

Southern Region, B.S.A.
Yachting Initiative
Program Elements
WORKING WITH VENTURING AGE YOUTH

Education Module

Learning Objectives:

As a result of this session the participant should:

1. Have a better feeling for why teens react the way they do
2. Understand various stages that young adults go through during their teen years
3. Reaffirm the purposes and methods of the BSA
4. Be able to interact more effectively with Venturing youth

Resources:

Local and national resources provided by Instructor

Material and Equipment:

Equipment Items

Overhead Projector, if required by Instructor

Material Items

Handouts

Issues Facing Teenagers in Today's Society

Normal Adolescent Development

Mission and Vision Statements of the BSA

Behavior Principles

Ideas to Improve Working With Venturing Age Youth

Instructor Qualification:

High School-level Guidance Counselor, Teacher or equivalent

Time Allocation: 1.5 Hours

Session Plan:

Classroom Session

1. Module Introduction.

- a. Introduce yourself and each member of the module staff.

- b. Remind the participants that this session focuses on meeting the need of moral

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character development, physical, mental, and spiritual growth through the activities of the BSA programs.

[Anticipate that it will be a natural tendency for the participants to want to move the discussion to individual problem solving of issues in their units. Be prepared to avoid these tangent discussions by reminding participants of their local council and chartering organization resources.]

2. Participant Recall.

Have each participant remember what it was like to be 14-18 years old. Ask them the following questions.

- Did they enjoy being a teenager?
- What were good remembrances?
- What were not so good?

3. Teenage Issues.

a. Distribute the handout “Issues Facing Teenagers In Today’s Society”.

b. Discuss building relationships with teenagers under today’s conditions.

4. Adolescent Development.

Distribute the handout “Normal Adolescent Development”.

a. Explain the different stages experienced by teenagers and the range of those development and behavioral issues.

5. BSA Mission & Vision Statements.

a. Distribute the handout “Mission and Vision Statements of the BSA”.

b. Briefly describe how BSA Mission and Vision Statements meet the growth needs of young adults.

6. Behavior Principles.

a. Distribute the handout “Behavior Principles”.

b. Emphasize that as caring adults we are responsible to provide a safe haven for our unit’s youth by providing clear guidelines for creating a safe haven while relating to them in all activities.

7. Improving Our Ability to Work with Venturing Age Youth.

a. Distribute the handout “Ideas to Improve Working With Venturing Age Youth”.

b. Discuss with the participants in a forum environment the eleven ideas to improve our ability to work the Venturing age youth.

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**ISSUES FACING TEENAGERS IN TODAY'S SOCIETY
HANDOUT**

<u>CONCERN</u>	<u>% OF TEENS WORRIED ABOUT</u>
Getting good grades	97.0
Getting a good job	82.2
Getting along with parents	79.0
Not fitting in	76.2
Nuclear war	67.4
Getting AIDS/STD	64.8
Parents' relationship with each other	62.2
Hunger and poverty	62.0
Family finances	60.2
Pregnancy	56.4
Pressured into doing drugs	54.4

NORMAL ADOLESCENT DEVELOPMENT HANDOUT

Middle - School and early High School

Movement to Independence

Struggle with sense of identity
Feeling awkward or strange about one's self and one's body
Focus on self, alternating between high expectations and poor self-concept
Interests and clothing style influenced by peer group
Moodiness
Improved ability to use speech to express ones' self
Realization that parents are not perfect; identification of their faults
Less overt affection shown to parents, with occasional rudeness
Complaints that parents interfere with independence
Tendency to return to childish behavior particularly when stressed

Future Interests and Cognitive Changes

Mostly interested in present, limited thoughts of future
Intellectual interests expand and gain in importance
Greater ability to do work (physical, mental, emotional)

Sexuality

Display shyness, blushing, and modesty
Girls develop physically sooner than boys develop
Increased interest in the opposite sex
Movement toward heterosexuality with fears of homosexuality
Concerns regarding physical and sexual attractiveness to others
Frequently changing relationships
Worries about being "normal"

Morals, Values, and Self-Direction

Rule and limit testing
Capacity for abstract thought
Development of ideals and selection of role models
More consistent evidence of conscience
Experimentation with sex and drugs (cigarettes, alcohol, and marijuana)

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Later High School Years and Beyond

Movement to Independence

Increased independent functioning
Firmer and more cohesive sense of identity
Examination of inner experiences
Ability to think ideas through
Conflict with parents begins to decrease
Increased ability for delayed gratification and compromise
Increased emotional stability
Increased concern for others
Increased self-reliance
Peer relationships remain important and take an appropriate place among other interests

Future Interest and Cognitive Changes

Work habits become more defined
Increased concern for the future
More importance is placed on one's role in life

Sexuality

Feelings of love and passion
Development of more serious relationships
Firmer sense of sexual identity
Increased capacity for tender and sensual love

Morals, Values, and Self-Direction

Greater capacity for setting goals
Interest in moral reasoning
Capacity to use insight
Increased emphasis on personal dignity and self-esteem
Social and cultural traditions regain some of their previous importance

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BOY SCOUTS OF AMERICA
MISSION AND VISION STATEMENTS
HANDOUT

Mission Statement

The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law.

Vision Statement

The Boy Scouts of America is the nation's foremost youth program of character development and values-based leadership training.

In the future Scouting will continue to

- Offer young people responsible fun and adventure;
- Instill in young people lifetime values and develop in them ethical character as expressed in the Scout Oath and Law;
- Train young people in citizenship, service, and leader ship;
- Serve America's communities and families with its quality, values-based programs.

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BEHAVIOR PRINCIPLES HANDOUT

Focus on the situation, issue, or behavior, not on the person

Maintain the self-confidence and self-esteem of others.

Maintain constructive relationships with Youth and Adults.

Take initiative to make things better.

- **Lead by example.**

IDEAS TO IMPROVE WORKING WITH VENTURING AGED YOUTH HANDOUT

Eleven Ideas to Improve Our Ability to Work with Venturing Aged Youth

1. Let the youth lead!

- Model your own positive behavior
- Treat youth with respect in your actions and words
- We are developing young men and women and changing them into leaders - we are not making widgets

2. Teambuilding is key

- It's spending time together (to get to know each other) that is the key to success
- Let the youth decide what they want to do -- sometimes it's just fun stuff and not always Scout stuff
- Movies (like White Squall or Lord of the Flies) present excellent group dynamics
- Give the unit some special identity
- Design special T-shirts
- Use special totems

3. Develop a team that works together

- Incentive games
- Ropes courses
- In-door rock wall climbing
- Swimming

4. Be clear with your own expectations

- Exactly what are your expectations? Do you have them clearly identified?
- Be ready to negotiate and change
- Go easy - lighten up - have fun!

5. Let the youth set the rules for the unit

- Have the youth develop no more than 5 rules, such as:

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- Crew first!
- The Golden Rule.
- Communicate.
- Eat everything!
- Have fun!
- Everyone signs the rules and distribute copies
- Hold everyone (including the adults) accountable to the rules

6. To change behavior, coach by asking questions

- When a youth comes to you, resist the urge to answer his question. Rather, reverse the question back to him
- Ask another question if necessary. The youth members will surprise themselves with what they already know, or can figure out
- Ask “What did you learn?”
- Help the youth members critique themselves and their performance

7. Reward the positive

- The things that get rewarded are the things that get repeated
- Try very hard to find the good in each young person
- Find creative ways to tell each person
- Praise openly and in front of his peers
- Reward the group for the individuals actions

8. Teach the youth the interpersonal skills they need and then trust them

- Treat others like you would like to be treated
- Open and direct communications
- Discuss and practice leadership and followership
- Guide the youth to solve their own problems as a group
- Use Roses and Thorns every day (or whenever needed)

9. Allow the youth to make mistakes

- Teach them what is correct, but then let them make mistakes
- Unless safety is compromised, mistakes are the best teacher. Try to be quiet and hike the extra miles when they miss a trail sign!

10. Use kids to communicate with kids

- Always, always, always work through your youth leader!

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- Youth-to-youth communications is the best way to connect to kids
- Remember, you are developing leaders. You must resist the urge to tell a youth, to correct a youth
- Coach the unit's youth leader and let him/her do the communicating

11. Find ways to have fun!

- Venturing-age youth seek out things that are fun to do, or they will find a way to make it fun
- Smile and laugh a lot
- Lighten up!

Adapted from:
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