School's Out, Make It Count:
Quality Standards for Out-of-School Time Programs
Training Series 1 | Trainer Copy

Standard 2: Positive Relationships

KEY PRINCIPLE | Youth benefit from the positive relationships and interactions that are promoted, developed, nurtured and maintained by the program staff and volunteers.

SUPPLIES NEEDED
- Dry Erase Board or Giant Post-It pads
- Markers
- Copies of Agenda
- Copies of the *Road Block Worksheet*
- Fish bowl or other container
- Any examples trainer might want to bring of the Standard in practice
- *Optional:* Access to overhead projection and internet access to www.polleverywhere.com

INTRODUCTIONS | Introduce yourself and the purpose of this training. With small groups, you may wish to have participants introduce themselves as well. No more than 5 minutes.

ICE BREAKER | (5-10 minutes)
TRAINER | Divide into groups of four or five people by counting off to get a good mix. Tell the groups to think individually of one word that describes relationships.   Once they each have their one word share with the group what that word is. This will likely spark a lot of conversation and questioning. Give them some time to talk and then ask individuals to share their one word and write them up on a White Board or Giant Post-It pad underline for each word that it used more than one time.

If using polleverywhere.com simply ask individuals to text one word that to them describes relationships. Use word cloud to show prominent words that stand out.

KEYS
TRAINER | Read through each key quickly so the group has an idea of what will be covered in the training. Explain how this standard will be broken down in this training and what it looks like within a program.

TRAINER | There are many ways to build, incorporate and witness positive relationships within a program. A strong and excelling program will have positive relationships in every aspect. This training will provide you with the understanding and tools to break down what these relationships look like and how you can foster those relationships. There are four different relationships we are going to look at in this training:
- Positive Relationships Between Youth and Youth
- Positive Relationships Between Staff/Volunteers and Youth
- Positive Relationships Between Staff/Volunteers and Staff/Volunteers
- Positive Relationships Between Staff and Community

YOUTH & YOUTH | (10 minutes)
- **Verbal and physical interactions amongst youth are positive and respectful.**
    - When youth are positive and respectful they are able to resolve conflict without physical altercations.

o   Youth show empathy towards each other creating a nurturing environment.

- **Youth work together and support one another's success.**
  - o   Program provides opportunities to showcase youth work and achievements. Examples (award ceremony, talent show, art showcase, etc.)
  - o   Incorporating character development programming. Fill my Bucket, Mix it Up, Character Counts.

TRAINER | Think Tank Activity 1: Break into small groups
Have groups discuss and write down as a team what their current programs do to promote positive and respectful interactions amongst youth. Each group selects a representative to review their brainstorm.

STAFF/VOLUNTEERS & YOUTH | (10 minutes)
- **The relationships between staff, volunteers, youth and families are consistent, supportive, nurturing and recognize individual needs.**
  - o   Routinely share how to support individual youth development.
  - o   Identifying individual youth strengths and interest.
  - o   Have policies and processes that are standard throughout the program.

- **Staff and volunteers treat youth with respect and listen to what they say.**
  - o   Make eye contact and get on the level of the student.
  - o   Practice active listening by comprehending, retaining and responding.

TRAINER | Think Tank Activity 2: Fish Bowl
Have individuals write down a way that you can identify and incorporate an individual's strength or interest into the program. Conduct a Fish Bowl drawing with cards pulled and shared by the trainer.

STAFF/VOLUNTEERS & STAFF/VOLUNTEERS | (10 minutes)
- **Staff and Volunteers model cooperation, conflict resolution and positive relationships with each other.**
  - o   Professional development opportunities
  - o   Team building
  - o   Staff expectations
  - o   Open Communication

TRAINER | Think Tank Activity 3: Road Block
Use the Road Block Worksheet and facilitate a discussion. **"**Your program has been moving along beautifully. Your children are positively communicating well, parents are happy and supportive of your program but lately you notice the team hasn't been communicating well with each other. There is an underlying tension that is just holding the program from being everything it can be. How do you overcome these road blocks? Let's take a look at two scenario questions."

Review the scenarios on the Road Block Worksheet. "How would you overcome these situations?" Review answers as a group.
- Two staff members who are being icy cold with each other: What do you do to help them warm up?
- One team member is not pulling their weight and it is causing tension among his or her peers. How would you help resolve this issue?

STAFF/VOLUNTEERS & COMMUNITY | (10 minutes)
- **All interactions reflect a culture of mutual respect, support and belonging.**
  - o   The program and schedule are structured so that youth, staff and volunteers and families have the opportunity to develop close, sustained relationships with each other.
    - ▪   What does this look like?

- Allocated time in the day for students to interact with each other (different age groups, grades, etc.)
- Team Building Activities
- Group projects
- Art Walks
- Family Days/Events
- Newsletters/Communication tools for families

- **The relationships between staff, volunteers, youth and families are consistent, supportive, nurturing and recognize individual needs.**
  - Trainer Note: Quick recap on this sub-standard to review how it applies to both Youth and Staff relationships and Staff and Community Relationships.

TRAINER | Think Tank Activity 4: Gallery Walk

Break into 4 teams. Each group is given one of the following objectives. Have teams write down their ideas on large post it and post on a single wall. After each team is done have the class walk through, read and add their thoughts to each teams list. Then review each list as a group.
- Create a lists of projects that celebrate and/or showcases student achievement
- Create a list of ideas to help build staff relationships
- Create a list of ideas to bridge community and staff relationships
Create a list of games/projects that can be incorporated into program hours to develop youth relationships.

Think Tank Activity 3 | Road Block Worksheet

Please read the following scenarios and share how you would overcome these ROAD BLOCKS should you encounter them in your program.

SCENARIO 1 | Two staff members are being icy cold with each other. What can you do to help them warm up?

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SCENARIO 2 | One team member is not pulling their weight and it is causing tension among his or her peers. How would you help resolve this issue?

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I. INTRODUCTIONS

II. ICE BREAKER

III. KEYS

YOUTH & YOUTH
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- **Youth work together and support one another's success.**

STAFF/VOLUNTEERS & YOUTH
- **The relationships between staff, volunteers, youth and families are consistent, supportive, nurturing and recognize individual needs.**

- **Staff and volunteers treat youth with respect and listen to what they say.**

STAFF/VOLUNTEERS & STAFF/VOLUNTEERS
- **Staff and Volunteers model cooperation, conflict resolution and positive relationship with each other.**

STAFF/VOLUNTEERS & COMMUNITY
- **All interactions reflect a culture of mutual respect, support and belonging.**
  - **What does this look like?**

- **The relationships between staff, volunteers, youth and families are consistent, supportive, nurturing and recognize individual needs.**