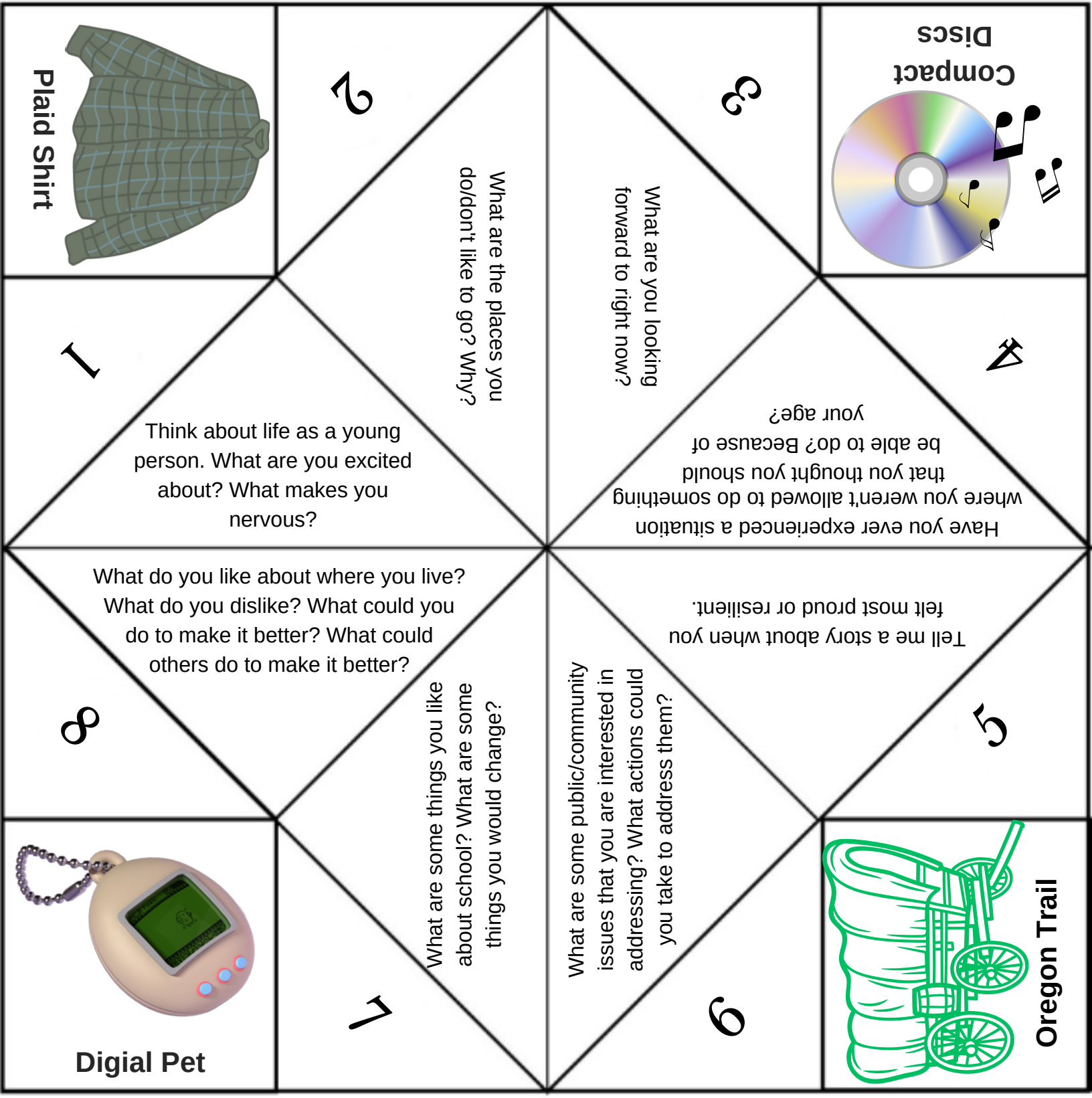

CUT HERE along the solid black line above to make a square

CHATTERBOX 3

GETTING TO KNOW YOUR YOUNG PERSON

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Alternative Option - Chatterbox Questions

Getting to Know Your Young Person
Chatterbox 3

This document contains a list of every question that appears on Chatterbox 3. The ARH team wants to provide parents, caregivers, and trusted adults an alternative to using the folded Chatterbox to ensure accessibility. Follow these steps when using this alternative Chatterbox structure – 1) Print this page, 2) Individually cut-out each question, 3) Place the questions in a container, and 4) The adult and young person/s will take turns drawing a question.

Think about life as a young person. What are you excited about? What makes you nervous?
What do you like about where you live? What do you dislike? What could you do to make it better? What could others do to make it better?
What are some things you like about school? What are some things you would change?
What are some public/community issues that you are interested in addressing? What actions could you take to address them?
Tell me a story about when you felt most proud or resilient.
Have you ever experienced a situation where you weren't allowed to do something that you thought you should be able to do? Because of your age?

Continued on next page

What are you looking forward to right now?
What are places you do/don't like to go? Why?

Glossary of Terms

Getting to Know Your Young Person
Chatterbox 3

This document provides definitions of terms that align with the questions on Chatterbox 3. This is a resource for parents, caregivers, and trusted adults to support their ability to have meaningful conversations with the young people in their lives.

Classism – The intentional or unintentional institutional, cultural, and/or individual set of beliefs and discrimination that assigns differential value of worth and ability to people according to their real or perceived socio-economic class. Classism is the systematic oppression of subordinated class groups to advantage and strengthen dominant class groups.

Community Issues (also known as Public Issues) – Concerns about problems that negatively impact society that a person wants to address and ultimately fix. Examples of community issues include violence, racism, suicide, etc. This glossary includes definitions of community issues that young people may mention when discussing the question, “What are some public/community issues that you are interested in addressing? What actions could you take to address them?”.

Community Violence – Exposure to intentional acts of interpersonal violence committed in public areas by individuals who are not intimately related to the victim. Common types of community violence that affect youth include individual and group conflicts (e.g., bullying, fights among gangs and other groups, shootings in public areas such as schools and communities). Although some types of trauma are accidental, community violence can happen suddenly and without warning, and is an intentional attempt to hurt one or more people and includes homicides, sexual assaults, robberies, and weapons attacks (e.g., bats, knives, guns)**.**

Dating Violence – Controlling, abusive, and/or aggressive behavior within the context of a romantic and/or sexual relationship. It can include verbal, physical, sexual, emotional, economic, and/or psychological abuse, be perpetrated against someone of any gender, and happen in any relationship regardless of sexual orientation.

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Domestic Violence – A pattern of abusive behavior in a relationship by one individual to gain or maintain control over another individual, if those individuals live in the same domestic setting. This may include verbal, physical, sexual, emotional, economic, and/or psychological abuse as well as control, intimidation, threats and/or stalking. It can happen to individuals who are married, living together, dating, or sexual or intimate partners, as well as to children and other family members, regardless of socio-economic background, race, age, sexual orientation, religion, gender, or gender identity.

Human Trafficking – U.S. law defines human trafficking as the use of force, fraud, or coercion to compel a person into commercial sex acts or labor against their will. The Action-Means-Purpose (AMP) Model can clarify the federal law. Human trafficking occurs when a perpetrator, often referred to as a trafficker, takes an **Action** (induces, recruits, harbors, transports, provides), and then employs the **Means** of force, fraud, or coercion for the **Purpose** of compelling the victim to provide commercial sex acts (*sex trafficking*) or labor/services (*labor trafficking*). At a minimum, one element from each column must be present to establish a potential situation of human trafficking. The Nebraska human trafficking law can be found here. It defines a minor as "a person younger than eighteen years of age".

Interpersonal Violence – Violence between individuals that is subdivided into domestic and intimate partner violence and community violence. The former category includes child maltreatment; dating violence, intimate partner violence; and elder abuse, while the latter is broken down into acquaintance and stranger violence and includes youth violence; assault by strangers; violence related to property crimes; and violence in workplaces and other institutions. Interpersonal violence includes sexual violence.

Racism - The intentional or unintentional individual, cultural, and institutional beliefs or practices that systematically result in the negative treatment and subordination of members of racial or ethnic groups that have a history of targeted discrimination and social subordination.

Resilience - According to the American Psychological Association, resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands.

The following are the 7 C's of Resilience:

Character – Understanding when and how to do the right thing even when others aren't looking; possessing strong core values that guide them to make contributions, have great sense of self, and have secure and healthy relationships. Adults can help by noticing a young person's innate character strengths and guiding and reinforcing others.

Competence – The development of one's own skill sets earned through actual experience. Young people acquire competence by becoming proficient at tasks they previously were not able to do. Adults help young people develop competencies by supporting but not doing for their young people (i.e. getting out of the way) and this includes letting young people come up with their own solutions rather than telling them exactly what to do, when safe to do so.

Confidence – The belief in oneself that they will ultimately succeed.

Connection – The most protective force in a young person's life is feeling connected to their parents, caregivers, other trusted adults, their school, and community. The more positive connections the better.

Contribution – To make a lasting impact to the world. Contributing develops a sense of purpose, joy of giving, appreciation, and gratitude.

Control – Feeling like one's actions matter because having a sense of control is linked to hope. Hope is vital to survive challenging times. This means teaching young people how to figure things out for themselves so they develop their own sense of control, hope, and resilience.

Coping – The ways we deal with stressful times in life can be negative or positive. Adults can model positive strategies for young people that are more impactful than telling them which ones not to use.

For more on what resilience looks and sounds like in action, refer to the 7 C's document here or in the **General Resources** section.

Sexual Violence - An all-encompassing, non-legal term that refers to any completed or attempted sexual act that occurs when consent is not obtained or not freely given. It includes sexual assault, rape, sexual abuse, domestic violence, dating violence, and intimate partner violence.

Suicide - The intentional taking of one's own life. To reduce stigma, there has been a push to change the language from “committed suicide” to “died by suicide”. The word “committed” is typically associated with a crime.

Trauma (Individual) - Individual trauma results from an event, series of events, or set of circumstances experienced by an individual as physically or emotionally harmful or life-threatening with lasting adverse effects on the individual’s functioning and mental, physical, social, emotional, or spiritual wellbeing.

Trauma (Systemic) - The contextual features of environments and institutions that give rise to trauma, maintain trauma, and impact posttraumatic responses. This conceptualization of trauma considers the influence of environments such as: schools, religious institutions, the military, workplace settings, hospitals, jails, and prisons; agencies and systems such as incarceration, foster care, immigration, federal assistance, and disaster management; conflicts involving war, torture, terrorism, and refugees; and dynamics of racism, sexism, discrimination, bullying, and homophobia.

Chatterbox Questions with Resources

Getting to Know Your Young Person
Chatterbox 3

This document provides question specific resources for Chatterbox 3. These specific resources will help parents, caregivers, and trusted adults provide accurate information during the discussion. For each resource, we state what type of resource it is (web article, video, quiz, etc.) and who the resource is geared towards (adults, young people, or both). The resources included for young people should be reviewed by parents, caregivers, and trusted adults to determine if it is a resource they want to share with the young people in their lives.

Chatterbox Question	Resource(s)	Resource Type	Who Is This For?
Think about life as a young person. What are you excited about? What makes you nervous?	• No additional resources		
What do you like about where you live? What do you dislike? What could you do to make it better? What could others do to make it better?	• No additional resources		

Chatterbox Question	Resource(s)	Resource Type	Who Is This For?
What are some things you like about school? What are some things you would change?	• No additional resources		
What are some public/ community issues that you are interested in addressing? What actions could you take to address them?	• No additional resources		
Tell me a story about when you felt most proud or resilient.	• Building Resilience: The 7 Cs	• Web Article	• Adults
Have you ever experienced a situation where you weren't allowed to do something that you thought you should be able to do? Because of your age?	• What to Say When Faced with Ageism	• Web Article	• Both

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Chatterbox Question	Resource(s)	Resource Type	Who Is This For?
What are you looking forward to right now?	• No additional resources		
What are the places you do/don't like to go? Why?	• No additional resources		