



YOUTH ENGAGEMENT

Volunteer Engagement Module



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About Volunteers for Outdoor Colorado (VOC)

Volunteers for Outdoor Colorado is the oldest and largest outdoor stewardship organization in the state. We work to connect people to Colorado's outdoors in ways that inspire them to be caretakers of the state's natural resources. This is especially important because the demands on our outdoor resources are extensive and Colorado's stewardship needs are reaching a near-crisis level. VOC is playing a leading role in addressing these challenges in three ways. First, we're fostering statewide collaboration on issues and solutions. We're also expanding stewardship efforts by helping others build and grow successful volunteer programs. Finally, we're continuing to engage 5,000 volunteers each year in on-the-ground, hands-on stewardship work.

Executive Summary

A key component to a successful youth volunteer program is knowing that youth require a different approach than adult groups when it comes to keeping them motivated, safe and productive. This guide provides tools and strategies for meaningful youth engagement as well as concrete examples of approaches that have worked for VOC in a variety of youth programming settings.

- ▶ **Define why you will engage youth.** Consider the reasons why your organization wants to start a youth-specific program and advertise those reasons to both youth and parents. Here are some perspectives you may wish to consider:
 - ▶ **Helping youth connect with the outdoors** and understand the importance of caring for our natural resources can influence their stewardship ethic and lead to a lifetime commitment to caring for the outdoors.
 - ▶ **Expanding youth experiences in the outdoors** by being physically, mentally and emotionally challenged in a safe way can help reduce stress and build individual skills such as self-confidence and self-reliance.

- ▶ **Methods for recruiting youth volunteers:**
 - ▶ **Leverage your partnerships to reach the right populations.** Consider partnering with a youth group (schools, youth-serving organizations) to engage your target youth audience. Similarly, if a youth organization wants to provide its students with a meaningful environmental volunteer opportunity, your organization could offer up its expertise as part of the partnership.
 - ▶ **Ensure that the messaging in your marketing and outreach materials** specifically appeals to the target audience and age range (Elementary, Middle or High School), including parents/guardians for younger populations. Share details about the variety of fun, recreational activities youth will participate in during their volunteer day.

- ▶ **Group dynamics development process.** When youth groups get together for the first time, guide them through some activities to help develop the dynamics and encourage positive relationships.
 - ▶ **Ice-breakers** will get participants to tell the group something about themselves (ex: name game).
 - ▶ **Warm-up activities** can be physical to get them moving around and laughing, or emotional to get them to think deeply (ex: share their view about the greatest issue facing Colorado's natural resources).
 - ▶ **Acclimatizers** will give you a clear idea of which participants might be good group leaders, how well the participants work as a team, and how they overcome obstacles.

- ▶ **Subjects to cover when setting a list of rules and expectations:**
 - ▶ **Respect** - To ourselves, each other, and the environment
 - ▶ **Safety** - Physical and emotional
 - ▶ **Openness** - To each other, ideas and new experiences
 - ▶ **Challenge** - Done by individual choice
 - ▶ **Sensitivity** - To each other and to diverse points of view
 - ▶ **Fun** - To make sure that we have fun

- ▶ **Motivating youth participants and building their leadership and critical thinking skills:**
 - ▶ **To effectively engage and motivate youth**, find out what kids like and build on their interests. Make things fun, lighten up and joke around whenever possible. Speak with character, be enthusiastic!
 - ▶ **To build leadership and critical thinking**, assign specific tasks to help youth feel needed and effective; Ask questions that create a connection between the work

Executive Summary

your group is doing and bigger issues, such as those related to the environment; Ask kids to share subjects about which they are passionate; Ask youth how they can bring what they are learning into their daily lives.

- ▶ **Dealing with behavioral issues and managing conflict.** Be ready to manage disagreements in a way that is appropriate and suitable for all ages.
 - ▶ **When to intervene:** Intervene immediately any time you are concerned for the safety of an individual or group.
 - ▶ **Who to involve:** If parents, guardians or other chaperones are present, clearly state your expectations for involvement in behavioral supervision. If those figures of authority are not present, you and your staff is responsible for managing behavior challenges.
 - ▶ **How to manage issues:**
 - *Separate:* Pull the individual who is misbehaving away from the group and talk to them
 - *Explain:* Give clear feedback about what the problem is
 - *Listen:* Let the individual vent if need be and let them know that you are listening
 - *Respond* in an empathetic way, then restate how their actions are not following the rules you established before the start of the day and what they need to change about their behavior

Introduction

Youth are the outdoor stewards of tomorrow, due in part to programs offered today. A key component to a successful youth volunteer program is knowing that youth require a different approach than adult groups when it comes to keeping them excited, safe and productive. Therefore, having tools and strategies for meaningful youth engagement is critical to programmatic success.

Designed to address the challenges that can come with engaging youth populations, this guide provides concrete examples of strategies and approaches that have worked for Volunteers for Outdoor Colorado (VOC) in a variety of youth programming settings. It will be useful for organizations that want to expand their programs to better engage youth of all ages and be most helpful to staff and volunteers who will be working with youth in the outdoors.

Please Note:

- *This guide contains information about ways to work with youth and families in the outdoors.*
- *This guide does not cover project/program risk management, but certain risk management practices are required for youth programs to run safely and effectively. Please see the **Policies and Procedures Guide** of the **Risk & Safety Management Module**, which includes a section specific to youth and family programming.*
- *For information about the steps needed to design a youth program, please see our **Youth & Family-Friendly Volunteering Guide** in the **Volunteer Engagement Module**.*
- *All of the Stepping Up Stewardship guides are intended to be complementary and not mutually exclusive. You may need to evaluate all the various resources to determine which offer the most appropriate fit for your specific program or project.*

VOC recommends using this guide in tandem with the additional guides found in the **Volunteer Engagement Module**:

- ▶ [Recruitment Methods](#)
- ▶ [Making Volunteers Feel Valued](#)
- ▶ [Deepening Volunteer Engagement](#)
- ▶ [Youth & Family-Friendly Volunteering](#)



Recommended Steps

This guide is organized into seven "steps" to help your organization develop and implement strategies to engage youth.

These are not "linear" steps that must be followed in a specific order. Rather, think of them as sections of information that you can choose to implement based on their relevance.

Step 1:

Offers guidance to help you define why you will engage youth.

Step 2:

Outlines methods and recommendations for recruiting youth volunteers.

Step 3:

Guides your organization through the group dynamics development process and supplies you with a variety of group development activities.

Step 4:

Provides tips for setting rules and expectations while getting participant buy-in.

Step 5:

Focuses on issues and challenges surrounding trust and failure in a group and emphasizes ways to optimize both.

Step 6:

Provides tips for motivating youth participants and building their leadership and critical thinking skills.

Step 7:

Offers tips for dealing with behavioral issues and managing conflict.



This Guide is accompanied by extra resources, called Supplemental Materials, that you can use in your efforts to effectively engage youth. They are mentioned throughout the guide and listed at the end, but provided separately.

Step 1: Defining Why Your Organization is Engaging Youth

A key part of **successfully engaging youth** is helping them understand "why" they are getting involved in volunteering; their experience will be more meaningful when they know why they are there and the difference their participation is making.

Similarly, it is important that your organization understand the reasons for wanting to involve youth in your work. Being able to answer this question internally will help ensure that you are being intentional and authentic in your program development and implementation – which will increase your chances of success in working with youth.

When considering the reasons your organization wants to start a youth-specific program, here are some perspectives you may wish to consider:

- ▶ **By helping young people connect with the outdoors and understand the importance of caring for our natural resources**, you have the opportunity to influence their stewardship ethics, optimally leading to a lifetime commitment to caring for and about the outdoors. In fact, your program may directly impact a young person to choose service or career options directly related to natural resource fields.

- ▶ **Youth expand their experiences in the outdoors** by being physically, mentally and emotionally challenged in a safe way. Getting outside:
 - ▶ Builds self-confidence
 - ▶ Stimulates creativity and imagination
 - ▶ Promotes responsibility for oneself and other living things
 - ▶ Provides hands-on, visual and auditory stimulation, creating experiences and opportunities that reach a variety of learners
 - ▶ Creates physical movement
 - ▶ Offers valuable life skills, such as self-reliance
 - ▶ Reduces stress

When you understand why you are providing youth programs and how they may impact the youth who participate, you will have valuable information to help you engage youth, evaluate your program and demonstrate impact.

Step 2: Methods for Recruiting Youth Volunteers

Once you have identified the reasons your organization wants to involve youth, and you have done the work to develop a meaningful volunteer program (please refer to the [Youth & Family-Friendly Volunteering Guide](#) of the [Volunteer Engagement Module](#)), it is time to attract youth to your program.

Recruitment of youth volunteers is different than recruitment of adult volunteers, so you will want to make sure that your volunteer event or program is well-suited for young people. The best

VOC Mini Spotlight

Gathering quotes and testimonials from youth participants can shed light on why the program is important to young volunteers and the impact it is having on their lives. VOC has gotten the following recent quotes:

"Only those who volunteer with VOC can really describe the community created with each project."

- Suzanne, VOC Cairn Program participant

"We learned a variety of skills and techniques for preserving the environment and leaving it in a better state than we found it. We also learned leadership skills that I will be able to use in volunteering for years to come."

- Youth Stewardship Summit participant

"It is important for kids to do volunteer projects because then they grow up wanting to help the environment."

- Jacqueline, a 7th grader from VOC's Play, Learn and Serve Pilot Program

Step 2: Continued

practices and tips below offer some important considerations.

- ▶ **Leverage your partnerships to reach the right populations.** The best partnerships provide all partners with advantages that are complementary and that could not be achieved working alone. For example, if your organization wants to engage youth ages 8 to 12, but does not have access to children of that age group, you might consider partnering with a group that does, such as the Boys and Girls Club. Similarly, if the Boys and Girls Club wishes to provide its students with a meaningful environmental volunteer opportunity but does not feel competent to do so on their own, your organization could offer up its expertise as part of the partnership. Organizational gaps and assets present great opportunities and partnership potential.



An important question to ask yourself when seeking out partnerships is: *Who is the "gatekeeper" to the population you want to engage?* For example, gatekeepers to approach as potential partners could include:

- ▶ **Schools.** Reach out to teachers, school counselors, school administrators or club organizers in your local schools to see if there is a fit with their curriculum or ask if you can share information about your program by distributing materials to students or giving a brief presentation at a school meeting.
- ▶ **Youth-serving organizations.** Research other groups in your area that serve youth and outreach to the program staff to understand their interest in partnering.
- ▶ **Other community organizations.** Contact organizations interested in increasing public engagement for community-based improvements, including religious institutions, nonprofits and local businesses.

A list of youth-serving organizations is available in [Supplemental Materials](#).



For additional tips about leveraging partnerships for recruitment and outreach, see the [Recruitment Methods Guide](#) in the [Volunteer Engagement Module](#).

- ▶ **Making the case for "What's in it for you?"** When working with partners such as schools, youth-serving organizations and other community groups to reach prospective youth volunteers, ensure that the messaging in all your marketing and outreach materials, clearly and specifically appeals to the target audience. A few tips to consider when creating your outreach materials include:
 - ▶ **Differentiate your messaging based on age groups.**
 - *Elementary and middle school students:* Direct your case for "what's in it for you" at the adults in their lives – i.e. their parents and teachers – who are the decision-makers when it comes to what programs or activities the youth will be involved in. You will need the adult's buy-in, so be sure to include messages and language around these types of benefits of outdoor volunteering:
 - Provides a fun and experiential educational opportunity that is tied to curriculum
 - Builds an ethic of community service

Step 2: Continued

→ *High school students:* High schoolers tend to make their own decisions about what they will be involved in; their parents and teachers have less influence at this age. Your case for "what's in it for you" will feature messages and language around these types of benefits of outdoor volunteering:

- Gain leadership skills and build your college resume
- Learn about environmental issues
- Learn about careers in natural resources
- Participate with friends and make new ones
- Make a real impact in caring for the outdoors
- Fulfill community service hours for school - while being outside!
- Fulfill volunteer requirements for student organizations such as the National Honor Society
- Be eligible for other benefits (see **VOC Mini Spotlight** to the right)

VOC Mini Spotlight

VOC recently launched the Grossman Scholar Program, offering two annual scholarships for college, based on outdoor stewardship volunteer service. One scholarship is available to high school students who have participated in our award-winning Cairn Youth Program. The scholarship will be available for at least 5 years and is now a benefit we advertise to new program participants.

- ▶ **Ensure the volunteer experience appeals to young people.** Other tips for information to include in your messaging and outreach materials include:
 - ▶ **Variety and fun:** Share details about the variety of fun, recreational activities youth will participate in during their volunteer day. This illustrates that volunteering is not just about the work but is about creating community and a fun experience.
 - This is especially helpful when communicating with younger audiences (elementary and middle school students) who are attracted to various games and activities - the fun part of being outdoors.
 - ▶ **Free food/prizes:** Free giveaways always draw youth (and adults!) into your program - so in your outreach materials be sure to describe the food, swag, and prizes you will be offering during the volunteer experience.



Please see the [Youth & Family-Friendly Volunteering Guide](#) in the [Volunteer Engagement Module](#) for tips about appropriately designing a youth program.

Step 3: Group Development Process & Activities

There are several age-related developmental stages that are helpful to keep in mind as you plan and organize activities for youth. Understanding what influences thinking and behaviors at various ages is a valuable clue to anticipating how your planned activities will be received.

For example, young people under the age of 13 are primarily influenced by their family and are more likely to take direction from adults. Over the age of 13, the peer group becomes the primary influence; kids are influenced by other kids. In this age group, it's helpful to give youth participants more involvement in problem-solving activities and encourage them to work as a team.

Below are some concepts and strategies you can use to guide you when working with youth.

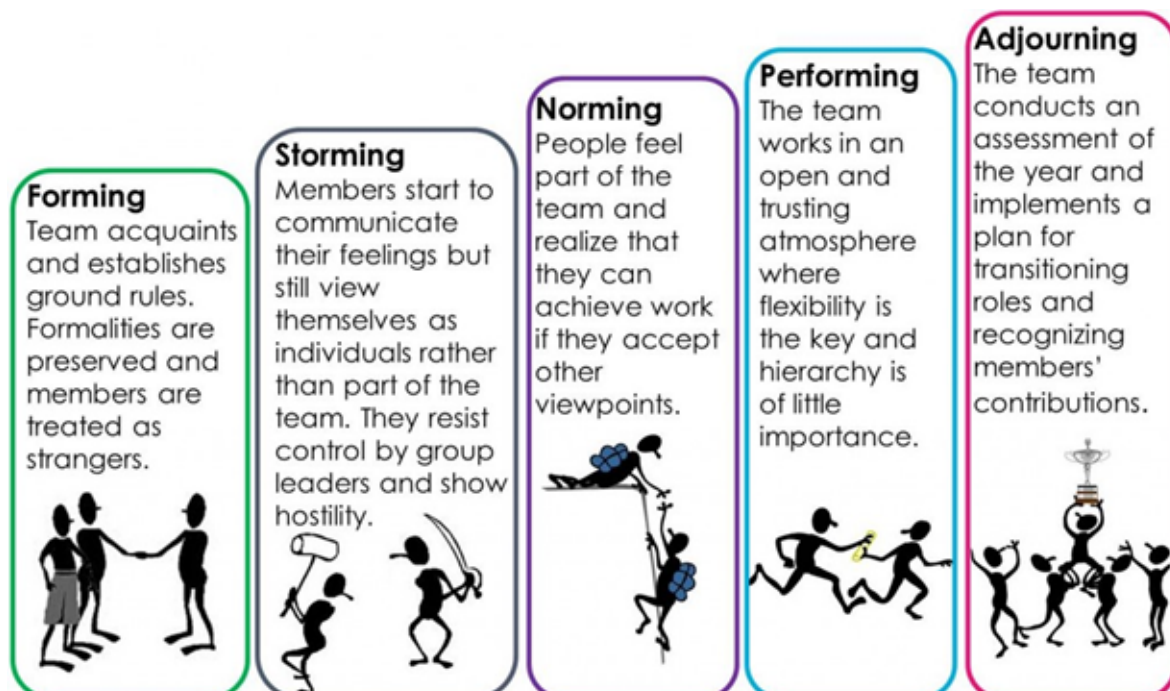
Step 3: Continued

- ▶ **Comfort vs. learning zone.** Senninger's Learning Zone Model describes the learning zone as the area just outside our secure environment. "Only in the Learning Zone can we grow and learn, live out our curiosity and make new discoveries, and thus slowly expand our Comfort Zone by becoming more familiar with more things." (<http://www.thempra.org.uk/social-pedagogy/key-concepts-in-social-pedagogy/the-learning-zone-model>)

- ▶ **When working with youth,** the idea is not to force kids into the "learning zone," especially during a one-time volunteer experience. Rather, give the youth participants a taste of the learning zone within a safe environment.
- ▶ **One way to do this is to set the tone for the day** by leading the group through "Challenge by Choice". According to TeamPedia.net, Challenge by Choice is "a concept in which people are empowered to decide whether to participate in an activity; the leader and others in a group are expected to respect anyone's right to sit out or to opt for a personalized level of engagement." In a youth volunteer setting, this is an opportunity to challenge members to take on a task or share in a group, letting them know that while you want them to push their boundaries, you won't force them to do something they don't feel comfortable doing.



- ▶ **Group developmental stages.** The dynamics and development of the group will vary depending on the length of time your group spends together, whether the group members have known each other or worked together previously, and how often the group is together. The following chart (from <https://www.shift-it-coach.com/2012/11/the-joys-and-challenges-of-group-dynamics>) will help you determine where your group is in the development process - and thereby help you identify some appropriate ways to engage the group.



Step 3: Continued

- ▶ **Group development activities.** When groups get together for the first time, it's beneficial to guide them through some activities to help develop the dynamics and encourage positive relationships among participants. Group development activities:
 - ▶ Build capacity for relationship building
 - ▶ Build trust
 - ▶ Are fun and help set the tone for the day
 - ▶ Increase comfort between members
 - ▶ Help guide the group more quickly from the forming phase to the norming and performing phases
 - ▶ Develop opens lines of communication, which can help participants mitigate the storming stage more efficiently

- ▶ **When choosing activities and games** that help develop the cohesiveness within a group of young people, it is helpful to be strategic based on their development stage. Your group will not only have more fun, your job of managing the group will be more effective. The amount of time you have with the group will also play a role. Below are some ideas for group development activities, including ice-breakers, warm-ups and acclimatizers.

- ▶ **Ice-breakers.** The "Name Game" is a great introductory activity whether the participants have previously met each other or not and should be done at the beginning of the day. In this activity, participants each tell their name and share something about themselves that the group might not know. It is light-hearted in nature and takes only a few minutes. The Name Game (and other ice-breakers) are good for one-day projects/programs as well as groups with which you might have extended contact.
- ▶ **Warm-ups.** Physical and emotional warm-up activities help participants get moving and learn a little bit about their peers - while helping you read the energy and interest levels of your group. These activities can be done directly following an ice-breaker, or at any moment of downtime during the day. Warm-ups are good for one-day projects/programs as well as groups with which you might have extended contact. Here are some ideas to help get you started:
 - *Physical:* Create an activity that gets the group moving together but that is easy, relaxed and fun. The idea is to get just the blood moving and people laughing. The warm-up should be brief - no longer than 15 minutes. A debrief for this activity is usually not necessary.
 - *Emotional:* Ask questions that dig a little deeper than the ice-breaker and that are tied into the topic of the day. For example, ask participants to each share their one-word intention for the day, or to share their view about the greatest issue facing Colorado's natural resources. Keep the warm-up brief - no longer than 15 minutes. You can do a light debrief or recap of responses if it feels appropriate or helpful.



Again, it's helpful to understand the development stage of your group. Most groups of younger kids love any highly physical activity, whereas a high school-aged debate team might prefer having a discussion.

- ▶ **Acclimatizers.** The goal of doing an acclimatizer activity is to present the group with a challenge that the group must figure out how to work through. Acclimatizers will give you a clear idea of which participants might be good group leaders, how well the

Step 3: Continued

participants work as a team, and how they overcome obstacles. These activities should only be done following the foundational group work, ice-breakers and warm-ups. A debrief after these activities is key to their success.

- Unless you have listed team development as an objective of a one-day project group, it may be best to save acclimatizer activities for extended-contact programs.

A sample group development activity itinerary and list of team development ice-breaker, warm-up and acclimatizer activities is available in [Supplemental Materials](#).

Step 4: Setting Rules & Expectations with Participant Buy-in

Key to a successful youth volunteer program is the ability to clearly set rules and expectations – and to do so early in the day. Below are some tips for successfully setting rules:

- ▶ **Do a collective rule-making exercise** - you can do this by soliciting the group for their opinion of what rules and expectations they would like to have as a group. Use a large piece of paper to write their ideas and have everyone sign once the rules are defined. You can easily guide the discussion to make sure the major rules and expectations are included.
- ▶ **In your ongoing communication with the group**, set a tone that is fun and fair – but be prepared to be firm when needed.
- ▶ **Avoid imposing overly-restrictive or unnecessary rules.**
- ▶ **If you make a rule, apply it consistently** among both young people and adults – kids will call you out on any double standards.
- ▶ **Establish clear and honest expectations.**
- ▶ **Maintain consistency.**

Below is a start for items to cover in your list of rules and expectations, with additions as needed based on the group dynamics:

- ▶ **Respect** - To ourselves, each other, and the environment
- ▶ **Safety** - Physical and emotional
- ▶ **Openness** - To each other, ideas, and new experiences
- ▶ **Challenge** - Done by individual choice
- ▶ **Sensitivity** - To each other and to diverse points of view
- ▶ **Fun** - To make sure that we have fun

A set of guidelines for helping you develop rule-making activities and styles is available in [Supplemental Materials](#).

Step 5: Trust & Failure in a Group – Challenges & Best Practices

Building trust and creating an attitude of a safety net vs. failure is key when you are working to achieve a specific task. Time spent building trust will help ensure that there is unity among members of the team. When trust is established it allows participants to not only feel more confident to step into the learning zone, but also more likely to get back up and push on if there is a setback.

Below are a few best practices your organization can use as guidelines:

- ▶ **Build trust.** Three sure-fire ways to build trust with youth volunteers are to *remember their names*, *ask them questions* about themselves (for example, their hobbies, interests and school activities), and *engage them* in team-development activities. While it's important to be friendly with them, it's equally essential not to be their friend – instead, you want to position yourself as an adult leader. This means encouraging mutual respect while setting clear boundaries, avoiding being entirely directive, and allowing them to fail. Remember, failure is the best way to help them learn and grow from their mistakes.
- ▶ **Create a Safety Net.** When communicating with youth about their performance, offer constructive feedback about their efforts and contributions, rather than criticism about what they might be doing wrong.
- ▶ **Debriefs.** After each activity or at the end of the program day, conduct a debrief, or a conversation about how things went. A learning experience all on its own, a debrief provides an opportunity for participants to share their observations about the day, and to air any perceived failures or challenges they encountered. Discussion about their experiences also encourages critical thinking and enables teachable moments about connections to life outside of the program.

A list of debrief activities and questions is included in [Supplemental Materials](#).

Step 6: Motivating Youth, Building Leadership & Critical Thinking

Below are tips to help you motivate youth volunteers and build essential skills around leadership and critical thinking.

- ▶ **Motivating youth.** To effectively engage and motivate youth, it's important to find out what kids like and then build on their interests. It's also helpful to make things fun, and lighten up and joke around whenever possible – while making your time with the youth useful and productive. Finally, don't be afraid to admit what you don't know; you don't have to be an expert on everything. Here are some tips for keeping things interesting:
 - ▶ **Speak loudly and with character!** If you're not enthusiastic, kids won't be either. If this is not in your nature, fake it.
 - ▶ **Find ways to incorporate something fun and interactive** into your volunteer activities, such as environmental education games or trivia questions.
 - ▶ **Talk about the land and property** where your volunteer work is taking place, such as the wildlife that inhabit the area or the region's culture and history. Don't get bogged down in offering too many details and facts.
 - ▶ **Explain why there is a need** for the work you are doing and connect it to a bigger picture.
 - ▶ **Tell your "story".**

Step 6: Continued

- ▶ **Listen to their "story".**
- ▶ **Thank them!** And tell them about how they can get involved further with your organization.
- ▶ **Building leadership and critical thinking skills.** Volunteering presents many opportunities for helping young people develop as individuals. Here are a few ideas:
 - ▶ **Assign specific tasks**, when appropriate, to help them feel needed and effective.
 - ▶ **Allow kids to help in the planning process** including setting goals, identifying tasks and selecting individual roles.
 - ▶ **Debrief and do so often** - and encourage youth to lead the debrief.
 - ▶ **Ask relevant questions** that create a tie or connection between the work your group is doing and bigger issues - such as those related to the environment or recreation.
 - ▶ **Ask kids to share subjects** about which they are passionate.
 - ▶ **Ask youth** how they can bring what they are learning with you into their daily lives.

Step 7: Dealing with Behavioral Issues & Managing Conflict

When working with groups of young people, there are times when you may experience conflict and disputes - especially when there is a large range of ages, or the kids are together for more than just a few hours. It is imperative that your project team be ready to manage disagreements in a way that is appropriate and suitable for all ages.

Here are a few suggestions and factors to consider when managing behavior problems between kids:

- ▶ **When to intervene:** Intervene immediately any time you are concerned for the safety of an individual or group.
- ▶ **Who to involve:** If parents, guardians or other chaperones are present, clearly state your expectations for involvement in behavioral supervision as early as you can, and be clear that any program rules apply to them as well. If parents, guardians or other known figures of authority are not present, your staff is responsible for managing behavior challenges.
- ▶ **How to manage issues:** Below are some tips to help you.
 - ▶ **Prior to the start of the day, set expectations** with your group. Do this either as a collective rule-making exercise, eliciting ideas from the youth, or review the rules you have set for them at the beginning of the day.
 - ▶ **Unless there is an immediate safety concern**, pull the individual who is misbehaving or acting out away from the group to talk about the issue. Avoid embarrassing a child in front of his or her peers.
 - ▶ **Give clear feedback** about what the problem is and how it should be addressed. Connect the issue back to the expectations that you presented earlier in the day if it makes sense to do so.
 - ▶ **If a person needs to vent**, be prepared to listen and let him or her know that you hear what they are saying - while also making



Step 7: Continued

sure that they understand why their behavior is unacceptable. Treat them like adults (especially if they are teenagers). Talking down to them will only worsen the situation.

- ▶ **If necessary**, explain what consequences will be imposed if the behavior does not change.
- ▶ **Take a break with the kids.** Have a snack, look at nature and sit for a few minutes. Often, arguments arise because children are tired, hungry, hot or cold – or some combination. Allow everyone a break occasionally to reset.
- ▶ **Separate the kids.** Ensure that there will be staff from the partner organization or parent volunteers to help manage the kids. Use the available adults to divide the group so that the kids involved in the dispute can cool off and spend time apart. Almost all problems will settle with time.
- ▶ **Avoid win-lose conflict management.** Make sure that one child doesn't feel like he or she defeated the other. You don't want one child to perceive the outcome as positive and the other as negative.
- ▶ **Give the kids added responsibility or jobs**, such as keeping track of time, holding the map or playing follow the leader.

Additional resources for conflict management are included in [Supplemental Materials](#).



Conclusion

This guide provided **guidance, best practices, and ideas** to help your organization start or expand its initiatives around effectively engaging youth. It outlined methods and recommendations for recruiting youth volunteers, discussed the group development process and offered tips for dealing with behavioral issues and managing conflict.

A list of **Supplemental Materials** is provided below.

- ▶ **Ice-breaker, Warm-up & Acclimatizer Activities**
A list of ice-breaker, warm-up, and acclimatizer activities for team development.
- ▶ **Group Development Activity Itinerary**
A sample itinerary of group development activities.
- ▶ **Guidelines for Developing Rule Activities & Styles**
Best practices and guidelines for developing rules with participant buy-in.
- ▶ **Debrief Activities**
Samples of debrief and questions.
- ▶ **Additional Resources for Conflict Management**
A list of additional resources for addressing behavioral issues or conflicts between youth participants.

Check out the rest of the guides for
Volunteer Engagement

Recruitment Methods

Making Volunteers Feel Valued

Deepening Volunteer Engagement

Youth & Family-Friendly Volunteering

Youth Engagement

