try to find common ground with others by staying neutral and recognizing you may not have all the information.*

#### Using Values to Increase Understanding

##### INCREASE UNDERSTANDING OF SELF

- Explore the root of your values
- Consider if each value still holds true
- Consider different ways to actualize each value
- Be open minded to evolved ways of thinking
- Be kind to yourself
- Ask someone who knows you well what they perceive as your top values

##### INCREASE UNDERSTANDING OF OTHERS

- Listen for understanding
- Notice your knee-jerk reactions
- Postpone judgment
- Consider the perspective of others
- Ask questions when appropriate
- Find common ground
- Stay neutral – recognize you may not have all the information

**Ask (optional):** *How have you seen examples of increasing self-awareness in your work? How have you seen examples of increasing understanding of others in your work? What resonates for you from these lists? In what ways are these applicable to forming authentic youth-adult partnerships?*

**Note:** Facilitators should chart answers on a flip chart.



# CHECK OUT (USE ONLY IF DELIVERING PART TWO AT A SEPARATE TIME)

10 minutes

**Note:** This is a slide only to be used if delivering part one and part two separately. The slide can be used as the check out for part one.

**Do:** Invite participants to create and share an action commitment. Choose whether you will call on participants or ask participants to speak and then call on another person.

**Ask:** *What is one action you are committed to as a result of this module? Think about the ways to use values to increase self-awareness and understanding of others.*

## Check Out

- What is one action you are committed to as a result of this module?
- Think about the ways to use values to increase self-awareness and understanding of others.



## PART TWO

# PRESENTATION: PURPOSE OF CORE TEAM/ORGANIZATION VALUES

5–8 minutes

**Note:** If delivering part two of this module at a separate time/date, facilitators are encouraged to start the session on the welcome slide and review again the module context, definition of authentic youth engagement and characteristics of authentic youth engagement before continuing to the “Purposes of Core Team/Organization Values” slide.

**Do:** Transition to part two of the module. Provide an overview of the purpose of team values.

## Talking Points:

- *In part one of this session, we focused on the values of an individual.*
- *In part two, we will focus on the values of a team or organization.*
- *Just as individuals have values, we know that a team or group joined together by a common goal forms team values. These values can be intentional or surface organically.*
- *A team or organization’s values can serve as guiding principles for how the team members interact with each other, partners and the public.*
- *A team’s core values reflect what a team focuses on and how a team works together toward goals and desired results!*
- *A team’s core values can help shape the culture and help with team decision making. They can impact how team members communicate, lead to higher team performance, help manage conflicts and help define and meet results more efficiently.*

**Ask:** *What do you see as the benefit of a team or organization having defined values?*

## Purpose of Core Team/Organization Values

Values serve as guiding principles for how the team:

- identifies goals/results and how to reach them;
- interacts with each other;
- clarifies priorities;
- handles decision making; and
- resolves conflict.





# PRESENTATION AND EXERCISE: IDENTIFY CORE VALUES OF A TEAM/ORGANIZATION

10–15 minutes

**Do:** Invite participants to identify core values and make the connection between values and how a team or organization functions.

## Talking Points:

- *Many organizations identify the beliefs or values that are intended to drive the behavior and priorities of the organization. These core values serve as a collection of guiding principles.*
- *Value statements are often verbalized and posted in organizations as well as in their marketing efforts. They want their brands to conjure up certain values.*
- *Even if values aren't intentionally defined, norms, practices and habits will develop that mirror certain values.*

## SMALL GROUP DISCUSSION

**Ask participants to get into small groups to discuss:** *In groups of three to four, each person in your group should answer: Can you identify a core value you perceive from the brands listed on the slide based on your experience with them? What do you think you'd see or hear that would reflect these values if you peeked in at a team meeting?*

*You'll have about 10 minutes for this discussion.*

**Do:** Bring the group back together after 10 minutes.

## Talking Points:

- *You all may have landed on one core value for each, or perhaps there was some disagreement. Hopefully your groups were able to have some good discussions about what messages or actions influenced the values that you attributed to each company.*

### Identify Core Values of a Team/Organization

Name a core value you perceive from the following brands based on your experience with them.

- Disney
- Apple
- Starbucks
- Ben & Jerry's Ice Cream
- Domino's Pizza
- Whole Foods
- Zumba Fitness

#### DISCUSSION

- What would you see or hear in a team meeting that would reflect these values?

# PRESENTATION AND DISCUSSION: CHARACTERISTICS OF AUTHENTIC YOUTH ENGAGEMENT IN ACTION

10 minutes

**Do:** Invite participants to identify core values and make the connection between values and how a team or organization functions.

## Talking Points:

- *Now let's consider your work and this team's core values!*

## PART 1: SMALL GROUP DISCUSSION

### Characteristics of Authentic Youth Engagement in Action

- Describe authentic youth engagement in action in one of your team meetings.
- List five to eight values that are important to your team.

#### DISCUSSION

- What would someone see or hear?



**Ask participants to get into small groups to discuss:** *In groups of three to four, you'll have 10 minutes to answer the questions: If someone peeked into your team meeting, and authentic youth engagement is at work, what would that person see or hear? Based on your discussion, what are five to eight top core values that are important to your group?*

*When you think about what someone might see or hear, you may have different answers depending on role or experiences. That is okay. A diversity of perspectives and reflections are welcomed in this conversation to ensure the values you all name feel authentic.*

*Each group will get one minute to synthesize ideas during a brief share out.*

**Note:** If possible, ask participants to chart during their small group discussions.

## PART 2: LARGE GROUP DISCUSSION



**Ask participants to report out for their small group:** *Now, we'll ask someone from each group to share the top five values that surfaced from your discussion. What would someone see or hear? Remember to keep it brief.*



**Do:** Facilitators should chart answers on a flip chart.

- Write down each new value named. Some values may be said differently but have the same meaning.
- Ask the group to come to a consensus on the top five to six values of the entire team.
- Ask the group if they feel comfortable with the list of top core values for the group as guiding principles for how to work together toward results.
- Remind the group: A team's values speak to how the team commits to conducting itself. It's these values that help establish a team's ground rules and norms. However, values can change over time as the team feels the need to revisit them.



**Note (if presenting virtually):** Use breakout rooms for small group discussion.

# PRESENTATION AND EXERCISE: CORE VALUES OF A TEAM/ORGANIZATION



**10 minutes**



**Do:** Invite participants to reflect on team values and how they align with their personal values.



### Talking Points:

- *Now, let's focus on one core value and how it aligns with your personal values.*
- *When individual values align with the team's values, it often leads to a higher level of satisfaction across the organization.*

## PART 1: INDIVIDUAL REFLECTION

Let the participants know they have five minutes for individual reflection and that they will be invited to share after.

**Ask each participant to journal:** *We'll take five minutes for reflection. On your own, in a journal or on a sticky note or piece of paper, please answer the following questions based on one of the agreed upon five to six values that you all named for this team:*

### Core Values of a Team/Organization

Select one of the core values of this team to reflect on individually.

- Consider what drives the behavior and priorities of the organization. How does this value align with your individual values?

#### Individually journal

- What does the value look like in action in the context of this team/organization?
- What would someone see or hear in a team meeting that would reflect these values?





- To what degree does the team value I selected align with my own personal values?
- What does the value look like in action in the context of this team/organization?
- What would someone see or hear in a team meeting that would reflect the value?

## PART 2: LARGE GROUP DISCUSSION



**Ask if anyone would like to share their answers to the questions:** *Would anyone like to share their reflections? You don't have to go into the specifics of your reflection. Only share what is comfortable for you.*

**After any participants share:** *As we've heard in many ways, knowing our core team values helps us better understand each other. When those values align with our individual values, it often leads to a higher level of personal satisfaction and satisfaction across the organization.*

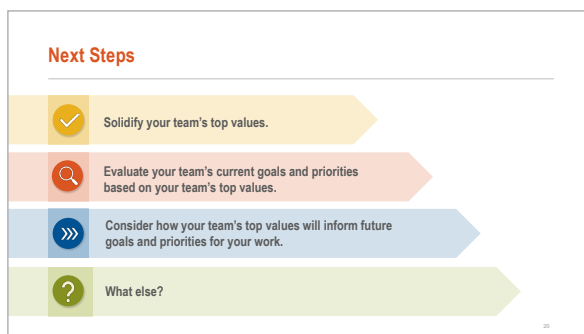


**Note:** Facilitators should chart answers on a flip chart.

## PRESENTATION: NEXT STEPS

5 minutes

**Do:** Read potential action items following today's session.



**Next Steps**

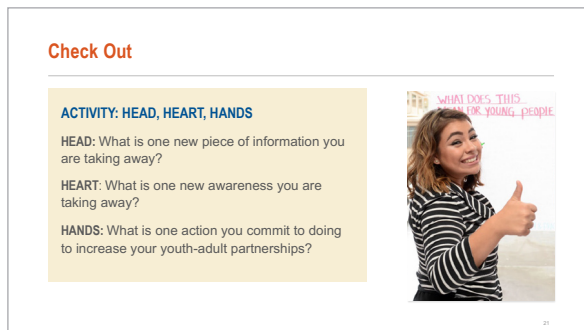
- ✓ Solidify your team's top values.
- 🔍 Evaluate your team's current goals and priorities based on your team's top values.
- » Consider how your team's top values will inform future goals and priorities for your work.
- ❓ What else?

## CHECK OUT

10 minutes

**Do:** Invite participants to share their learnings and name how they want to apply them in the future. Choose whether you will call on participants or ask participants to speak and then call on another person.

**Set up three flip-chart stations around the room.**  
**Label one station with "Head," another with "Heart" and another with "Hands."**



**Check Out**

**ACTIVITY: HEAD, HEART, HANDS**

**HEAD:** What is one new piece of information you are taking away?

**HEART:** What is one new awareness you are taking away?

**HANDS:** What is one action you commit to doing to increase your youth-adult partnerships?

## PART 1: INDIVIDUAL REFLECTION

Let the participants know they have two to three minutes to individually reflect on each question and record their answers on a sticky note. Ask them to place their sticky notes onto the flip chart when they are done answering all three questions.



**Ask:** *What is one new piece of information you are taking away? What is one new awareness you are taking away? What is one action you commit to doing to increase your youth-adult partnerships?*

## PART 2: LARGE GROUP DISCUSSION

**Ask a few participants to share:** *We would like to hear two or three action items!*

**Note:** Remind participants to note their action commitments to take with them after the training.

**Note (if presenting virtually):** Ask participants to share their responses verbally or in the chat.

