the forum
FOR YOUTH INVESTMENT

DAVID P. WEIKART
CENTER FOR YOUTH
PROGRAM QUALITY

Foundations and Self-Awareness of
Social Development

Participant Notebook

Name: _____

Improving & Aligning Policies

Planning and Partnering for Impact

Strengthening Practices and Programs

About the Forum

The Forum for Youth Investment provides products and services to help leaders improve partnerships, policies and practices to change the odds so all young people are ready for college, work and life. These products and services are based on best practices in youth development and on our experience working with hundreds of communities around the country since our founding in 1998.

About the Forum's Weikart Center

David P. Weikart Center for Youth Program Quality is a leader in empowering education and human service leaders to adapt, implement and scale best-in-class, research-validated quality improvement systems to advance child and youth development. Training and technical assistance in quality improvement system design, effective performance data and lower stakes accountability has helped OST networks across the country be successful, scale-able and sustainable. The Weikart Center is a critical part of the Forum for Youth Investment's overall effort to build leadership capacity to advance readiness and equity.

Social Development

In this workshop, we lay the foundations and self-awareness of our own social development and knowledge. The purpose is to enhance our practices as staff who support teamwork, responsibility, and leadership in the youth we serve.

Teamwork (abilities to collaborate and coordinate action with others) and responsibility (dispositions and abilities to reliably meet commitments and fulfill obligations of challenging roles) are two of the six social-emotional learning (SEL) domains outlined in *Preparing Youth to Thrive: Promising Practices in Social and Emotional Learning.*

Commonly referred to as the *Thrive Guide*, this publication outlines the research and findings generated from a partnership with the Susan Crown Exchange, the David P. Weikart Center for Youth Program Quality, the University of Illinois Urbana-Champaign, and staff teams from eight exemplary out-of-school time programs focused on social-emotional skill building with opportunity youth. The Thrive Guide is an integrated set of stories that reveal a framework of the youth experiences and staff practices needed for effective SEL to occur within youth programs.

More information about the Thrive Guide—including a free digital download of the publication—can be found at selpractices.org.

Our social development is an interplay of many factors which work together to influence how we show up in groups. Personality (our internal orientation and qualities), group roles (formally established or informal results of group dynamics), and social identity (those identities with salience in our society, shaping our experiences and interactions) are the three facets of social development we explore in this workshop.

Group Roles

For teamwork to be a successful endeavor, there must be trust, cohesion, collaboration, and challenge among the members of the team. Furthermore, in order to take on responsibilities within the team, each member must have clearly defined roles and demands that lead to accomplishment. These needs are the same for youth as they are for adults.

According to Patrick Lencioni, author of *The Five Dysfunctions of a Team: A Leadership Fable*, the absence of these attributes in a team may cause some team members to take on unproductive group roles. See the chart below for an overview of these common characters in teams that may have members who lack trust or commitment, fear conflict, avoid accountability, or are inattentive to results, and how the facets outlined in the Thrive Guide can intentionally address these needs and set teams up for success.

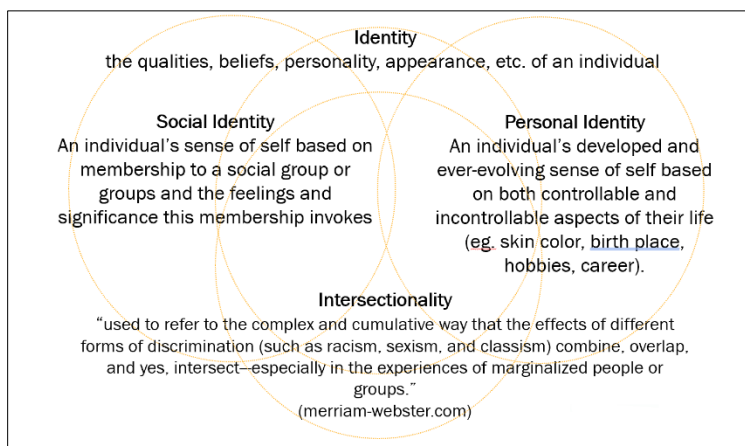| What Adults Need for Teamwork, Responsibility, and Leadership From *Preparing Youth to Thrive: Promising Practices for Social & Emotional Learning*	What Occurs When Needs Are Not Met From *The 5 Dysfunctions of a Team: A Leadership Fable* (Patrick Lencioni)
Trust and Cohesion: develop cohesion and trusting relationships and a sense of group identity and purpose.	**Absence of Trust:** unwilling to be vulnerable. The nonconformist emerges.
Collaboration: work together towards shared goals, practice effective communication skills, individual contributions are valued and affirmed.	**Fear of Conflict:** seeking artificial harmony. The harmony seeker emerges.
Team Challenge: manage challenges to create and maintain effective working relationships (handling miscommunication, obstructive behavior, and conflict over goals and methods).	**Avoidance of Accountability:** ducking actions to call out counterproductive behaviors. The mediocrity encourager emerges.
Roles: take responsibility for roles and obligations within activities, or taking leadership to initiate these for the group to take on **Demands:** encounter difficult demands (requirements and obligations, understand that actions in response to these demands will impact self, peers or others)	**Lack of Commitment:** lack of confidence with the group. The second guesser emerges.
Accomplishment: draw on resources to fulfill challenging roles and internalize accomplishment (draw on inner strength, commitment, or newfound resolve; a sense of obligation to others)	**Inattention to Results:** focused on personal results, status and ego before team results. The ego-driven emerges.

Personality

Outgoing, reserved, organized, creative, friendly, thoughtful, self-centered, assertive... the list of personality traits can seem almost as endless as the number of personality tests that exist. Classifying personalities dates back to ancient Greek physician Hippocrates' theory of the four humors/temperaments—and perhaps even before that—and most personality types utilize this foundation for their own version. The Meyers-Briggs Type Indicator, the Enneagram, True Colors, and DiSC are a few of the most popular personality tests available. In the Weikart Center's Coaching for Continuous Improvement workshop, we utilize Straight Talk, which connects personality traits to communication styles, similar to the personality compass we utilize in this workshop.

Most personality types are meant to be used as a self-reflection tool—not as a way to classify and label ourselves for eternity. Our personalities adapt and change based on context, but regular self-reflection can still be another helpful practice in our SEL toolbox.

Identity

There are many definitions of identity and ways to explain who we are in relation to others in this world. Broadly, identity can mean any characteristic that makes you "you." Social identity, however, is a concept that originated from social psychologist Henri Tajfel in the 1970s, meaning an individual's sense of self based on membership to a social group or groups and the feelings and significance this membership invokes. From this definition, we can focus in on personal identity, which is a person's sense of self based on both controllable and incontrollable aspects of their life—everything from birthplace to hobbies.

Identity
the qualities, beliefs, personality, appearance, etc. of an individual

Social Identity
An individual's sense of self based on membership to a social group or groups and the feelings and significance this membership invokes

Personal Identity
An individual's developed and ever-evolving sense of self based on both controllable and incontrollable aspects of their life (eg. skin color, birth place, hobbies, career).

Intersectionality
"used to refer to the complex and cumulative way that the effects of different forms of discrimination (such as racism, sexism, and classism) combine, overlap, and yes, intersect—especially in the experiences of marginalized people or groups."
(merriam-webster.com)

Intersectionality is a concept from Kimberlé Crenshaw, a renowned scholar in critical race theory. The term refers to the ways that discrimination can overlap and intersect based on membership in more than one marginalized group. For example, an Indigenous person with a disability may experience both racism and ableism, which can compound the discrimination they face. Oppression, in this way, is additive for people who hold more marginalized identities. Consequently, for those holding privileged identities, experiences of marginalization are simpler (e.g., a white person with a disability does not have to consider racism when they are mistreated). The concept of intersectionality can help us to recognize that identity is very complex and multilayered, and that we need to address how oppression operates along multiple identities simultaneously.

Social and Personal Identities: Reference Guide

Each of us is a member of many externally defined social groups. For the purpose of this reference guide, social group is not a sports team or a book club, but rather a group of people who share a common social identity that is marked as relevant by society, and is set apart by socially defined boundaries such as age, race, gender, class, etc. In each social group, you may experience greater or lesser access to social power simply by being part of that group.

Below is a reference guide to help you understand what each of these terms means. As you review the list, notice which terms are new to you—and how your unawareness of the term may be a sign of privilege you hold.

- **Age:** Your age in year, relative life stage, generational cohort, and the perception of this in society (e.g., child, teenager, adult, senior citizen, millennial, baby boomer).

- **Appearance:** Your observable physical characteristics and their fit with what is considered beautiful or normal. These characteristics include height, weight, size, shape, stature, eye/hair/skin color, facial features, and dress (e.g., athletic, tall, petite, curvy, short, thin).

- **Ability Status:** Your physical and mental functioning, including mobility, speech, hearing, and vision, as well as cognitive, psychiatric, developmental, environmental, and medical functioning (e.g., temporarily able-bodied, autistic, hearing impaired, person with dyslexia).

- **Education Level:** Your highest level of formal education completed (e.g., Associate degree, high school diploma, MSW).

- **Employment Status:** Your current level of employment (e.g., temporary worker, full-time, part-time, contract worker, unemployed).

- **Ethnicity:** Those groups with whom you share characteristics such as culture, values, language, political/economic interests, history, and geographic or national ancestry (e.g., Italian-American, Latinx, Afro-Caribbean).

- **Family Configuration:** Your place or role in your family, or for some, your relationship to the concept of "family" (e.g., single-parent, adoptee, youngest of five, foster youth).

- **First Language:** Your first and primary language, if bilingual or multilingual (e.g., Portuguese, Mandarin Chinese, English).

- **Gender:** Societal expectations for your attitudes, appearances, and behaviors based on sex assigned at birth.

- **Gender Identity:** Who you are and how you feel yourself to be and/or identify with gender (e.g. cisgender woman, trans, gender queer, non-binary man).

- **Immigration Status:** Your legal recognition, rights, and responsibilities, including conditions of residency and documentation, based on nation of origin and citizenship.

- **Nationality:** Your nation of birth and/or nation(s) of citizenship.

- **Race:** A recent construct that incorrectly presumes biologically meaningful commonalities based on physical characteristics, particularly skin color. Your fit with a racial group retains significance due to the sociopolitical realities in the social order (e.g., Black, white, Asian Pacific Islander, Alaska Native, Biracial, Multiracial).

- **Relationship Status:** Your current relationship situation (e.g., divorced, married, widowed, single, open).

- **Religion:** Your identification with a group of people who share and hold sacred a set of beliefs, and who are organized into formal structures that flow from their shared faith (e.g., Muslim, Greek Orthodox, Agnostic, Hindu, Atheist, Christian).

- **Sex:** The label you were given at birth based on medical factors, including genetics, chromosomes, hormones, and genitalia (e.g., male, female, intersex).

- **Sexual Orientation:** Your physical, romantic, and/or emotional attraction and connection to others (e.g., queer, straight/heterosexual, lesbian, asexual, gay, pan, fluid).

- **Social Class:** Your relative social rank in terms of income, wealth, status, education, and/or power (e.g., working class, upper-middle class, below poverty line).

The Campfire & Community: COUNCIL

At HighScope's Institute for IDEAS, the full community came together each night for evening program, during which they participated in a variety of different activities, from Folk Dancing to History Skits, Egg Drops to Musicale (talent show), Game of Life (diversity program) to college preparation, all presented using the Active-Participatory Approach to youth development and education.

One special evening program happened 4 times throughout the month-long experience: Council.

Council was a weekly opportunity for the full community to gather around a bonfire and to intentionally engage in the social dynamics of the camp experience. Coming together at the symbolic "hearth" of our home away from home was special, and a place where campers and staff were supported in reflecting on themselves in relation to the community we were creating—reflecting on their social development in a space that is safe and supportive to consider and give words to it. Topics varied and could be tailored to the needs of the community as the session wore on, but they were socially minded: peer pressure, the road less traveled, masks we wear, respect for diversity, acceptance of difference, and community service.

For Council to work well, it was essential that the structure and expectations be presented to the students intentionally before the first Council. The following background is from the write-up for Council shared with staff of the Institute for IDEAS:

> The two staff in charge of Council should select five students to plan a skit/poem/presentation for opening Council. The afternoon of Council, the students and staff gather wood, matches, kindling, and paper and take it out Council to build a fire. Take water out to the circle for putting out the fire after the group is finished. In the hour you will have for prep, the students should come up with a skit that is relevant to the topic, and hopefully covers many facets of the topic. Make sure that there is a clear beginning and ending to the presentation. Have the students think about a personal statement, plan a few sentences to say. But let them know, as well, that there are silences at Council, too.
>
> Introduction/Instructions:
>
> - *Council is based largely on Quaker meetings where people congregate in an area and sit in silence until someone feels compelled to speak. Each time we have Council, a new topic is given to think about, and our comments at the Council fire are centered on thoughts from that topic.*
> - *The topic is announced to the community at the Shady Grove (a meeting spot on the camp grounds), and everyone walks as a group out to the Council ring in silence, thinking about the topic on the way. Some students will be waiting for the group out at Council, they have prepared a presentation that talks about the topic more in depth. When everyone is seated (inside of the logs*

or on top of the logs inside the circle), the group will start the presentation, and when this is finished, we do not clap.

- *Individuals may then feel free to comment on the topic. One person speaks at a time, but no hand-raising is necessary. Simply be courteous to those around you and be aware of others speaking in the circle. If you are unable to hear someone, it doesn't matter. Allow them to speak at the level they are comfortable with. In the same way, keep in mind that the circle is very big, and it is sometimes difficult to hear across the circle.*

- *People should look in a direction other than at the speaker; the fire is a great focal point for the entire group. After an individual has spoken, the rest of the group does not respond to or challenge the statements that have been made. Council is not a forum for resolving problems, but more a space for offering personal insights and experiences. It is important to remember that we direct comments in the direction of the fire, our focal point for the duration of Council, and that we all must respect that comments made at Council will not be responded to or challenged. It is okay if there is silence, and if no one is speaking for five or ten minutes, just use the time for more reflection on the topic.*

To the community after Council is over:

- *Because Council is a place for people to comment unchallenged, we must remember that not everyone will want to speak about their statements outside of the Council atmosphere. We need to respect others and understand that they do not have to expand any further if they choose not to.*

REFLECTION QUESTIONS

- What do you see as the important themes of Council?
- How does this description speak to social development?
- Where do the characteristics of Council come to play in your work with youth? In your work with staff? In your previous experiences as a young person or as a staff?
- What is the magic of the campfire?

Fast-Pen Exercise

Thinking about **who you are to yourself and to others in the world**, complete the sentence below. Try to use as many descriptors as possible—no need to censor yourself!

I am…

Notes and Doodles

Who Am I? Social and Personal Identities

First, fill out the list below to the level of your comfort about your own identities.

Age:

Ability Status:

Body Size:

Citizenship/National Origin:

Education Level:

Employment Status:

Ethnicity:

Family Configuration:

First Language:

Gender:

Race:

Relationship Status:

Religions/Spiritual Affiliation:

Sex:

Sexual Orientation:

Socio-Economic Status – Childhood:

Socio-Economic Status – Current:

_____

_____

_____

_____

_____

Second, follow the prompts below.

- Place an up arrow (↑) next to the identities that you think about the most.
- Place a down arrow (↓) next to the identities you think about the least.
- Place a star (*) next to the identities that have the strongest influence on how you perceive yourself.
- Place an exclamation mark (!) next to the identities that have the strongest influence on how others perceive you.
- Place a plus sign (+) next to the identities that have provided you with advantage or privilege.
- Place a minus sign (-) next to the identities that have provided you with disadvantage or being targeted.
- Place a question mark (?) next to the identities you would like to learn more about.

Third, reflect on the following questions.

1. How did it feel to think about and categorize yourself in this way?

2. What, if any, differences are there between how you perceive yourself and how others perceive you?

3. What, if anything, is missing from this list that is still important to you when thinking about who you are?

Who Am I?

Use this space to show who you are without the use of any words, labels, or categories.

Reflection Questions

1. Something I noticed about myself during the robot design team role play is...

2. A key take-away from the personality compass exercise is...

3. Something I learned about group roles, personalities, and/or identities is...

Taking it Back

How does your awareness of your "self" play a part in how you will work with young people or lead others who work with young people?

What type of interventions need to occur either with yourself or in the spaces and places you work to make sure that awareness of identity is influencing decisions?

List one or two ideas that will help you take back the foundations and self-awareness concepts to your setting.

Social Emotional Learning Methods Sequence
with *Preparing Youth to Thrive* Domains
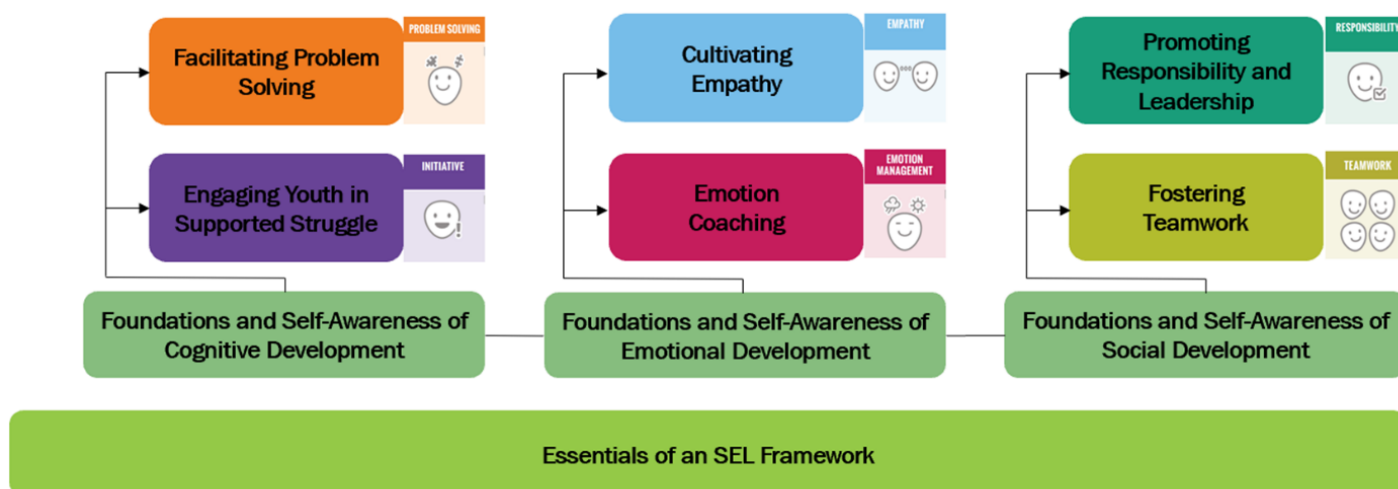
Social Emotional Learning Pyramid of Program Quality
with SEL PQA Scales

Crosswalk of Weikart Center's SEL Resources and Supports

Preparing Youth to Thrive	Youth Work Methods	SEL Methods	SEL PQA
			ENGAGING ENVIRONMENT
Problem Solving	Active Learning	Facilitating Problem Solving	**Furthering Learning**
			Support connections to previous knowledge
			Link examples to principles
			Encourage extending knowledge
			Encourage logical reasoning
			Guide discovery
Initiative	Youth Voice		**Supporting Youth Interests**
			Provide open-ended choice
			Provide multiple opportunities for choice
			Support creativity
Problem Solving, Initiative	Planning and Reflection	Facilitating Problem Solving	**Supporting Plans and Goals**
			Set up planning opportunities
			Ensure young people record or represent plans
			Facilitate monitoring progress toward goal
			Support problem-solving alternatives
			INTERACTIVE ENVIRONMENT
Teamwork	Cooperative Learning	Fostering Teamwork	**Fostering Teamwork**
			Promote active collaboration
			Establish shared goals
			Provide group-process opportunities
Responsibility	Youth Voice	Promoting Responsibility & Leadership	**Promoting Responsibility and Leadership**
			Assign responsibility for tasks
			Support carrying out responsibilities independently
			Provide mentoring opportunities
			Provide leadership opportunities
			Provide opportunities to present
Empathy	Building Community	Cultivating Empathy	**Cultivating Empathy**
			Structure activity for sharing and listening
			Encourage understanding other's emotions
			Structure activities for showing kindness
			Support valuing of differences
			SUPPORTIVE ENVIRONMENT
Management Safe Space (Curriculum Feature)	Reframing Conflict	Emotion Coaching	**Emotion Coaching**
			Acknowledge emotions
			Support young people to name emotions
			Discuss constructive handling
			Discuss emotion causes
Responsibility	Active Learning, Intro to Active Participatory Approach	Engaging Youth in Supported Struggle	**Scaffolding Learning**
			Break task into steps
			Model skills
			Encourage young people to improve performance
			Monitor challenge level
Initiative	Ask-Listen-Encourage	Engaging Youth in Supported Struggle	**Fostering Growth Mindset**
			Guide young people to self-correct
			Use non-evaluative language
			Attribute achievement to effort
Safe Space (Curriculum Features)			**Creating Safe Spaces**
	Building Community, Reframing Conflict	Fostering Teamwork	Foster positive emotional climate
	Building Community,	Fostering Teamwork Cultivating Empathy	Convey warmth and respect
			Provide support for safe space
	Structure & Clear Limits Reframing Conflict		Demonstrate positive group management style
			Demonstrate mutual accountability
	Building Community	Cultivating Empathy	Show active inclusion