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TIME FOR YOUNG PEOPLE

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Introduction

This workshop was about how young people are able to be active participants in program creation and not just passive recipients of services.

The Old Conversation

- Youth Workers are the “entertainers,” always looking for things to put in front of young people to do, such as games, activities, etc.
- Youth are passive recipients of whatever the “entertainers” do. Youth do not have a voice in the process of programming

3 Guiding Questions

1. How do services connect young people to their community?
2. How much social energy and active youth citizenship does this public investment generate?
3. Are tax-payers getting good value for their money?

Goals for young people

1. passive engagement → to active engagement
2. activities as youth worker-led to → youth-led
3. youth as beneficiaries of services → co-producers of services
4. youth as clients to → youth as members
5. individualism → mutualism

Methodology

- *Step 1:* Audit youth time--- How can we measure active young citizenship?
- *Step 2:* Allow young people design community service projects for 12 months.
 - Key piece is that young people are partnered as equals with service providers.
- *Step 3:* Calculate total new active hours in those 12 months.
- *Step 4:* Construct a Time in and Time out menu---i.e. What services are young people providing and what can their time purchase?
 - The goal is to have young people use time credits to take family members on trips or have dinners on special evenings

Participants

Krysta Gougler
Rebecca Wolle
Tony Budak
Darron Suttle
Abby Greer



- Students pay for the family member of the choice using time credits
- *Step 5: Launch Time 4 Young People Project*

Case Study:

- Went into the worst housing project in Wales, where young people had horrible relationships with police, were disengaged, and had antisocial behavior.
- Asked the critical question: What is the cost of doing nothing? What if we let things stay the same? Answer: Everyone loses.
- Decided to bring together all of the service providers in the area and break down the silos, asking, “what can these youth *do*?”
- Created a memorandum of understanding between everyone.
- Decided to engage youth in planning, have young people participate in community projects, improve relationships between young people, police, other agencies, and community, reduce levels of anti-social behavior, and thank young people for their contribution.
- Followed the aforementioned methodology.

Results

- Increased membership from 20 young people to 140 over the course of one calendar year; retention rates increased and attrition rates decreased tremendously.
- Through participating and creating events, young people were able to purchase family days, bus trips, and game nights with time credits.
- Continuously focused on trying to connect young people and their families to their communities.
- Reduced anti-social levels by 17% in 6 months.
- Improved relationships between youth and the police.

Lessons learned

1. Stop giving things away for free to youth in need.
 - a. ex. If you want to go on a trip, it is not free; youth have to give a certain of time bank credits to deserve the right to ride the bus.
2. Stop rewarding the bad behavior of youth in need.
 - a. In UK part of the rehabilitation included really fun activities, which implicitly encouraged bad behavior.
 - i. The only way to shift the paradigm is to use the time credits as ways for all young people to get involved in a positive manner
3. Don't give mixed messages!