

Brion-Meisels Clip 3 Transcript

GRETCHEN BRION-MEISELS: OK, so our big topic for today is on adult-youth relationships, and the way that we're going to work through today is, similar to some stuff we've done before, we have a graphic organizer to help us keep track of the things we want to hold on to. So there are five big questions that are going to frame how we are thinking and wondering about adult-youth relationships today.

And they are on the board. I'm going to read them to you in a minute, but as I'm reading them to you, what I would like to ask post to do is to take a clipboard from the center of the table and to take one of the handouts. You will see that the handout can be used in one of two ways. You can fold your handout into a brochure, or-- yeah, which I like.

Or if you prefer to have it as a big piece of paper, you can just leave it flat. If you fold your handout into a brochure, what you will see is that each of these six or five questions-- I think there's one extra in the what else category on the handout-- is on your handout. So the questions that we're going to be thinking about today are, what strategies can adults use to build strong relationships with youth?

When and how are boundaries important in building supportive relationships with youth? What barriers or challenges to forming strong relationships with youth exist? How can we build strong relationships in the context of institutional rules? We've started to talk about that before. And then how can or should we build relationships with youth, when their families and communities hold different values than our own?

And that last one is one that's been coming up a lot over the weeks, so we added it as a way to think about relationship building in that context. As we go through this-- the activities we do today-- I'm going to encourage you to use your little brochure handout

clipboard situation to jot down notes of things you want to hold on to in each of these categories.

And just like we've done in the past, for people who do jot down notes, we will collect those at the end, compile them, and bring them back to you. So this is sort of a way of holding on to the ideas that you get across the activities we're doing today. Any questions about the purpose there?

The reason you have a clipboard is because the first activity we're going to-- or the second activity we're going to do, you're going to move a lot, so I thought the clipboards would be helpful. Also, I wanted an excuse to buy clipboards. So now, if anybody needs to borrow 30 clipboards, you let me know.

All right, so we're going to start by hearing from a few students about their relationships with their teachers, and how they think about what makes the relationship with their teachers positive. And as you're listening to them, again, you can think about this will probably fall down into the strategies column most likely. But what are they telling us that you might want to hold on to, as you move through today?