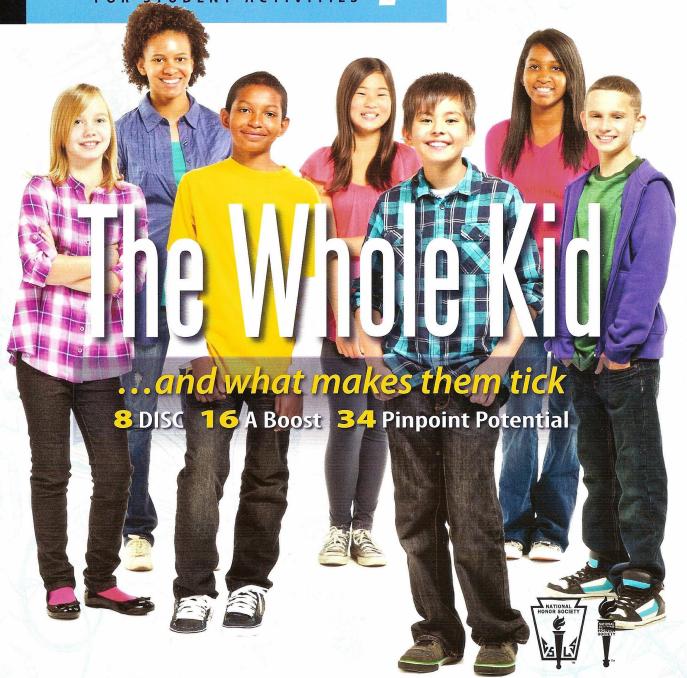
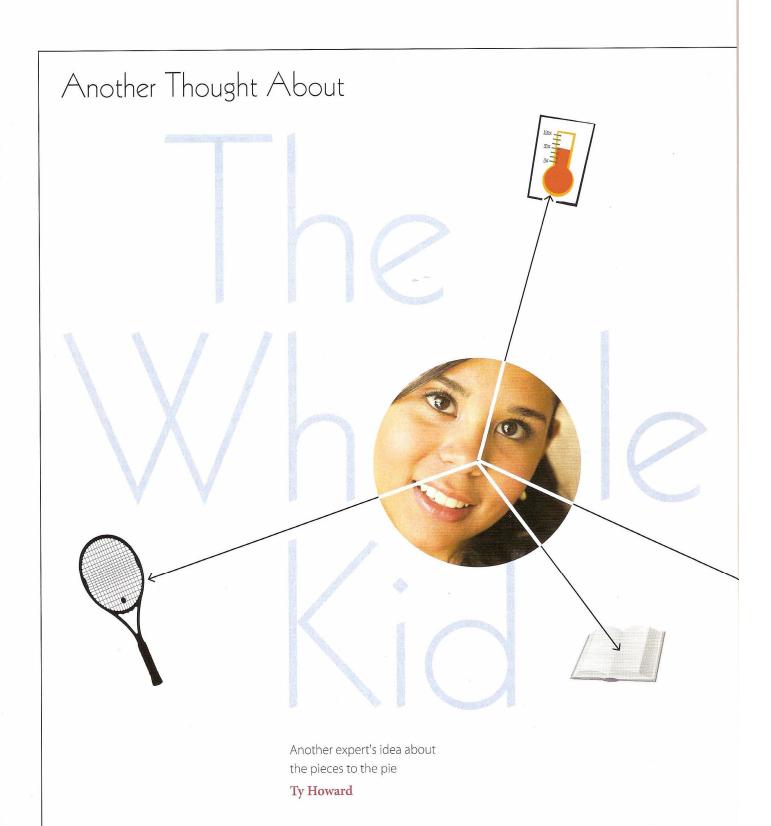
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SOCIO-EMOTIONAL DEVELOPMENT

he teen years are filled with growth, promise, and trials and tribulations. Teens receive mixed messages from the many voices and experiences in every facet of their lives: family life, academics, sports, music, social situation, media, Internet, friends, and classmates. They are subjected to difficult issues including money matters, work, abuse, dating drama, addiction, depression, and peer pressure. Through this relentless whirlwind of voices and experiences, teens are often forced and to make tough life-changing decisions for which they are inadequately prepared that can move them further away or closer to becoming effective leaders.

This is why social-emotional development is necessary in the development of our student leaders today. The teens of today are more sensitive and emotional than the teens 10, 20, and 30-plus years ago. Whereas tough love and encouragement used to be effective, today that sort of strategy won't have the same impact..

Here are four opportunities and training suggestions to help support the social-emotional stages of young people within your student leadership group and school.

1. Use positive messages and healthy messages.

Any students will be motivated to be active when they feel good about themselves and what they are doing. One effective way of influencing young people to feel good about themselves is to feed their minds

with positive and healthy messages.

You can post healthy positive messages around the school or in a classroom such as these: "Everyone one is born with at least one gift, and you were

given one too." "When you use your talents for good, good things happen." "You inspire me more each day when you show me how smart and responsible you are." "The students who succeed most are the ones who love school and participate in class daily."

2. Create a cause-driven goal that propels students to want to get involved. Today's students love it when they are encouraged, empowered, and coached

to begin and complete a project that is connected to a cause-driven goal. Find and create a meaningful project in the local community for your students to get involved in. Sell them on the cause, make them accountable for the success of the project, and empower them as a team to achieve the ultimate goal. You have to be careful with projects like these because once you have your young people focused, involved, and committed to a cause-driven goal, you will crush them if they aren't allowed to work it through to completion.

- 3. Get up, get out, and go do something THEY consider fun. If anyone sits still long enough, life will become uneventful and boring. This is where you ask your unmotivated students to join you in getting up and going out to do something that is safe, positive, and fun. Your only special request is for this group of students to reach a consensus on at least three possible things that the group as a whole could do for fun. Then you pick the one that you can do based on your resources and ability to do it and get up, get out, and do something they consider fun.
- 4. Watch or read something inspiring. Inspiring movies and books are always a good source for motivation, encouragement and pick-me-ups! Movies like Coach Carter, Remember the Titans, Freedom Writers, and Stand and Deliver, and books like Chicken Soup for the Soul, The 7 Habits of Highly Effective Teens, How to Win Friends & Influence People, Major in Success, and You Were Born to Be G.R.R.R.R.E.A.T.!!!!™. Choose a movie or book that appeals most to your students and use it to motivate them when they appear disconnected, disinterested, and unmotivated.

Ty Howard is the author of *Untie the Knots™ That Tie Up Your Life*: Freeing Yourself from Toxic Habits, Choices, People, and Relationships, and the forthcoming teen character enrichment and empowerment book You Were Born to Be G.R.R.R.R.E.A.T.!!!!™. He is a consultant and expert on youth enrichment and teen empowerment. To learn more, visit www.dynamicyouthspeaker.com or call 1-800-385-3177 toll free.