"BE AMAZED - Teen Maze"

Introduction

Adolescence is a time of promise, when an individual's potential begins to be realized. It is also a time of risk, when the challenges of an adolescent's environment and relationships may create patterns of diminished health and lost opportunities.

Health risk behaviors are voluntary behaviors that threaten the well-being of adolescents and limit their potential for achieving responsible adulthood. The most serious threats to the health and safety of adolescents are preventable.

The purpose of the North Dakota "BE AMAZED - Teen Maze" is to provide a hands-on learning activity for adolescents to experience the consequences of a specific health risk behavior. The activity supports both positive and negative outcomes.

Different scenarios are used to bring these behaviors to life. One example of a scenario might be an adolescent who goes to a party, drinks and then decides to drive home. He/she is stopped by the police, is sited for DUI and must appear in juvenile court. A member of the juvenile court would walk the adolescent through the steps involved with this process. Next, the adolescent is sent to an insurance agent who will calculate his/her new, higher insurance rates. As the scenario goes on, a number of different behaviors may take place. The adolescent may continue to drink and be referred for counseling. A counselor would screen the adolescent for addiction and provide the necessary services. If successful in counseling, he/she may go on to graduation. There will be a celebration with cake and punch as the adolescent is presented with his/her diploma. If not successful in counseling, he/she may drink and drive again, this time finding themselves in an emergency department in critical condition. The emergency room station would be set up with a gurney, heart monitors, intubation equipment, etc. The adolescent would be placed on the gurney, hooked up to the heart monitor and be shown all the equipment/procedures that may be necessary to save his/her life. If the adolescent does not survive, he/she would go to the funeral home. If the adolescent survives, he/she would go on to graduation or a celebration.

Examples of other scenarios may include sexual activity that results in pregnancy or STD, date rape, dating violence, etc.

As you can see, community participation from a variety of different professions is necessary to make the maze successful. This manual has been produced to assist your community with the planning of a "BE AMAZED - Teen Maze." It also contains resources for promoting youth development (see pages 10 - 12).
Without question, adolescence can be a difficult time for some young people. Research indicates that risk-taking behaviors in youth may be reduced when teens develop personal relationships with positive adult role models. The "BE AMAZED - Teen Maze" is not designed to be a "scared-straight" activity, but rather a great way to start developing relationships with youth in your community. It is also a good way to let adolescents know what resources or services are available to them in your community. Encourage parents and other adults to go through the maze as well. This may be an eye-opening experience for some adults to actually see what issues teens are faced with today. I think you'll "BE AMAZED" at how much fun your community will have bringing this activity together!

The Arizona Pima County Health Department originally developed the concept of a "Teen Maze." It has been adapted to make it more specific to North Dakota. Community Action and Development in Dickinson was the first community in North Dakota to form a multidisciplinary committee that held a teen maze. The title "Be Amazed" was created by this committee and is used with their permission. This manual is supported by the North Dakota Department of Health and Department of Public Instruction.
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Getting Started!

Putting together a successful maze takes organizational skills and a commitment to seeing things through. Here are some starting points to help make your "BE AMAZED - Teen Maze" a success.

**Find a leader:** Your first task is to select a leader who can pull together a volunteer effort. You are looking for an individual who understands how to work with others to carry out a community goal.

**Form a committee:** Even a great leader cannot work alone. Form a committee of six to 10 members who will work as the core group to organize the event. Committee members should represent various aspects of the community, such as health, education, law enforcement, religious organizations, parent groups, civic organizations, etc.

> Have someone from the local media serve on the committee. This may be a great way to get free advertising, and they'll be more likely to cover the event if they're involved in the planning process.

**Don't forget to include youth on your committee.** Youth involvement is critical to the success of any activity that targets youth. Their input will be invaluable; and just think of the great partnerships that will take place!

^ Be sure to select youth of different ages and from different cliques or groups. Also, solicit participation reflecting the ethnic/racial composition of your community. Don't just look for the youth who always volunteer for community activities. Take some time and visit with your local school counselors. They may have some great suggestions for other youth who would do a terrific job. (For additional tips on working with youth, see Appendix 1, Tips for Working With Youth)

^ Remember that working with adults may be a new experience for many youth. Provide them with "tips" for working with adults. (See Appendix 2, Tips for Working With Adults)

**Planning meetings:** Ideally, planning meetings should begin *six months before* the "BE AMAZED - Teen Maze" date. Some tips for successful meetings include:

> Set your meeting dates well in advance and send out meeting reminders in the form of phone calls, paper notices or e-mails.

> Offer conference-call participation if a committee member is not able to be physically present at the meeting.

> Keep your meetings brief and to the point.

> Have a well-development outline.

> Make specific assignments with realistic completion dates.

> Send meeting minutes or progress reports to committee members. This will help keep people informed of the progress of the committee and keep committee members on top of their assignments.
Now the real work starts! The next few months will prove to be exciting, invigorating and sometimes exhausting ... all at the same time. Sponsoring this event does require time and effort, but the outcomes of working with the youth in your community will be as exciting as it is satisfying. This section contains timetables that can be used as checklists to assist you in the planning for the "BE AMAZED - Teen Maze." It's a good idea to photocopy pages 5 - 9 so the original pages will still be intact for future use.

Month 1:

- Hold your first meeting.
- Welcome everyone to the meeting: Explain the concept of the "BE AMAZED - Teen Maze."
- Choose a date: No other decision you make will be as critical as this. Pick a date that does not conflict with local or state sporting events, festivals, holidays, etc. The "BE AMAZED - Teen Maze" works very well when held in conjunction with a health fair, teen lock-in, etc.

Date of the "BE AMAZED - Teen Maze" ________________

- Choose a place: The best sites in town often are booked at least three to six months in advance, so do this part of your planning early. A large gym, recreation center or community center works well. The maze should be self-contained. For example, if you are holding the maze in conjunction with a health fair, the maze should have its own space, separate from the other activities. Be sure you reserve the site for the day or evening before the event so you have plenty of time for setup. Most places will charge a fee for the use of their space, but ask if they will donate the cost. If not, perhaps one of the committee member's organizations will cover the cost. (There are a few more expenses later on. Month three of the planning process focuses more efforts on fundraising.)

Location for the "BE AMAZED - Teen Maze" ________________

Month 2:

- Develop scenarios. (See Appendix 3, Sample Scenarios)
- Once it's decided which scenarios will be used, you will need to start contacting agencies/people to volunteer for the stations. People often will need several months of
advanced notice to commit to an event. Personal telephone calls work best for the initial contact since you will need to explain exactly what the "Be Amazed - Teen Maze" is all about. You also should let them know what types of materials or equipment you will want them to bring along and what the time commitment will be (i.e., how long the event will last). Sending a confirmation letter to the agency/participant is also a good idea. It's usually easier to give one person the responsibility of sending out the confirmation and thank-you letters. (See Appendix 4 and 5, Sample Confirmation Letter and Suggested Material and/or Equipment for Station Participants)

Committee member responsible for sending out confirmation and thank-you letters

<table>
<thead>
<tr>
<th>Station (agency or person to be contacted)</th>
<th>Committee member responsible for making initial contact</th>
<th>Date confirmation letter sent</th>
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<tbody>
<tr>
<td>i.e., ambulance service or hospital emergency department</td>
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Month 3:

- Construct and lay out maze.

- The first step is to determine how big the space is that you have reserved for the maze. Next, take out a piece of paper and start laying the maze out. You can make the layout of the maze as simple or elaborate as you like. A simple maze layout would be just to arrange the stations in an organized manner around the space. For a more "maze-like" effect, you can use partitions or rope to separate the stations. Colorful tape that is made especially for gym floors also can be used to create a "maze-like" effect. There should be signs or banners at all the stations so the teens can easily identify the stations. You will need tables for as many stations as you have. In addition to this, you will need one table at the start of the maze where the teens will receive instructions and pick up their envelopes with the scenario. It's also a good idea to set up an extra table for an evaluation station and another one or two for the food. (See Appendix 6, Sample Maze Layout)

'BE AMAZED - Teen Maze" layout completed on ___________________
Begin fundraising: As you can see, there are some expenses involved in putting on the maze. Start fundraising or looking for donations for:

- **Food** - It's always a good idea to have food or snacks available whenever teenagers are involved. The old favorites include pizza, chips, pop, etc. But as I'm sure you are aware, more teens are overweight today than ever before. Fruit or vegetable trays with dip are a good alternative to chips, and juice is a good alternative to pop. In addition to having a table with food and snacks, you may want to have cake or cookies and punch at the graduation or celebration station. Ask for food donations from grocery stores, pizza places, etc.

- **Signs or banners to identify the stations** - Be creative; involve an art class to help make the signs or banners. This is great way to get additional youth involved with the maze. Let them be creative. Tell them what you want on the sign or banner, such as "hospital," and have them come up with an original design. Don't forget to have them autograph their work. Everyone deserves recognition for his or her work and contribution. They also could make an additional banner that recognizes all the people and/or organizations that have donated food, supplies, etc.

- **Partitions, rope or floor tape to achieve the "maze" effect** - Gyms or auditoriums often will have partitions you can use. If not, what a great project for an industrial shop class. If you decide on rope or floor tape, schools often have these items available, or ask for donations from a hardware store, athletic store, etc.

- **Door prizes** - It's always fun to have door prizes! Be sure your door prizes are things teens will enjoy, such as a CD holder; gift certificates for food, music or to a mall; etc. Once again, ask for donations from restaurants, stores, malls, etc. (See Appendix 7, Sample Thank-You Letter)

<table>
<thead>
<tr>
<th>Items to be donated</th>
<th>Committee member responsible for contacting potential donators</th>
<th>Date thank-you letter sent (can be before or after the event)</th>
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<tbody>
<tr>
<td>Food</td>
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<tr>
<td>Signs or banners</td>
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<td></td>
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<tr>
<td>Partitions, rope or tape</td>
<td></td>
<td></td>
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<tr>
<td>Door prizes</td>
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</tbody>
</table>
Month 4:

Discuss publicity strategies/advertising.

- You'll want to get the word out about the "Be Amazed - Teen Maze." If you have someone on your committee from the local media or newspaper, ask for free advertising. Or once again, involve an art class to design flyers. Be sure to post the flyers where teens will see them, such as in the school, music stores, etc. Contact the editor of the school paper and suggest interviews of the youth on your planning committee. If you live in a larger city, ask to get on a noon show. These shows are always looking for interesting topics/events to profile. Even though these noon shows are not targeted to teens, parents may be watching and can pass on the information. Be sure to have one of the youth committee members represented. Start advertising early; teens have busy schedules!

<table>
<thead>
<tr>
<th>Type of advertising</th>
<th>Committee member responsible for contact</th>
<th>Date thank-you letter sent (if needed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flyers</td>
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<tr>
<td>Newspaper</td>
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<tr>
<td>TV/Radio</td>
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Month 5:

Now's the time to be sure everything is in place. Make a checklist to be sure you have everything covered. (See Appendix 8, "Be Amazed - Teen Maze" Checklist)

Month 6:

The "Be Amazed - Teen Maze" event!

- Arrange early, either the night before or several hours before the maze starts to set up. Go over your checklist to make sure you haven't forgotten anything. Remember to set up an extra table for an evaluation station. This could also be the table where the teens sign up for door prizes. Once they complete the evaluation, they can sign up to win a door prize. (See Appendix 9, Sample Evaluation for Teen Participants)

- Ask station participants to arrive at least two hours early so they can get set up as well. Have a short meeting with the station participants to explain how the maze will be run. Give evaluations to the station participants and ask them to complete them after the event. Provide a box where they can drop evaluations off before they leave. (See Appendix 10, Sample Evaluation for Station Participants)
Some one will need to be in charge of explaining the maze process to the teens as they arrive. This person should be positioned either right outside or just inside the area where the teen maze is being held. Besides explaining the maze process to the teens, this person also will be responsible for handing out the envelopes with the scenarios. Even though some scenarios are gender specific (i.e., pregnancy), males can be given these scenarios as well. There is no reason to separate the scenarios into "male" or "female." The teens also should be reminded that their last stop is at the evaluation table where they will also be signing up for door prizes. The number of teens who can go through the maze at one time will vary depending upon how many stations and scenarios you have. Usually, groups of 10 to 15 teens work the best; otherwise, you may have large lines waiting at some stations. This is why holding the maze with another activity works well. It also works well to hold the maze during the school day and have classes take turns participating. For large groups or classes, two or three teens can go through the maze together in a group.

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Committee member(s)</th>
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<tbody>
<tr>
<td>Orientation to station participants</td>
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<tr>
<td>Orientation/welcome to teens</td>
<td></td>
</tr>
<tr>
<td>Evaluation table</td>
<td></td>
</tr>
<tr>
<td>Food table(s)</td>
<td></td>
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<tr>
<td>Traffic control</td>
<td></td>
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</tbody>
</table>

Month 7

- Have one final meeting to evaluate the event.
- Give yourselves a "pat-on-the-back" for all your hard work. Celebrate with a potluck.
- Review the teen and station participant evaluations. Look at what went well and what could be improved for the next maze.
- If not already done, send out thank-you notes to all the station participants and all those who donated food or supplies.

For additional questions or assistance, contact:
North Dakota Department of Health  
Division of Maternal and Child Health  
600 E. Boulevard Ave. Dept 301  
Bismarck, N.D. 58505-0200  
1.800.472.2286 (press #1)
Congratulations on the success of your communities "Be Amazed - Teen Maze."

But don't stop now!

You have formed wonderful relationships with the youth in your community. Hopefully, this activity has shown you that youth are more than just "risk behaviors," but should be looked at for their strengths and resources. Please continue to involve youth and engage them in community projects and activities.

Here are some great resources on youth development and involvement:

- **Communities that Care** (Developmental Research and Programs, 1230 Nickerson Street, Suite 107, Seattle WA 98109, 800.736.2630, e-mail address: info@drp.org, website: www.drp.org) *Communities that Care* (CTC) is a community operating system with research-based tools to help communities promote the positive development of children and youth, and prevent adolescent substance abuse, delinquency, school dropout, teen pregnancy and violence. These tools include training and technical assistance, a CTC Community Planning Kit, Prevention Strategies: A Research Guide to What Works!, and the CTC Youth survey for measuring youth problem behaviors.

- **Resiliency in Action** (P.O. Box 684, Gorham ME 04038, 800.440.5171, e-mail address: nanh@connectnet.com, website: www.resiliency.com) *Resiliency in Action* is a journal dedicated to the exciting, hopeful and very real concept of resiliency. The journal's purpose is to spread the news of resiliency through sharing research and facilitating the practical application and evaluation of the resiliency paradigm.

- **The Search Institute** (The Banks Building, 615 First Avenue NE, Suite 125, Minneapolis, MN 55413, 800.888.7828, e-mail address: si@search-institute.org, website: www.search-institute.org) An independent, nonprofit organization committed to contributing to the knowledge base about youth development, and also committed to translating high quality research on children and youth into practical ideas, tools, services and resources for families, neighborhoods, schools, organizations and communities. *The Search Institute* cites 40 assets that build character and reliability in youth. They publish studies, newsletters and a variety of information.

- **Your Time - Their Future** is a national public education campaign developed by the U.S. Department of Health and Human Services. The campaign encourages adults to become involved in volunteering, mentoring and other activities that build skills, self-discipline and competence, website: www.health.org/yourtime.

- **Youth as Resources** (1700 K Street NW, Washington, D.C. 20006-3817, 202.466.6272). This program encourages youth involvement by awarding small grants to youth-run community projects.
Key Elements of Positive Youth Development

Provide youth with safe and supportive environments.

Foster relationships between young people and caring adults who can mentor and guide them.

Provide youth with opportunities to pursue their interests and focus
on their strengths.

Support the development of youth's knowledge and skills in a variety of ways, including study, tutoring, sports, arts, vocational education and service learning.

Engage youth as active partners and leaders who can help move communities forward.

Provide opportunities for youth to show that they care about others and about society.

Promote healthy lifestyles and teach positive patterns of social interaction.

Provide a safety net in times of need.
A Healthy Youth Development Checklist

✓ Aspirations for the Future
   Support youth in positively viewing the future and self.

✓ Constructive Use of Time
   Offer youth out- and in-school activities.

✓ Respect for Culture
   Assist youth in respecting their and other cultures.

✓ Skills for Meaningful Employment
   Provide youth opportunities to maintain meaningful employment.

✓ Decision-Making Skills to Promote Good Health
   Assist youth with identifying consequences of behavior and choosing appropriately.

✓ Family Communication
   Assist youth with communicating positively with family members.

✓ Positive Peer Role Model
   Support youth in encouraging others in practicing responsible behavior.

✓ Positive Relationships With Non-Parent Adults
   Provide adult support to youth.

✓ Service to Others
   Instill in youth the value of volunteering and service to others.
<table>
<thead>
<tr>
<th>Approximate Age</th>
<th>Early Adolescence 11-14 years</th>
<th>Middle Adolescence 15-17 years</th>
<th>Late Adolescence 18-21 years</th>
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<tbody>
<tr>
<td><strong>Cognitive Thinking</strong></td>
<td><strong>Concrete Thinking:</strong> Here and now (mostly interested in the present and near future). Quick reactions to behavior, but no sense of later consequences. Can use speech to express self.</td>
<td><strong>Early Abstract Thinking:</strong> Inductive/deductive reasoning. Able to connect separate events, understands later consequences. Self-absorbed, lots of daydreaming and fantasies.</td>
<td><strong>Abstract Thinking:</strong> Can think ideas through. Logical reasoning (can reason beyond personal experience).</td>
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<tr>
<td><strong>Task Areas</strong></td>
<td><strong>1. Independence</strong></td>
<td><strong>2. Peers-Social/Sexual</strong></td>
<td><strong>3. School-Career</strong></td>
</tr>
<tr>
<td><strong>1. Independence</strong></td>
<td>• Struggle with sense of identity. • More likely to express feelings by actions than by word. • Moody. • Close friendships very important. Peer groups influence interests. • Less attention to parents, with occasional rudeness. • Rule and limit testing. • Underlying need to please adults. • Tendency to return to &quot;childish&quot; behavior.</td>
<td>• Same sex &quot;best&quot; friends. • Shyness, blushing, modesty. Greater interest in privacy. • More showing off. • Worries about being normal. • Experimentation with body (masturbation). • Sexual intercourse not normal at this age. (If sexually active, done because of fears of worthlessness, obtain friends, embarrass parents).</td>
<td>• Still needs structured school setting. • Goals unrealistic, changing.</td>
</tr>
<tr>
<td>4. Identity-Ethics-Values</td>
<td>• Grades often drop due to importance of being with friends.</td>
<td>• Some sexual and aggressive energy directed into creative and career interests.</td>
<td>• Begin to react to system's expectations (super achievers or dropouts).</td>
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<td></td>
<td>• May try cigarettes, marijuana, and alcohol.</td>
<td>• Confusion/flux about self-image.</td>
<td>• Realistic, positive self-image.</td>
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<td></td>
<td>• Incapable of true self-awareness while still a concrete thinker.</td>
<td>• Seeks group identity.</td>
<td>• Able to set goals and follow through.</td>
</tr>
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<td>• Losing child's role, but not having adult role, may produce low self-esteem.</td>
<td>• Impulsive, impatient.</td>
<td>• Greater capacity for setting goals.</td>
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<td>• Tend to use denial (it can't happen to me).</td>
<td>• Very self-involved (self-love).</td>
<td>• Greater capacity for setting goals.</td>
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<tr>
<td></td>
<td>• Will use good behavior in exchange for rewards.</td>
<td>• Development of ideals and selection of role models.</td>
<td>• Greater capacity for setting goals.</td>
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<tr>
<td></td>
<td></td>
<td>• Interest in moral reasoning.</td>
<td>• Greater capacity for setting goals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• More evidence of conscience.</td>
<td>• Greater capacity for setting goals.</td>
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No one person's adolescence can exactly fit all the different developmental tasks that are outlined in this table. It is important to remember that each adolescent is an individual with a unique personality and special interests, likes and dislikes. Each adolescent responds to life in a unique and personal way.

* Feelings of sadness and depression should not be dismissed as "normal" moodiness during this period. Losses such as the death of a family member, friend or pet, problems with girl/boy friends, school failure, and parental disappointment can lead to depression and even suicide.

** Watch for apathy (no future plans) or withdrawal. Lack of goal orientation is correlated with high-risk behaviors.
1. Be open to and nonjudgmental about young people's insights and suggestions. Let them know that their involvement is important.

2. Take advantage of the expertise that teens offer. Young people know about, and should be encouraged to share, the needs of their community. Affirm this input.

3. Make sure youth will participate in meaningful ways. Young people should be involved in making decisions from the beginning of the project. Actively ask teens' opinions.

4. Be honest about expectations for the project, what you want the teens to contribute, and how you hope to benefit from teen participation. Don't expect more from a teen than you would from an adult. Keep expectations realistic; hold young people to your expectations. Do not patronize youth by lowering expectations.

5. Integrate young people into group and coalition efforts. Schedule meetings when teens can attend and in a location accessible to teens. Like everyone else, keep young people informed about plans and meeting times.

6. Treat teens as individuals. Don't assume one teen represents the view of many teens. Assure the young person that you are interested in her/his individual opinion and don't expect him/her to speak for an entire population.

7. Be prepared ahead of time to offer support. Think about kinds of support (financial, logistical, training, emotional, etc.) it will take to involve teens in the project and who will be responsible for providing this support.

8. Make the work interactive, fun and valuable. Like adults, youth are more likely to get involved and remain active in projects that are interesting and fulfilling.

9. Many youth feel intimidated by adults and are not used to participating in discussions with adults. Some may feel they have nothing to contribute. It will require time and commitment to get the input from these youth. Be aware of this factor and work to overcome it.

10. Don't make assumptions about what individual young people are like.

11. Don't move too fast. Remember that it takes time to develop trust and rapport with youth because some youth are unsure about an adult's intentions. Take the time and make the effort to develop a good relationship with youth before expecting too much. Remember, too, that this work is often new to youth; take the time to explain why actions are being taken. Youth may interpret adults' being abrupt and hurried as a sign of disinterest in youths participation; so go slow and explain what's going on.

12. Remember that there are times when youth need to say "No." They have many competing interests and responsibilities in their lives. Their education is important. Their relationships and communities are important. Having fun is important. They need the time and energy for these interests and responsibilities.

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Tips for Working With Adults

Developed by Advocates for Youth's Teen Council With assistance from the Young Women's Project, Washington, DC

1. Most adults have good intentions. Remember that they are simply not used to working in partnership with young people.
2. Criticism doesn't necessarily mean condescension or that an adult doesn't value your contribution. It may mean the adult is treating you the same way he/she would an adult colleague. Remember that adults are used to critiquing each other's work and offering constructive ideas to improve a project. Just because an adult doesn't agree with someone, it doesn't mean that he/she disrespects that person.
3. Adults may not be aware of the capabilities of young people. They can be told a hundred times that young people are mature, but showing them is the best way to make the case.
4. Adults often feel responsible for the success or failure of the project. That is what makes it hard for them to share power. They may need reassurance that you are willing to share in both the successes and failures.
5. Adults are just as uncertain as youth. They have just learned to disguise it better.
6. Sometimes adults use phrases and expressions, whether consciously or not, that annoy young people and are red flags that they are not treating youth as partners. Like an annoying drip of water, these phrases and expressions can erode a relationship. Be prepared to call adults on their language.
7. Don't be afraid to ask for clarification. Adults often use words, phrases and acronyms that you might not understand. Adults new to the program may not understand them either.
8. Don't be afraid to say no. Adults will understand that you have other important commitments, like your education, family, friends, hobbies and sports.

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Sample Scenarios

When developing your scenarios, it is important to involve the youth on your planning committee to ensure realistic scenarios. It is also important to ensure the scenarios follow in correct sequence. It may be helpful to develop a flow chart that shows the logical order of progression.

Below are a few examples of some potential scenarios. The areas that are italicized should be filled in with your local agency/business name. It also may be helpful to italicize the agency or business name on the scenario cards, so the adolescent can easily find the station they need to go to. It works best to write or type each stage of the scenario on a different, large-sized index card. The index card can be folded in half with the number appearing on the outside of the card and the corresponding stage of the scenario written or typed on the inside. The cards can be placed in order in an envelope and opened one at a time as the scenario progresses. The average time to complete a scenario is 30-40 minutes. Depending upon the time available, the teen can complete more than one scenario. Even though some scenarios are gender specific (i.e., pregnancy), males can be given these scenarios as well. There is no reason to separate the scenarios into "male" or "female."

Example 1

1. You and your date go to a basketball game. After the game, your date suggests you go to his parent's house since they are not home. You are making out, things start to progress and you have sex. Several weeks later you become nauseated in the mornings and start to feel tired. You go to the family planning clinic (or local clinic) for a pregnancy test.
2. At the clinic you find out your pregnancy test is positive. You stay in school; however, times are difficult and the father is not supportive. After much thought, you decide to give your baby up for adoption. You seek counseling and support at social services.
3. At social services you get the guidance and support you need after giving your baby up for adoption; however, you feel depressed about the events of the last year. You go to the mental health clinic or local hospital/clinic to seek help for your depression.
4. As you continue with school, there are some difficult times, but you work hard and are able to graduate. Congratulations on all your hard work! Go to graduation.

Example 2

1. You go to a movie with your friends. After the movie, you are driving around and hear about a party that is going on. You decide to go. At the party, someone offers you Meth. You accept. The party is busted and you are sent to juvenile court.
2. You continue to use Meth, even though you have tried to quit. You start skipping school, your grades are dropping and your parents realize you are continuing to use drugs. They take you to the drug treatment center for an evaluation.
3. You successfully complete the drug treatment program and return to school. For a while things are going well, but then someone offers you Meth again and you accept. This time something terrible happens and you end up in a coma and are taken to the hospital.
4. The staff at the hospital is unable to save you. You die. Go to the funeral home.
Example 3

1. You and your friends go to a dance. (You are the driver.) While at the dance, you learn of a party and decide to go and check it out. At the party you drink several beers. On the way home, you are stopped by police because of your poor driving. You are cited for DUI (driving under the influence) and MIP (minor in possession). After appearing in juvenile court, you are sentenced to attend MIP classes and community service. Go to Community Service and Restitution.

2. Now that you have your community service assignment, report to MIP class.

3. Because of your offenses, you lose your license. After six months, you're allowed to get your license back, but because of your offenses, your insurance rates will be affected. Go see your car insurance agent.

4. Congratulations! You have completed your community service and MIP classes. Go to graduation.

Example 4

1. You and your date go to a movie. After the movie, you go back to your house, since your parents are out of town. You date wants to have sex. You tell him no, but he forces himself on you. You go for help at the Rape Crisis Center.

2. You received good assistance from the rape crisis center about how to deal with date rape. They explain to you that you should have a pregnancy test and be tested for STDs (sexually transmitted diseases). You are referred to the family planning clinic (or local clinic).

3. You now need to make a decision about whether or not to press charges. You are referred to legal services.

4. You have made a brave decision to press charges. Things have been very stressful for you. You go to the mental health clinic or local hospital/clinic to seek support.

5. You have taken advantage of all the support your family and community has given you. You have done very well and go on to graduate! Go to graduation.

Example 5

1. You and your girlfriend have been dating for six months. You have been sexually active for a couple of months. Your girlfriend tells you that her period is late. You go with her to the family planning clinic (or local clinic) for a pregnancy test.

2. The nurse at the clinic confirms that your girlfriend is pregnant. You decide to get married. You start working to support your family. School and work seem overwhelming to you, and you make the decision to drop out of school. The stress of married life, work and a new child begin to take its toll, and you react violently. Your wife ends up needing to be treated in the emergency room because of your violence, and the police file an assault charge against you. You must appear in court.

3. You were sentenced to take part in a batterer's treatment program. You and your family are doing better, but the bills are still piling up. You see no way out but to seek assistance through social services.

4. It's been a lot of work. It's still unclear if your marriage will last, but you study hard and earn your GED. Congratulations! Go to graduation.
Example 6

1. You have been working the same job for the last two years, and, with a little help from your
parents, you have finally saved up enough money to buy yourself your very own sports car.
You will need insurance on your car. Go see your car insurance agent.
2. You can hardly wait to show your new car to your friends. You go pick up a couple of your
friends and take them for a drive. You're showing off and driving fast. Suddenly, you lose
control of the car and hit a pole head on. The ambulance service responds to the accident.
3. One of your friends is in critical condition and is taken to the hospital. Your friend lives but
is paralyzed from the neck down. You feel guilty and become depressed. Your family seeks
help for you at the mental health clinic or local hospital/clinic.
4. Because of the accident, you have been charged with reckless driving. You must appear in
court.
5. Your car insurance agent calls and informs you that because of the accident, your insurance
rates will be affected. You need to once again go and visit your car insurance agent.
6. Things have been very difficult for you since the accident, but you manage to stay in
school and graduate. Go to graduation.

Example 7

1. You are asked out on a date by an older man you hardly know, but accept because you have
heard that this person is a lot of fun. After a couple of dates, you have sex. You break out
with vaginal warts. You seek treatment at the family planning clinic (or local clinic).
2. Your date denies that he infected you with a STD. You no longer see each other. Even
though you have been treated for the STD, you continue to have reoccurring infections. You
return to the family planning clinic (or local clinic) where they test you for HIV. The results
are positive for HIV.
3. You have difficult time dealing with the diagnosis of HIV. You seek help at the mental
health clinic or local hospital/clinic.
4. You are unsure about your future but decide to make the most of it. You continue with
school and graduate on time. Go to graduation.

Example 8

1. You and your boyfriend/girlfriend have been dating for six months. You decide to break it
off. Your ex continues to call and harass you at home and school. You seek a restraining
order from the sheriff's office.
2. After a few weeks, your ex tells you that he/she promises to leave you alone. You drop the
restraining order. After school one day, he/she follows you home and hits you numerous
times. You seek help at the Domestic Violence and Rape Crisis Center.
3. You get the assistance and counseling you need and have another restraining order placed
on your ex, although you become fearful and miss a lot of school. The school is supportive
and you receive tutoring until you feel comfortable returning to school. You graduate on
time. Go to graduation.
Sample Confirmation Letter

May 28, 2002

John Volunteer
Missouri Alcohol and Drug Treatment Program
123 River Drive
Beautiful, ND 12345

Dear Mr. Volunteer:

Thank you for agreeing to participate in the "Be Amazed - Teen Maze." The teen maze is a great way to develop relationships with the youth in the community and also to make them aware of the resources available to them.

The "Be Amazed - Teen Maze" will be held September 28, 2002 at the Beautiful, N.D. auditorium from 1 p.m. to 4 p.m. We ask that you arrive at 11 a.m. to set up and receive additional information about how the maze will be organized. (Lunch will be supplied.) Please bring the following supplies/equipment with you:

- Brochures, pamphlets or displays on different drugs, etc.
- Addiction screening tool/questionnaire
- Examples of treatment programs
- Any other materials you feel is appropriate

(*This list will be different for each station participant. See Appendix 5, Suggested Material and/or Equipment for Station Participants.)

Enclosed is a copy of the scenarios that pertain to your area. As the teen participants come to your station, they will read the scenario to you. Depending upon the scenario, you may need to be prepared to respond in different ways.

Thank you again for agreeing to participate in the "Be Amazed - Teen Maze." If you have any questions, please feel free to contact me at 123-4567 or by e-mail at abc@msn.com.

Sincerely,

Sally Organizer
'Be Amazed - Teen Maze" Planning Committee Member
Appendix 5

Suggested Material and/or Equipment for Station Participants

Ambulance Service
- Gurney
- Heart monitor
- IV supplies
- Intubation equipment
- Chest tube equipment
- Nasogastric tube
- Activated charcoal
- Any other equipment or supplies the participant feels is appropriate

Car Insurance Agent
- Laptop to calculate insurance rates
- Any other material the participant feels is appropriate

Community Service and Restitution
- Examples of what community service assignments pertain to the scenarios
- Any other material the participant feels is appropriate

Court
- Copies of any laws that pertain to the scenarios (i.e., MIP, DUI, possession of a controlled substance, etc.)
- Any other materials the participant feels is appropriate

Domestic Violence/Rape Crisis
- Brochures, pamphlets or displays on domestic/teen/dating violence, rape, etc.
- Contact information
- Any other materials the participant feels is appropriate

Drug and Alcohol Treatment
- Brochures, pamphlets or displays about different drugs, etc.
- Addiction screening tool/questionnaire
- Examples of treatment programs
- Contact information
- Any other materials the participant feels is appropriate

Family Planning or Clinic
- Brochures, pamphlets or displays on STDs, contraceptives, abstinence, etc.
- Empathy belly
- Contact information
- Any other materials the participant feels is appropriate

Funeral Home
- Casket
- Copy of a death certificate
- Brochures, pamphlets or displays about funeral services
- Any other materials or supplies the participant feels is appropriate
Graduation (or celebration)
- Cake or cookies, punch or pop (Ask for donations from a grocery store, bakery, school, etc.)
- Balloons (Ask for donations from a party supply store, flower shop, grocery store, etc.)
- Copy of a diploma or award for each participant
- Cap and gown for visual display if using a graduation theme

Legal Services
- Copies of any laws that pertain to the scenarios (i.e., rape, child custody, etc.)
- Any other materials the participant feels is appropriate

Mental Health
- Brochures, pamphlets or displays about depression, etc
- Depression screening tool/questionnaire
- Contact information
- Any other materials the participant feels is appropriate

Minor in Possession (MIP) Classes
- Outline of the class schedule/curriculum
- Examples of class projects or assignments
- Criteria needed to successfully complete the class
- Any other materials the participant feels is appropriate

Sheriff
- Copies of any laws that pertain to the scenarios (i.e., restraining orders, drug enforcement etc.)
- Any other materials the participant feels is appropriate

Social Services
- Brochures or pamphlets that describe the types of services available (i.e., financial counseling or referral, child protection, adoption counseling, etc.)
- Any other materials the participant feels is appropriate

*If possible, stations should have enough materials so that the teens can take copies of information in which they are interested.
June 14, 2002

Gene Generous 123
Money Drive
Beautiful, ND 12345

Dear Mr. Generous:

Thank you so much for donating ________ for the "Be Amazed - Teen Maze." The purpose of the teen maze is to develop relationships with the youth in the community and also to make them aware of the resources available to them.

The "Be Amazed - Teen Maze" planning committee is grateful for your kindness and support. Your generous donation will make the maze that much more successful.

Sincerely,

Sally Organizer
"Be Amazed - Teen Maze" Planning Committee Member
Appendix 8

"Be Amazed - Teen Maze" Checklist

Pre-maze activities:

- Date selected
- Location selected
- Scenarios completed
- Station participants confirmed
- Station participant letters sent
- Maze layout completed
- Signs or banners completed
- Partitions, rope or tape obtained (optional)
- Food organized
- Door prizes obtained
- Advertising completed

Day of the event:

- Tables for the stations, including the sign-in, evaluation and food tables
- Bags for the teen participants to put their materials in (at the sign-in table)
- Name tags for committee members and station participants
- Signs and/or banners
- Partitions, rope or tape
- Food
- Evaluations for the station participants and teen participants
- Small, blank pieces of paper for door prize sign-up
- Boxes for the evaluations and door prize slips
"Be Amazed - Teen Maze" Evaluation for Teen Participants

1. Did you have fun participating in the maze?

2. Do you think you received valuable information at the stations regarding the situations on the cards?

3. What new information did you learn by going through the maze?

4. Would you recommend this activity to your friends? Please briefly explain your answer.

5. Do you have any suggestions about how we can improve the maze?

Thank you for taking the time to complete this evaluation!

(Don't forget to sign up for the door prizes)
Appendix 10

"Be Amazed - Teen Maze" Evaluation for Station Participants

1. Did you enjoy participating in the teen maze?

2. Do you think you received enough direction as to what was expected of you during the maze? If not, please let us know what additional information would have helped prepare you.

3. Would you participate in the maze again?

4. Did the teens seem receptive to the information you gave them? Please briefly explain your answer.

5. Do you have any suggestions about how we can improve the maze?

Thank you for taking the time to complete this evaluation. Your participation in the "Be Amazed - Teen Maze" has been much appreciated!