

# Professional Development for adults who work with youth



- Build positive learning environments
- Strengthen students' Social and Emotional Learning (SEL) skills
- Using **Real Stories by Real Teens**

## INTRODUCTION TO SOCIAL AND EMOTIONAL LEARNING (SEL)

- Review the **SEL competencies\*** that contribute to school and life success
- Leverage teen-written stories to deepen understanding and **comfort with recognizing SEL** skills in practice
- Participate in an experiential activity to **apply knowledge** and practice in a creative and engaging manner

## DEVELOPMENTALLY & CULTURALLY RESPONSIVE TEACHING

- Examine **bias** and its impact on youth and youth-serving organizations
- Consider beliefs and mindsets that adults bring to work and how these can **positively support** youth
- Understand how youth develop their identities, including race and ethnicity, gender, and sexual orientation, etc.

## SCHOOL CLIMATE & CULTURE

- Read teen-written stories to understand **students' experiences** with school policies and structures
- Examine how teachers' interactions and beliefs **impact student learning** and self-perception
- Use this knowledge to **reflect** on your practice

## GENDER AWARENESS AND SUPPORTIVE RESPONSIVENESS

- Learn the difference between **gender identity**, expression, biological sex, and sexual orientation
- Examine the impact of identity, roles, stereotypes, and expectations on young people, and name the ways **adults can support them**
- Read a teen-written story to **deepen understanding** of these concepts
- Delve into case studies to apply knowledge and develop **positive mindsets** to support youth with diverse identities and experiences

## HOW TO SUPPORT: (CHOOSE A FOCUS) YOUTH IN FOSTER CARE OR HOMELESS YOUTH OR LGBTQ YOUTH

- Discuss a **trauma-informed** approach and trauma's impact on current relationships (with family, caseworkers, program staff, etc.)
- Identify potential **needs and wants** of youth and name ways adults can support them
- Read a teen-written story to **deepen understanding** of these concepts

## MENTORING HIGH-NEEDS YOUTH

- Examine **roles and responsibilities** of mentors and mentees
- Consider **pre-conceived notions** about the needs and capabilities of mentees
- Read a teen-written story to explore how mentors can help a mentee **navigate challenges** in school, work, and their personal lives
- Apply a **strengths-based** approach to the mentor/mentee relationship to build trust and effective communication habits between mentors and mentees

Note: Trainings can be for just mentors, or for mentors and their mentees together

\*The competencies as defined by the Collaborative for Academic, Social and Emotional Learning (CASEL) are: Self-Awareness, Social-Awareness, Self-Management, Responsible Decision Making, Relationship Skills.