Five Areas of Youth Development with Related Outcomes and Activities

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<tr>
<th>Area Name</th>
<th>Intended Youth Outcomes</th>
<th>Suggested Activities</th>
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| Working   | • Meaningful engagement in own career development process  
• Demonstrated skill in work readiness  
• Awareness of options for future employment, careers, and/or professional development  
• Completion of educational requirements and/or involvement in training that culminates in a specific vocation or opportunity for career advancement  
• Established involvement in meaningful work that offers advancement, satisfaction, and self-sufficiency  
• Positive attitude about one’s ability and future in working in a particular industry or the opportunities to grow into another | • Career exploration activities including career interest assessment, job shadowing, job/ career fairs, and workplace visits/ tours  
• Internships  
• Work experience including summer employment  
• Information on entrepreneurship  
• Networking activities  
• Mock interviews  
• Work readiness workshops  
• Visits from representatives of specific industries to speak to youth participants about the employment opportunities and details of working within their industry  
• Mock job search including web-based job searching, newspaper, “cold-calling,” resume writing, cover letter and thank you letter writing  
• Visit to education and/or training programs  
• Career goal setting and planning  
• Job coaching or mentoring  
• Learning activities using computers and other current workplace technology |
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<th>Learning</th>
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| • Basic aptitude in math and reading  
• Rational problem solving  
• Ability to think critically toward a positive outcome  
• Logical reasoning based on personal knowledge  
• Ability to determine one’s own skills and areas of academic weakness or need for further education and training  
• Sense of creativity  
• Appreciation and the foundation for lifelong learning, including a desire for further training and education, the knowledge of needed resources for said training, and willingness for further planning | • Initial and ongoing skills assessment, formal and informal  
• Initial and ongoing career/vocational assessment, formal and informal  
• Identification of one’s learning styles, strengths, and challenges  
• Creation of a personal development plan  
• Contextualized learning activities such as service-learning projects in which youth apply academic skills to community needs  
• Monitoring of and accountability for own grades and creation of a continuous improvement plan based on grades and goals  
• Showcase of work that highlights a youth’s learning experience—an essay, painting, algebra exam, etc.  
• Development of a formal learning plan that includes long and short term goals and action steps  
• Group problem-solving activities  
• Preparation classes for GED, ACT, SAT, etc.  
• Peer tutoring activities that enhance the skills of the tutor and the student |
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<th>Thriving</th>
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<tr>
<td>• Understanding of growth and development as both an objective and a</td>
<td>• Workshops on benefits and consequences of various health, hygiene,</td>
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<td>personal indicator of physical and emotional maturation</td>
<td>and human development issues, including physical, sexual, and</td>
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<tr>
<td>• Knowledge and practice of good nutrition and hygiene</td>
<td>emotional development</td>
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<td>• Developmentally appropriate exercise (will vary depending on a youth’s</td>
<td>• Role playing adverse situations and how to resolve them</td>
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<td>age, maturity, and range of physical abilities)</td>
<td>• Personal and peer counseling</td>
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<tr>
<td>• Ability to identify situations of safety and uphold those standards</td>
<td>• Training in conflict management and resolution concerning family,</td>
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<tr>
<td>in daily life</td>
<td>peer, and workplace relationships</td>
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<tr>
<td>• Ability to independently assess situations and environments</td>
<td>• Community mapping to create a directory of resources related to</td>
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<td>• Capacity to identify and avoid risky conditions and activities at</td>
<td>physical and mental health</td>
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<tr>
<td>all costs</td>
<td>• Meal planning and preparation activities</td>
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<td>• Ability to learn from adverse situations and avoid them in the</td>
<td>• Social activities that offer opportunities to practice skills in</td>
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<tr>
<td>future</td>
<td>communication, negotiation, and personal presentation</td>
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<tr>
<td>• Confidence and sense of self-worth in relation to their own physical</td>
<td>• Sports and recreational activities</td>
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<td>and mental status</td>
<td>• Training in life skills</td>
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Workshops on benefits and consequences of various health, hygiene, and human development issues, including physical, sexual, and emotional development. Role playing adverse situations and how to resolve them. Personal and peer counseling. Training in conflict management and resolution concerning family, peer, and workplace relationships. Community mapping to create a directory of resources related to physical and mental health. Meal planning and preparation activities. Social activities that offer opportunities to practice skills in communication, negotiation, and personal presentation. Sports and recreational activities. Training in life skills.
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<th>Connecting</th>
<th>Mentoring activities that connect youth to adult mentors</th>
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<td>Quality relationships with adults and peers</td>
<td>Tutoring activities that engage youth as tutors or in being tutored</td>
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<td>Interpersonal skills such as ability to build trust, handle conflict, value differences, listen actively, and communicate effectively</td>
<td>Research activities identifying resources in the community to allow youth to practice conversation and investigation skills</td>
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<td>Sense of belonging and membership, i.e., valuing and being valued by others, being a part of a group or greater whole</td>
<td>Letter writing to friends, family members, and pen pals</td>
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<td>Ability to empathize with others</td>
<td>Job and trade fairs to begin building a network of contacts in their career field of interest</td>
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<td>Sense of one’s own identity apart from and in relation to others</td>
<td>Role plays of interview and other workplace scenarios</td>
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<tr>
<td>Knowledge of and ability to seek out resources in the community</td>
<td>Positive peer and group activities that build camaraderie, teamwork, and belonging</td>
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<td>Ability to network to develop personal and professional relationships</td>
<td>Cultural activities that promote understanding and tolerance</td>
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**Youth Leadership program specific:**

- Ability to communicate to get a point across
- Ability to influence others
- Ability to motivate others
- Ability to seek out role models who have been leaders
- Ability to be a role model for others

**Youth Leadership program specific:**

- Workshops in public speaking
- Research on historical or current leaders
- Contact with local leaders
- Strategic planning to change something in the community or within the youth program
- Personal plan development with goals, action steps, and deadlines
- Awareness of how their personal actions impact the larger communities
- Ability to engage in the community in a positive manner
- Respect and caring for oneself and others
- Sense of responsibility to self and others
- Integrity
- Awareness of cultural differences among peers and the larger community
- High expectations for self and community
- Sense of purpose in goals and activities
- Ability to follow the lead of others when appropriate

**Youth Leadership program specific:**
- Ability to motivate others
- Ability to share power and distribute tasks
- Ability to work with a team
- Ability to resolve conflicts
- Ability to create and communicate a vision
- Ability to manage change and value continuous improvement
- Resource mapping activities in which youth take the lead in planning and carrying out a search of community resources for youth
- Voter registration and voting in local, state, and federal elections
- Participation in town hall meetings
- Community volunteerism such as organizing a park clean-up or building a playground
- Participation in a debate on a local social issue
- Training to be a peer mediator
- Participation in a letter-writing campaign
- Opportunities to meet with local and state officials and legislators
- Participation in a youth advisory committee of the city/school board/training center
- Learning activities or courses about leadership principles and styles
- Group activities that promote collaboration and team work
- Mentoring relationships with positive role models
- Opportunities to serve in leadership roles such as club officer, board member, team captain, coach
Youth Leadership

program specific:

- Mediation/ conflict resolution training
- Training in team dynamics
- Training in project management