LESSON PLANS SESSION IV:

Experiential Learning Model

- Group process: Who am I in a group?
- The experiential learning cycle

Activities

- Group process: Do you know your neighbors?
- Paddleball activity

GROUP PROCESS
Who Am I in a Group?

Activity: Paddleball and Experiential Learning Model Application (45 min.)

Objectives: To introduce the model this training will follow.
To understand what the experiential learning model is and its use in delivering youth development programs.
To apply the experiential learning model to current programming.

Focus: Learning a teaching model that will help plan and facilitate experiences that promote healthy youth development.

Materials List
- Paddleballs (one per pair)
- Flip chart and easel
- Markers
- Projector/computer (and screen
- Poster of Experiential Learning Model
- PowerPoint or overhead slides (masters follow this lesson)
  - Slide 1 – Experiential model
  - Slide 2 – Experience: do it
  - Slide 3 – Share: what did you do?
  - Slide 4 – Share: questions
  - Slide 5 – Share: paddleball questions
  - Slide 6 – Process: how did you do it?
  - Slide 7 – Process: questions
  - Slide 8 – Process: paddleball questions
  - Slide 9 – Generalize: what did you learn?
  - Slide 10 – Generalize: questions
  - Slide 11 – Generalize: paddleball questions
  - Slide 12 – Apply: how will you use what you learned?
  - Slide 13 – Apply: questions
  - Slide 14 – Apply: paddleball questions

What to do- What to say-

Introduce the session

What to do-

Introduce the paddleball activity.

Divide the group into pairs and distribute the paddleballs.

Write the “rules” on the flip chart:
1. Hit the ball with the paddle.
2. Three tries to produce your highest score.

What to say-

“Youth development professionals are expected to create environments that provide for the basic needs of youth and to incorporate methods that are effective in helping youth learn the life skills (competencies) needed to be successful adults. Life skills are best learned through practice. This means that multiple situations must be offered that provide opportunities to practice these skills. The use of the discovery process is an effective way to teach life skills; however, experiences that use the discovery process (learn by doing) must be planned and processed well or they will not result in the targeted learning. Youth interpret their experiences based upon the experiences they have had in the past and the conclusions they have reached about those experiences. We are tempted to conclude that when a group of young people have participated together in an activity they will share the same interpretation of that experience. However, because no one shares the same set of background experiences, a common activity will not result in a common interpretation. In addition, because young people have limited life experience, their conclusions may not be accurate. As a youth development professional, you are expected to be skilled in facilitating group discussion to help youth clarify the concepts learned for the activities offered. A teaching model that will help you do this is the experiential learning model that we will be exploring during this session.”

What to do-

What to say-

"We are going to use a hands-on activity to introduce the experiential learning model. You have been given a paddleball to share with your partner. Here are the rules for this activity. You are to try to hit the ball with the paddle as many times in a row as you can. You will each get three tries to produce your highest score. When you have completed your three tries, give the paddleball to your partner who will have three tries to produce his/her highest score. When you have both determined your highest scores, please sit down so I will know you are through with your task."

Allow time for participants to carry out the attempts. When participants have completed the task, facilitate a discussion about the experience using share, process, generalize, and apply questions.

Begin by encouraging participants to share their reaction and observations.

"How did you feel when I gave you the instructions?

What did you think would happen?

How did you feel as you were doing this?

How well were you able to hit the ball?

What happened in your attempts to increase your score?

What did you observe happening in the room?"

Help participants describe and discuss the experience.

"How did you go about hitting the ball?

How did having a partner help you?

How did you go about making changes?"

Help participants identify what they have learned from the experience—the general truths.

What to do-	What to say-
	"What did you learn about the way you approach a new or remembered task? What did you learn about the way you use the resources of others? How did the length of the rubber band affect your success? What did you learn about giving the rules for an activity?"
Help participants apply learning to real-life situations and to plan change.	
	"What did you learn with this activity that would apply to other aspects of your life? How could you use what you learned from this activity to help you provide a learning experience for youth?"
Introduce the experiential learning model using Slide1: Experiential Model. (LP 63)	
	(Slide: 1 Experiential Model) "Here is a graphic of the experiential learning model. The model involves a five-part process that incorporates doing something, reflecting upon it, and applying what was learned. Let's look at each of the steps in the process."
Present Slide 2: Experience: Do it. (LP 64)	
	(Slide 2: Experience) "As you can see, the model begins with a planned experience that is designed to provide an opportunity to learn something we have targeted. It may be an experience that is unfamiliar to the learner or a first-time activity and should push the learner beyond previous performance levels. This may mean that the activity could seem uncomfortable and could include the risk of failure." "In the activity you just completed, we used the paddleball activity to involve you in a hands-on, learn-by-doing experience that would lend itself to a discussion using the four elements of the model, steps 2–5."

Lessons: Session IV

What to do-

What to say-

These next four steps lead learners through reflection on what they did, felt, and learned from that activity and the application of that learning to other aspects of their lives.

Present Slides 3, 4, and 5: Share: what did you do? Share: questions. Share: paddleball questions. (LP 65–67)

(Slide 3: Share)
The process begins with getting participants to talk about the experience; to share reactions and observations and discuss feelings generated by the experience. Ask questions that help participants reflect on what they have done. Let participants talk freely and acknowledge the ideas that are generated.

(Slide 4: Share questions)
These "share" questions can be structured around:

- What they did.
- What they saw, felt, heard, tasted, etc.
- What they thought was most difficult? What was easiest?

(Slide 5: Share paddleball questions)
"In the discussion we used following the paddleball activity we used questions that helped you recall what you had done and felt. These are the questions we used with you.

- How did you feel when I gave you the instructions?
- What did you think would happen?
- How did you feel as you were doing this?
- How well were you able to hit the ball?
- What happened in your attempts to increase your score?
- What did you observe happening in the room?"

Present Slides 6, 7, and 8: Process: how did you do it? Process: questions. Process: paddleball questions. (LP 68–70)

What to do-

What to say-

(Slide 6: Process)
The next step in the model is to identify the process used in doing the activity; that is, how the experience was carried out, how problems and issues surfaced and were addressed, and the personal experiences of the group. In this step, the group is encouraged to look for recurring themes.

(Slide 7: Process: questions)
Questions that encourage this discussion cover:
- How they went about doing this activity
- What problems or issues came up during the experience
- How they dealt with these problems
- Why the life skill they practiced is important

(Slide 8: Process: paddleball questions)
"These are the process questions we used with you.
- How did you go about hitting the ball?
- How did having a partner help you?
- How did you go about making changes?"

Present Slides 9,10, and 11; Generalize: what did you learn? Generalize: paddleball questions. (LP 71–73)

(Slide 9: Generalize)
Step four is the point of generalizing from the experience. This is where the learner begins to apply what was learned to what he/she already knew. Step four helps participants determine what importance the experience had for them. This involves finding general trends or common truths in the experience, identifying "real-life" principles that surfaced, and identifying what was learned from the experience. Listing key terms that capture the learning will be helpful.

(Slide 10: Generalize: questions)
Questions that encourage generalizing cover:
- What they learned from this experience
- How what they learned relates to other things they have been learning
- What similar experiences they have had with this (life skill or subject matter)

What to do-

What to say-

(Slide 11: Generalize: paddleball questions)
"These are the questions we used with you.
- What did you learn about the way you approach a new or remembered task?
- What did you learn about the way you use the resources of others?
- How did the length of the rubber band affect your success?
- What did you learn about giving the rules for an activity?"

Present Slides 12, 13, and 14: Apply: how will you use what you learned? Apply: questions. Apply: paddleball questions. (LP 74–76)

(Slide 12: Apply)
In the last step, the model addresses the "now what" or application of the experience and explores how the learning could be applied to similar situations.

(Slide 13: Apply questions)
Questions that encourage application cover:
- How what they learned relates to other parts of their life
- How they can use what they learned
- How they can apply (the life skill practiced) in the future

(Slide 14: Apply: paddleball questions)
"These are the questions we used with you.
- What did you learn with this activity that would apply to other aspects of your life?
- How could you use what you learned from this activity to help you provide a learning experience for youth?"

Review the experiential model.

"Certain requirements are involved in using the experiential learning model with a youth development program. The process requires that you:
- Plan activities that are appropriate to the targeted skills.
- Set aside enough time to reflect on the experience(s).
- Ask the right questions.
- Listen carefully to youth.
- Support each young person's unique

What to do-

What to say-

learning."

"The questions used to help youth through the reflection and application process are critical. They must be prepared ahead of time, and are best thought through as you are designing the learning activity.

Sometimes a short activity in which everyone answers the same question or simply finishes a sentence will get everyone focused. Finishing a statement like "I learned that…" or "I felt…" will stimulate discussion. As you facilitate the discussion process you will want to be very aware of the stage or step of the experiential model in which the group is working and be prepared to move the group to the next step when they are ready to move on."

Introduce the application activity.

"Before concluding the discussion of this model, I want to give you some time to practice using it. When you are planning experiences for youth, you must first determine the skill or understanding that you want to target. Once the targeted learning is established you can determine the experience(s) that will support that learning. The reflection process of the experiential learning model will provide the tools to assure that accurate learning has been achieved. The questions used to facilitate understanding are a critical component of this process and must not be left to chance or 'on-the-spot inspiration.' By thinking through the questions you will ask of youth as you design the experience, you will be assured that you are clear about what you want youth to learn from the experience and that you have the tools to move them from experience to understanding. Participants in previous training sessions have been surprised to find that these questions were more difficult to prepare than they anticipated. In the interest of time and because we are going to focus in this processing aspect of the model (steps 2–5), we will start today with a given activity. You will be working with your table group for this activity. I am going to give your groups a choice of three experiential activities that lend themselves to the processing format."

What to do-

What to say-

"• A bread baking activity (6- to 8-year-olds)
- A computer laboratory experience (9- to 12-year-olds)
- A car wash (teens)"

"Select one of these activities and determine a life skill that you believe could be taught through that activity. Then, write two to three questions in each of the four reflection steps of the experiential learning model (share, process, generalize, and apply) that will help youth gain competence in that skill."

Move about the room to answer questions and provide support as needed and to monitor progress. When groups are nearing the completion of their work, announce that you will be calling them back together to share their work in three minutes.

Facilitate the reporting of the questions that each group developed. Ask them to identify the skill they are targeting and then share the questions they have developed. The most common problems groups have with this application process is in mixing up the order of the process or in asking questions unrelated to the skills they are targeting. You likely will need to correct the categories of the questions. For example, "Yes, that is a good question but it is actually a process question, not a share question." The order of the model format is important and facilitators need to be aware of the building process that that sequence creates. Make gentle corrections to the reporting as necessary to reinforce accurate use of the model. This is a practice and must not be practiced incorrectly.

Conclude the reporting process.

"Did you find that the questions were harder to write than you anticipated?"

"Do you see why it is important to take the time to prepare them before you try to lead the group in reflecting upon their learning?"

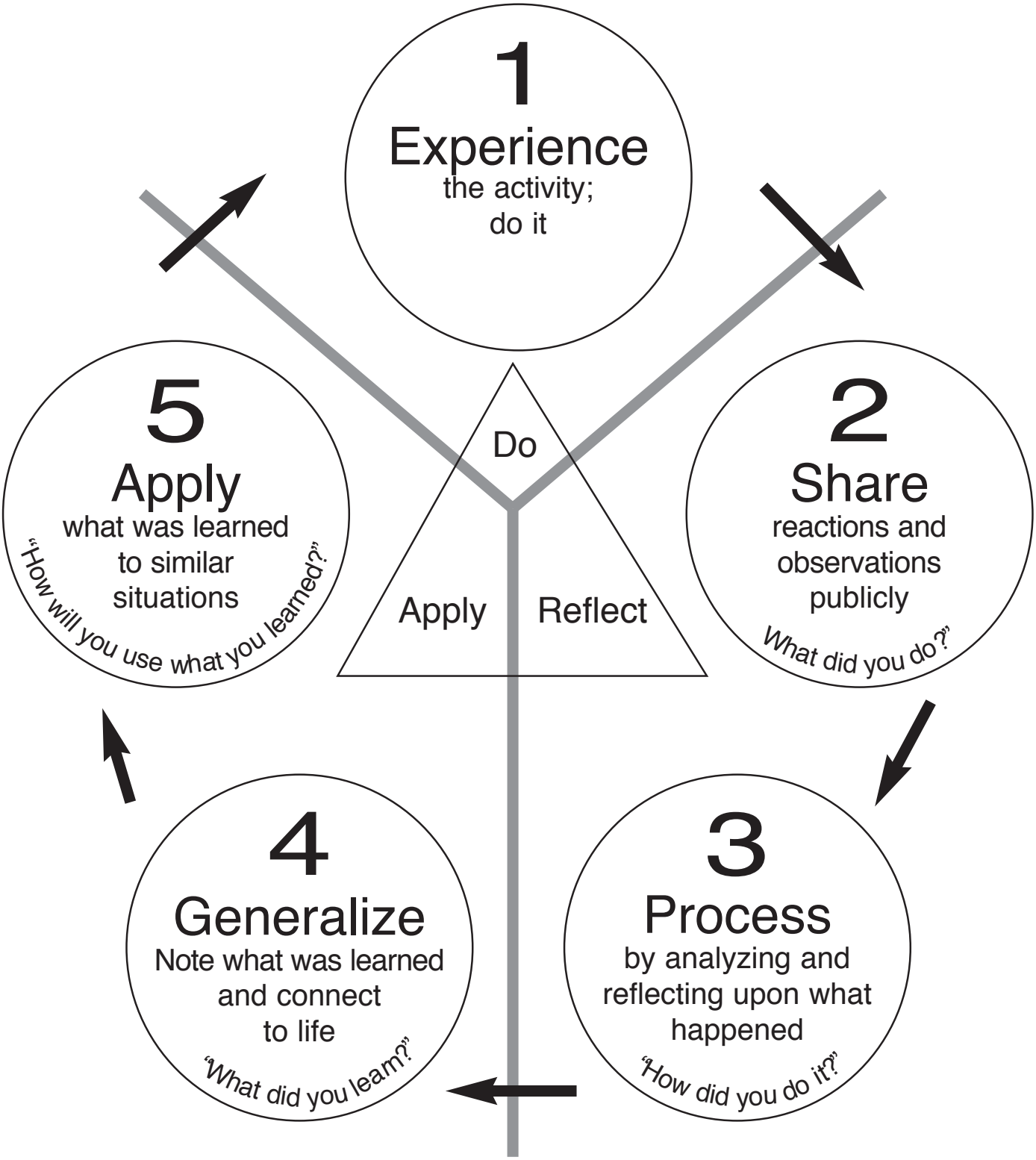
What to do-

Bring closure to the session

What to say-

"In summary, the experiential learning model starts with targeting a skill (goal) and then designs an experience and questions to process that experience that support the mastering of that skill."

"The most important outcome of an experiential learning experience is that group members demonstrate that they have gained new knowledge or skills in the area targeted. The questions discussed in the processing and application steps of the experiential model will often provide excellent feedback. Even better evaluation information can be gathered when you observe the group applying what they have learned to another situation. If you use experiential learning successfully, you will observe youth demonstrating their learning as they apply new skills to their everyday lives."


1
Experience
the activity;
do it
2
Share
reactions and
observations
publicly
"What did you do?"
3
Process
by analyzing and
reflecting upon what
happened
"How did you do it?"
4
Generalize
Note what was learned
and connect
to life
"What did you learn?"
5
Apply
what was learned
to similar
situations
"How will you use what you learned?"
Do
Apply
Reflect

4 Begin with a concrete experience that:

Can be an individual or group experience, but involves doing.

Most likely will be unfamiliar to learner or first-time activity.

Pushes learner beyond previous performance levels.

May be uncomfortable to learner.

Includes the risk of failure.

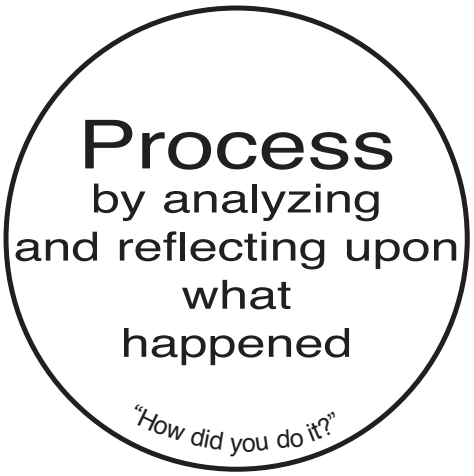
- Get participants to talk about experience.
- Share reactions and observations.
- Discuss feelings generated by the experience.
- Let the group (or individual) talk freely and acknowledge ideas generated.

Share questions cover:

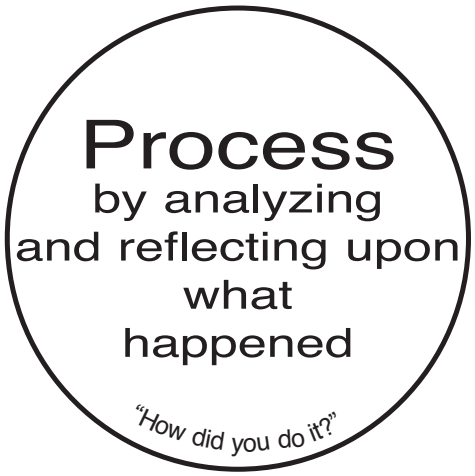
- What they did.
- What they saw, felt, heard, tasted, etc.
- What they thought was most difficult?
  What was easiest?

Share questions we used:

- How did you feel when I gave you the instructions?
- What did you think would happen?
- How did you feel as you were doing this?
- How well were you able to hit the ball?
- What happened in your attempts to increase your score?
- What did you observe happening in the room?

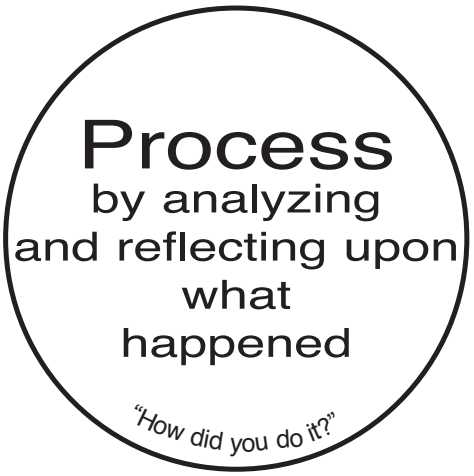


- Discuss how the experience was carried out.
- Discuss how themes, problems, and issues are brought out by the experience.
- Discuss how specific problems or issues were addressed.
- Discuss personal experiences of members.
- Encourage the group to look for recurring themes.



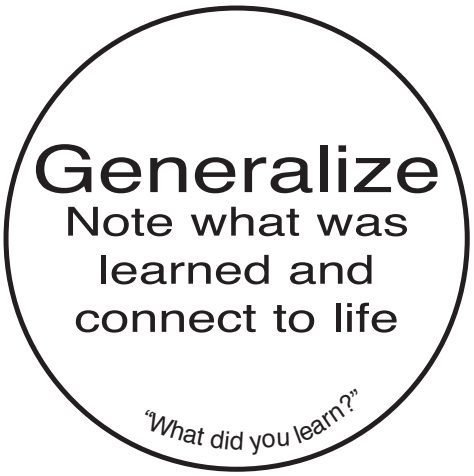
Process Questions:

- How did they go about doing this activity?
- What problems or issues came up during the experience?
- How did they deal with these problems?
- Why is the life skill they practiced important?

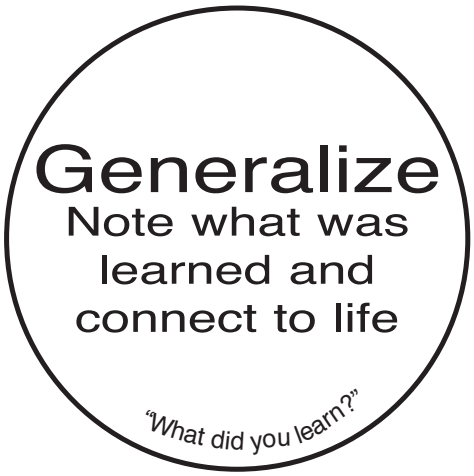


Process questions we used:

- How did you go about hitting the ball?
- How did having a partner help you?
- How did you go about making changes?

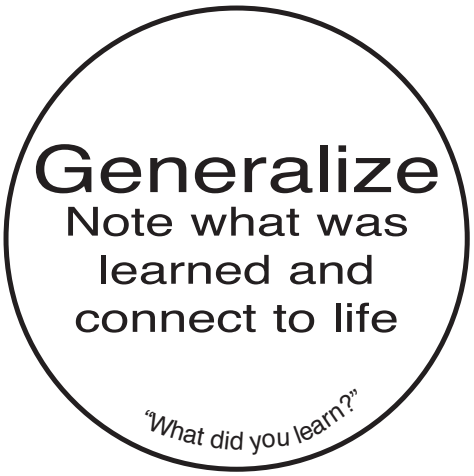


- Find general trends or common truths in the experience.
- Identify "real-life" principles that surfaced.
- Identify key learnings.
- List key terms that capture the learning.



Generalize questions:

- What they learned from this experience?
- How does what they learned relate to other things they have been learning?
- What similar experiences have they had with this life skill or subject matter?



Generalize questions we used:

- What did you learn about the way you approach a new or remembered task?
- What did you learn about the way you use the resources of others?
- How did the length of the rubber band affect your success?
- What did you learn about giving the rules for an activity?

- Discuss how new learning can be applied to other situations.
- Discuss how issues raised can be useful in the future.
- Discuss how more effective behaviors can develop from new learning.
- Help each individual feel a sense of ownership for what is learned.

Apply Questions:

- How does what they learned relate to other parts of their life?
- How can they use what they learned?
- How can they apply the life skill practiced in the future?

Apply questions we used:

- What did you learn with this activity that would apply to other aspects of your life?
- How could you use what you learned from this activity to help you provide a learning experience for youth?

LESSON PLANS SESSION V:

Characteristics and Developmental Tasks of Youth Ages 6–19

- Let's start where they are
- Characteristics for the five age groupings
- Implications worksheets for the five age groupings
- Puzzles of the five age groupings

Activities

- Ages and stages puzzles

SESSION V
Characteristics and Developmental Tasks of Youth Ages 6–19

Activity: Ages and Stages Puzzles (2.5 hours)

Objectives: To recognize the developmental tasks that are common to youth in five age groups.
To recognize the characteristics, behaviors, interests, and perceptions that are common to five age groups.
To understand the sequential progression of developmental tasks related to some competency areas.
To recognize the role of the youth development professional in supporting youth through this progression.
To understand the implications that developmental tasks have on programming efforts in youth development.

Focus: Recognizing and planning programs appropriate to the developmental tasks of youth.

Materials List
Paper and pencil for each participant
Large wall-size puzzles for each age grouping
Envelopes containing the mixed-up pieces of the small puzzles for each age grouping
Handouts from the lesson plans for each participant: Sample Implications for Us

What to do-

Before the session
Before this lesson begins, make copies of the Sample Implications handouts for each participant.

What to say-

What to do-

Prepare five envelopes to hold puzzle pieces by drawing the geometric figure assigned to each of the five age groups on the front and labeling it with the appropriate age group: Octagon: age 6–8; Circle: age 9–11; Hexagon: age 12–14; Triangle: age 15–17; Square: age 18–19. Mix the pieces of all five puzzles together and divide the mixed pieces equally between the five envelopes (there will be eleven pieces in each envelope) so the groups will need to exchange pieces in order to complete their puzzles.

Study the "Summary: Guide to Implications" so well that you can easily review these stages of development.

Introduce the lesson.

What to say-

"Helping youth become competent requires an understanding of what mastery typically includes at any given age. Therefore, it is important to have a working knowledge of the stages of development through which youth move. Human growth is a unique and individual process and the ages at which developmental tasks emerge will vary from one young person to the next. They can also vary between developmental categories. For example, an 11-year-old girl may have physically matured to the developmental level of a 15- to 17-year-old but be operating socially in ways that are characteristic of 9- to 11-year-olds.

Nevertheless, the order or sequence of the stages of development is fairly consistent. By grouping a range of ages together, it is possible to identify trends in growth and to be fairly accurate in predicting the developmental tasks that will be common to most youth within those groups. This knowledge will assist the youth development professional in assuring that opportunities offered to youth are in tune with their abilities and interests and help the professional maintain realistic expectations for the progress youth make."

What to do-

What to say-

"Today we are going to explore developmental tasks and characteristics of five age groups of youth."

Divide the class into five groups. You want no more than six people in each work group. If the class is larger than 30, you will need to run two sets of five groups concurrently. Be sure to keep the two sets in separate parts of the room. If they mix their puzzle pieces, the exercise will not work.

Ask participants to place their handbooks on the floor. You can use the excuse that they will need space on their tables for this activity. Or you can tell them that you don't want them to find the answers in the book. We have offered both options in "What to say."

"For this opening activity, you will need to put your handbooks on the floor:

(1) Because you will need the space on your tables for this exercise. [Or]

(2) There are two reasons for this. First, you will need the table space to complete the activity. Second, the answers to the exercise are in the book and if you refer to them the exercise will not be meaningful for you."

Hold up the envelopes containing the puzzles with the pictures facing the participants.

"I have, in each of these envelopes, puzzle pieces that describe some of the characteristics or developmental tasks of each of five age groupings of youth. There are eleven tasks or characteristics for each age in each puzzle and those pieces are in these envelopes. The puzzle for each of the age groups is in the form of a geometric figure and each group is represented by a different shape. six- to eight-year-olds are represented by an octagon, nine- to eleven-year-olds by a circle, twelve- to fourteen-year-olds by a hexagon, fifteen- to seventeen-year-olds by a triangle, and eighteen- to nineteen-year-olds by a square. I am going to give each table group one of these envelopes and I want you to put the puzzle pieces for the age group.

What to do-

What to say-

your puzzle represents together. However, I have complicated the process by mixing up the pieces. You will need to find and determine which characteristics on the puzzle pieces that your group and other groups have in their envelopes best fit the age of the group represented by your puzzle shape."

"Please remember that we said growth is unique with each individual, and young people may exhibit characteristics in all of these age groupings at any point as they grow and develop. We have assigned the tasks and characteristics in these puzzles
to the range of ages at which they are most often experienced."

Give each table group one envelope.

Let the groups work through the task while you move about the room to offer assistance and monitor their progress. If they become frustrated you can tell them that there are eleven pieces in each puzzle and/or tell them that there are three colors in each puzzle.

When the groups have gathered most of the pieces and are trying to put the geometric shape together, take the "key" puzzle page for each age group to the working groups, place it face down on the table, and tell them it is the key to the puzzle. This will keep the focus on identifying the correct tasks and characteristics, not on putting the puzzle pieces together.

"Here is a key to your puzzle when you are ready for it."

When all table groups have completed their puzzles, facilitate a discussion of some of the general reactions to the exercise with the total group.

"Let's talk about this activity.
- How did you feel while you were putting the puzzle pieces together?
- How did your group approach the task?
- Did the characteristics of your puzzle correspond to your experience with this age group?"

What to do-

Introduce the activity to explore the implications of understanding developmental tasks to youth development programming.

Move about the room to assist groups and monitor progress. It will take at least 15 minutes and will very well take longer to complete this part of the activity. When groups have progressed to identification of implications for eight or nine characteristics, inform them of the reporting process.

What to say-

"These groupings of developmental tasks and characteristics are designed to give you a general idea of what you might reasonably expect from a given age. They serve as guidelines for developing programs for youth but not as measures of achievement. The importance of knowing what characteristics and developmental tasks are typical for the age of youth with whom you work is in the way you apply the knowledge to the opportunities you offer to youth in your program."

"So now we are ready to apply this information to your work. You can retrieve your handbooks from the floor and turn to pages 54–58. Find the worksheet for the age range your puzzle group was assigned. Working together, I want you to identify at least one implication for programming for each of the eleven tasks or characteristics used in your puzzle and record those on your worksheets. I would like each person in the group to record the group decisions on his/her worksheet."

"Here is an example of an implication:

If 6- to 8-year-olds are learning to use their bodies and master physical skills and skills are not yet polished, then you would want to plan a program with lots of physically active experiences and be prepared for less-than-perfect performances."

"I am not looking for a plan for specific programs. I just want the guidelines for programs that these tasks would imply. I will ask you to share your worksheet information with the rest of the group so that we can have access to implications for all age groups."

What to do-

What to say-

"I am giving each of your table groups a large-size poster that is a duplicate of the small puzzle you have been working with. I would like you to use this poster as you report your findings to the rest of the groups. You can decide how you would like to present your material. Take some time as you are finishing up your implications work to decide how you will present your work."

Allow groups time to complete their work.

Facilitate the reporting process, starting with the youngest age group. Post each group's large puzzle at the front of the room after they have completed their report. You will use this visual aid to refer to earlier developmental tasks as you review the reports.

One of your objectives with this lesson is to help participants recognize the sequential nature of development. By working from age 6 through age 19 in the reporting process you will be displaying this building pattern. Emphasize the continuum of development in decision making, relationships, intellectual development and self-understanding by moving from poster to poster as the skills build upon one another. Notes on each of these sequential skills are included following each summary.

"It is time to find out what implications for programming you have identified for your age groups.

Please use the worksheet pages in your handbook for the stages of growth other than the one you have just completed to record the findings of the other groups so that you will have a record of this information.

Let's start with the 6- to 8-year-old group."

Take notes as groups report so that you can acknowledge the points that you had planned to emphasize. Use the checklist on the next page as a guide. You will also want to make corrections when implications are off target. It is not kind nor is it "good teaching" to allow misinformation to slide through, but you will want to correct it gently — while applauding another point if possible.

What to do-

Implication Checklist

___Provide opportunities to practice skills using both large and small muscle structures, from printing with a pencil to catching a ball.

___Plan a program with lots of physically active experiences.

___Offer simple craft projects that can be completed successfully by beginners.

___Be prepared for less-than-perfect performances,

___Plan activities that focus on the doing rather than the finished product.

___Adults who work with this age should enjoy the doing as well and take care not to focus on a great finished product.

___Plan lots of hands-on activities that incorporate things they can see, taste, feel, hear, and smell.

___Demonstrate the instructions for any activity rather than relying on verbal instruction alone.

___Provide opportunities to collect things — bugs, rocks, wild flowers, baseball cards, etc. — and to organize these collections.

___Plan opportunities for children to choose what they will do from a given set of options.

___Provide opportunities for children to work in small groups or with a partner.

___Provide opportunities for dramatic play exploring scenarios about other children and families.

___Be present and available to children at all times to provide support and encouragement.

___Make sure that clearly stated rules for participation are understood by everyone in the program and monitor behavior by those rules.

___Choose adults to work with this age who are comfortable with the 6- to 8-year-old focus on self.

___Provide feedback that assists youth in recognizing their individual interests, feelings, and achievements.

___Offer cooperative games where everyone can win.

___Do not include competition in your program offerings for this age group.

What to say-

What to do-

The "Summary: Guide to Implications" printed in this lesson plan includes the information that needs to be brought out through the review process. Presenting the additional information included in it will greatly enhance this lesson. Use this material when you recap the reporting. You can say something like "I really liked the fact that you mentioned ____. We also know that ____." Get to know this material so well that you can quickly determine what was covered in the report and what was missed.

Use the material from the "Summary: Guide to Implications." Begin with…

Emphasize the sequential skills in four competency areas.

What to say-

"Thank you for that report. Let's review what you have shared."

"So here we have the 6- to 8-year-old who is experiencing a period of slow steady growth" (etc., from summary).

"To support the growth and development of young people, youth development professionals must be aware of the level of skill development that is typical of the age of the group with which they are working and must know the developmental tasks that preceded and that follow that level. If the skills best mastered at 6–8 are ignored, the next skill in the sequence can't be mastered at the 9–11 stage.

As we look at the implications of these stages of development for our program we are going to track the sequential nature of the development of skills in four competency areas that are critical to healthy growth; decision making, relationships, intellectual development, and understanding self. Let's just review where 6- to 8-year-olds are in these areas."

What to do-

What to say-

- Decision making: They can choose from a small group of concrete options.
- Relationships: They are learning about self as separate from parent.
- Intellectual: They are concrete thinkers and can think about things they can see, touch, taste, and smell.
- Understanding self: They act out roles with which they are familiar. Roles models are parents and family.

Move the reporting to the 9- to 11-year-old puzzle group.

"Now let's hear about the 9- to 11-year-olds."

Take notes so that you can respond and add to this report. Use the following checklist.

Implication Checklist

___Offer activities that involve a lot of physical movement.

___Avoid planning programs that will require children to sit still for long periods of time.

___Avoid field trips that require long periods of time sitting in a car or bus.

___Incorporate craft projects in the program. They will be enjoyed now that small muscle structures are better developed.

___Involve youth in generating ideas and options about the activities they will participate in and the decisions the group needs to make.

___Offer a variety of short-term experiences that help them explore many interests.

___Provide short periods of time to talk about their thoughts and reactions to activities to help them recognize what they have learned from their experiences.

___Provide active experiences in their world such as nature walks and short trips to significant sites.

___Make sure rules of participation are posted and understood by everyone in the group and that they are monitored and enforced fairly.

What to do-

___Offer lots of opportunities to do things in groups and provide feedback on successes in relationship skills.

___Help them form groups/clubs with common interests. Collecting ball cards, stamps, bugs, rocks, buttons, etc., could be a common ground.

___Incorporate uniforms, badges, etc., that identify the group when appropriate.

___Ask older teens to take leadership roles in working with this age group in teaching, coaching, and other assistance roles.

___Make sure everyone in the group knows and understands the rules for participation.

___Monitor the rules fairly, holding all children equally accountable.

___Provide correction quietly, one-on-one, and in a caring and consistent manner.

___Use curriculum materials designed to help youth explore their own uniqueness and accomplishments.

___Incorporate older teens in leadership/ teaching/mentoring roles with this age group.

___Plan group activities that emphasize cooperation.

___Avoid comparing children with one another.

___Use comparison of past and present performance to promote growth.

___Plan many activities that involve youth in same-sex groups.

Use the material from the "Summary: Guide to Implications." Begin with:

Emphasize the sequential skills in four competency areas.

What to say-

"Thank you for that report. Let's review the implications for this age group."

"Here we have the 9- to 11-year-olds who are still experiencing steady growth, but growth patterns will differ and some early maturing girls may experience puberty"… (etc., from summary).

What to do-

Move the reporting to the 12- to 14-year-old puzzle group

Take notes so that you can respond and add to this report. Use the following checklist.

Implication Checklist

___Listen to their fears and worries about their sexual development without judging or trivializing.

___Provide honest information for sexual questions and issues .

___Plan activities that are not weighted toward physical prowess.

___Be patient with grooming behaviors that may seem excessive.

___Involve them in planning what the group will do.

___Provide opportunities to question ways of doing things in the program and to explore values and beliefs of the organization.

___Ask questions to encourage predicting and problem solving. “What if this doesn’t work?” “What could happen if we did this?”

What to say-

“Let’s look at the sequential skills common at this age in the four competency areas we are focusing on.

- Decision making: Where the 6- to 8-year-old could choose from a set of options, the 9- to 11-year-old can generate options.
- Relationships: While 6- to 8-year-olds were learning about self as separate from parents, 9- to 11-year-olds are learning about who they are as boys and girls and are learning to interact with same-gender friends.
- Intellectual: 9- to 11-year-olds are still thinking primarily in concrete terms and understand their world in absolutes.
- Understanding self: While 6- to 8-year-olds identified primarily with parents and family, 9- to 11-year-olds have many interests and are able to fantasize about adult roles in those interests. Role models are older teens.”

“Now let’s hear about the 12- to 14-year-olds.”

What to do-

___Involve them in finding solutions to problems or issues that arise in the group.

___Offer more complex games or involve them in more complex plays in sports.

___Encourage teens to take part in teen councils and planning boards.

___Involve the group in setting rules for the group or the program.

___Involve the group in planning field trips away from home.

___Talk with teens about the public figures they admire.

___Provide opportunities for teens to interact and feel at ease with members of the opposite sex though planning groups, parties, fund-raising activities, etc.

___Plan activities that do not compare one young person to another. Help teens compare their accomplishments to their own past performance and standards.

___Be careful to not use comments that could be interpreted as "put downs" or "in-the-face" behaviors.

___Give teens a chance to choose when and if they are "on stage."

___Avoid singling anyone out in front of others for either compliments or criticism.

___Provide opportunities to master skills.

Use the material from the "Summary: Guide to Implications."

Emphasize the sequential skills in four competency areas.

What to say-

"Thank you for that report. Let's review the implications for this age group."

"A growth spurt occurs at the beginning of adolescence with girls maturing before boys" (etc., from summary).

What to do-

Move the reporting to the 15- to 17-year-old puzzle group.

Take notes so that you can respond and add to this report. Use the following checklist.

Implications Checklist

___Provide experiences that help youth enjoy their newly claimed bodies: activities that focus on health and fitness, nutrition, grooming, etiquette, hair styles, exercise, etc.

___Offer advanced opportunities to perfect physical skills: canoeing, climbing, biking, yoga, martial arts, dance, etc.

___Plan some group time during which they can discuss ideas and abstract concepts such as current political issues, and current issues within the organization.

What to say-

"Let's look at the sequential skills common at this age in the four competency areas we are focusing on.

- Decision making: Youth have moved from selecting from a set of options (6–8) to creating options (9–11) and now are able to set short-term goals and generate options for reaching those goals. They are beginning to be able to predict possible outcomes of those options.
- Relationships: Having learned about self as separate from parents (6–8) and about who they are as girls or boys (9–11) they are ready to learn about themselves in relation to members of the opposite sex.
- Intellectual: The concrete thinking of the 6- to 8- and 9- to 11-year-olds is changing now as 12- to 14-year-olds begin to use abstract thinking. The ability to discuss ideas and concepts is emerging.
- Understanding self: While the 6- to 8-year-old focused on parents and family as role models and the 9- to 11-year-old fantasized about adult roles in interest areas and looked to teens as role models, the 12- to 14-year-old has moved from fantasy to a more realistic focus on life possibilities and tends to model after public figures."

Now let's hear about the 15- to 17-year-olds.

What to do-

___Involve them in planning and carrying out group goals and activities.

___Involve them in advisory groups as full partner/members.

___Offer activities that explore vocational or career possibilities

___Provide activities of their choice that support social interactions with opposite sex — dances, parties, work groups, etc.

___Provide opportunities to take on leadership roles — tutoring, assisting coaches, leading groups, mentoring younger youth, speaking to community groups, etc.

___Involve them in service groups such as Habitat for Humanity and Adopt a Highway or in governmental issues organizations.

___Plan activities that will allow teens to try different roles.

___Provide information and feedback that will help youth envision positive futures for themselves.

___Involve teens in planning and conducting their program.

___Work with teens to identify opportunities for meaningful contribution in the community.

___Focus interactions between teen members and adult leaders on adult-youth partnership relationships.

What to say-

"Thank you for that report. Let's review what you have found."

Use the material from the "Summary: Guide to Implications."

"During the middle teens most young people will have begun to be comfortable in their bodies and will have overcome the clumsiness of the rapid growth period just completed" (etc., from summary).

Emphasize the sequential skills in four competency areas.

What to do-

What to say-

"Let's look at the sequential skills common at this age in the four competency areas we are focusing on.

- Decision making: Youth have moved from selecting from a set of options (6–8) to creating options (9–11) to setting short-term goals, generating options for reaching those goals, and predicting possible outcomes (12–14). Now, if they have mastered the skills so far, they are able to set long-term goals, generate the options for reaching those goals, predict possible outcomes, and determine strategies to reach the desired outcomes.
- Relationships: Having learned about self as separate from parents (6–8), about who they are as girls or boys (9–11), and how to interact with members of the opposite sex, 15- to 17-year-olds are interested in dating relationships and broader relationship skills.
- Intellectual: The concrete thinking of the 6- to 8- and 9- to 11-year-olds, left as 12- to 14-year-olds beginning to use abstract thinking. At 15–17 these abstract thinking skills are maturing. Ambiguity can be understood and accepted and youth are able to enjoy discussion about ideas. Study habits improve as well.
- Understanding Self: 6- to 8-year-olds focused on parents and family as role models, 9- to 11-year-olds fantasized about adult roles in interest areas and looked to teens as role models, and 12- to 14-year-olds began a more realistic focus on life possibilities and modeled after public figures. The 15- to 17-year-olds have become comfortable enough with self that they are ready to be a role model for younger youth."

Move the reporting to the 18- to 19-year-old puzzle group.

"Now let's hear about the last group, the 18- to 19-year-olds."

What to do-

Take notes so that you can respond and add to this report. Use the following checklist.

Implications Checklist

___Health and fitness activities will still appeal to older teens.

___Leaders must be aware that while older teens look like adults, they still need adult support.

___Help youth find internships that may provide skills in specific career interests.

___Involve them in planning and carrying out program offerings.

___Help them find meaningful ways to contribute their services to community service campaigns, political issues, ecological causes, etc.

___Involve them in advisory groups.

___Put them in charge of planning and carrying out the social activities in which they will be involved.

___Involve them as spokespersons for the program.

___Provide opportunities to explore the job market and the education and the skills needed for jobs in which they are interested.

___Assist teens in locating information needed for the educational opportunities they may choose to pursue.

___Give them adult leadership roles in the program.

___Provide respectful support and guidance.

___Help teens identify the skills and accomplishments they have experienced while involved in the organization.

Use the material from the "Summary: Guide to Implications."

What to say-

"Thank you. Let's review the implications for this young adult group."

"Youth in this age group are making the transition to adulthood" (etc., from summary).

What to say-

Emphasize the sequential skills in four competency areas.

What to say-

"At this point, if 18- to 19-year-olds have been given, during earlier ages, the opportunities they needed to become competent in critical growth areas, they will have mastered the four competencies we have been following.

- Decision making: They will be able to set long-term goals, identify options to reach goals and the probable as well as possible outcomes for those options, identify strategies to reach desired outcomes, and independently implement action to reach the desired goals.
- Relationships: They will be prepared to search for intimacy and to increase relationship skills.
- Intellectual: They are mastering abstract thinking skills and can enjoy discussions about abstract concepts. They are able to accept the mistakes of adults.
- Understanding self: Independence and identity formations are achieved."

Distribute the "Sample Implications" handouts.

Refer the group to the programming material and the sequence-of-tasks material in their handbook.

"I am handing out some sample implication pages that you can add to your handbook to supplement the notes you took from the group reports. You also have in your handbook a review of the programming implications of these stages of development and a page listing the sequential development of the four competency areas."

Bring closure to the lesson.

"A working knowledge of the stages of development through which youth progress and of the sequential nature of these developmental tasks is essential if we are to help youth master the competencies required for successful transition to adulthood. As we continue through the week, we will be addressing other components of an effective youth development program that will assist in this learning process."

Summary: Guide to Implications

Six- to Eight-Year-Olds (Early Elementary)

Six- to eight-year-olds are experiencing a period of slow steady growth after leaving the rapid changes of the infant/preschooler behind. This slow growth period provides time to learn to use the body that has just developed. Six- to eight-year-olds are and need to be very physically active to improve control of their large muscle structures. Provide lots of very active time for this group to assist in this skill development. It will also be important to provide time to practice small muscle structure development, although most six- to eight-year-olds will not enjoy spending as much time with small muscle activity as with large, so allow a shorter period of time for these in your program. And be prepared for messy, less-than-perfect results while use of these muscles is developing. Six- to eight-year-olds will typically not be upset about these results since they are more interested in the process of doing something than in the way the product turns out or whether it is completed. They are moving out of what Erik Erikson has called the "stage of initiative" and into the "stage of industry" (Erikson, 1963). Choose adults to work with this age group who can be comfortable with messy and uncompleted work.

Early elementary age children think in concrete terms and if they have never seen it, heard it, felt it, tasted it, or smelled it, they will have a hard time thinking of it. Plan lots of hands-on activities and demonstrate directions for the activity rather than simply giving instructions verbally. Another cognitive skill developing at this age is the ability to sort things into categories, so activities involving gathering and sorting things will be fun for this group. The development of decision-making skills can be started and supported by providing several options for activities and allowing them to choose what they will do from this set of options.

Six- to eight-year-olds need and seek the approval of parents. Parents and family are still their primary role models. They are beginning to be more secure when away from parents, however, and are learning about who they are as individuals apart from their parents. This developmental task requires that they be pretty wrapped up in thinking about themselves. In addition, their cognitive development has not reached a level that allows much imagination about what others might think or feel. Be aware of the activity choices and interactions of the six- to eight-year-olds in your program and provide feedback that will help them recognize their successes, their interests, and their feelings. As they begin to recognize these aspects of themselves they will be preparing to recognize the interests, feelings, and successes of others as well. Some initial exposure to the process of empathizing with others can be started through dramatic play during which they pretend to be someone else.

Elementary school activities take children away from home and parents, some for the first time, and create a need to transfer total dependence on parents to some dependence on another adult. Teachers and youth program leaders may become central figures. Youth development professionals who work with this age group need to be visibly present at all times and alert to opportunities to provide support. They must also provide a structure that will assure physical and emotional safety. Clearly stated rules of expected behavior that are fairly enforced will help children feel more secure. Review your participation rules with the group and use a picture format to post the rules as reminders.

Six- to eight-year-olds are just learning how to be friends and may have several "best friends" at a time. Boys and girls will enjoy playing together at this age, although by the end of this period they may choose to be with friends of the same gender. In this process, they are beginning to observe other people better and to use those observations in relating to others. Fighting may occur as relationship skills are learned but seldom has lasting effects. The youth development professional can assist this learning by offer-

ing lots of supervised small group activities and by observing and pointing out behaviors in those settings that promote positive relationships. Youth in this age group love games and are comfortable with the rules and rituals of games. But they are not yet secure enough with themselves to accept losing well. It is better to provide this group cooperative games in which every child wins. Competition is not appropriate at this age level. Provide feedback that lifts up some measure of success in every experience and that minimizes the failures.

Nine- to Eleven-Year-Olds (Middle School)

Nine- to eleven-year-olds are still experiencing steady growth, but growth patterns will differ and some early maturing girls may experience puberty (Archibald, Graber, & Brooks-Gunn, 2003). It is still important to offer very active kinds of experiences that strengthen these developing bodies. Nine- to eleven-year-olds do not like to be still for long periods of time. Activities involving running, catching and throwing, swimming, skating, dancing, etc., are enjoyed and will assist physical development. Plan a variety of activities that involve doing something or making something. Hands-on involvement with objects and crafts projects can be enjoyed now, because small muscle development has increased and continues to improve. The key word here is “improving.” The products from craft projects are still subject to developing skills. Field trips to museums or parks are enjoyed, but only if they are not expected to stay confined to one area or do one thing for a long period of time. Long driving/travel times are not recommended for this age and program offerings that involve long periods of sitting and listening will not be productive.

Nine- to eleven-year-olds are beginning to think logically and symbolically. They are still primarily concrete thinkers and can handle ideas better if they are related to something they can do or experience with their senses, but they are moving toward understanding abstract ideas. However, ideas and experiences are understood as absolutes. Things are right or wrong, good or bad, disgusting or fabulous. There is very little middle ground and ambiguity is a difficult concept for this age. This group will not understand sarcasm since what is said is taken literally. Because children at this stage still depend upon adults for approval, the use of sarcasm with them can be damaging.

Middle school children are curious, with a wide range of interests, and will usually respond positively to an opportunity to explore something new. It will be important and rewarding to offer many kinds of short-term experiences for this group and to involve them in generating ideas for some of the activities they will pursue. This involvement is the next step in the sequence of skills that will lead to competence in decision making. Because they are not yet doing abstract thinking they will not be skilled at predicting probable outcomes for the options they generate, but you can ask questions that will help them think about what might result from the options they generate.

As six- to eight-year-olds, these youth were learning about self as separate from their parents. From nine to eleven years, they are learning who they are as girls or boys. Consequently, they are interested in being with same-gender friends. It will be important to avoid any stereotyping of activities as “girl” projects or activities or “boy” projects or activities so that a wide range of possibilities for both genders is recognized. Their relationship with peers in general has moved from being aware of peers to the beginnings of identifying with peers and they like to be in organized groups of others similar to themselves. As part of this process they often will join or form their own clubs. Since this age still enjoys collecting things, a club built around a common collection interest could appeal. Code languages, passwords, clothing, etc., that represent the group are enjoyed.

While six- to eight-year-olds were learning to understand the feelings of others, nine- to eleven-year-olds are beginning to recognize and understand other’s thinking, and are

beginning to discover the benefits of making other people happy. Primarily, they are developing an "I'll scratch your back if you scratch mine" philosophy. Near the end of this stage of development they begin to realize the benefits of pleasing others apart from immediate self-reward. This pleasing focus extends to completion of projects or activities more in order to please adults than for the value or importance of the activity itself. Six- to eight-year-olds model after parents, but nine- to eleven-year-olds tend to select older teens as role models. Since teens are admired and imitated, they make great teachers and leaders for this age group. However, it is important that you provide teens with training in ways to work with nine- to eleven-year-olds before giving them these leadership roles.

Involved adult leadership with this age is extremely important. While middle school children are beginning to identify with peers, they still look to adults for guidance. This age group will appreciate having some input into the rules that are used to make their environment physically and emotionally safe. They will trust adults to enforce these rules. Rules should be posted and reviewed periodically. When children join the group, review the rules with the entire group so that all children have the same understanding of what is expected. Monitor rules fairly without favoritism.

Middle school-age children have a strong need to feel accepted and worthwhile. School becomes increasingly difficult and demanding and out-of-school pressures increase. Be vigilant in finding and acknowledging the positive behaviors and accomplishments of each child. Comparison with the success of others is difficult for children this age. It tends to erode self-confidence. In addition, it can cause problems in dealing with peers at a time when they are trying to understand and build friendships. Never compare children with other children. Build positive self-concepts by helping them see the progress they have made in performance from one time to the next. Cooperative activities are enjoyed and preferred over competitive ones by this age group so offer lots of opportunities to work together in groups to accomplish something.

Twelve- to Fourteen-Year-Olds (Young Teen/Early Adolescence)

A growth spurt occurs at the beginning of adolescence with girls maturing before boys (Archibald, Graber, & Brooks-Gunn, 2003. Boys reach about 80 percent of their height during this time and girls reach 90 percent of their height. However, growth patterns vary greatly. Some boys of thirteen may still be the size of eleven-year-olds while others the same age may have grown six inches. Plan activities for this group in which size is not a factor in success. Activities like canoeing, hiking, environmental stewardship experiences, etc., are examples of physical activities that early teens can participate in equally. Rapid physical changes are often a source of embarrassment for teens. Hands and feet grow first which often causes clumsiness. The face a young person is used to seeing in the mirror may be changing due to the more rapid growth of nose and ears and sometimes the appearance of acne. Voice changes and unpredictable menstrual cycles all set up situations of great embarrassment. At the same time, slower developing teens may become uneasy about the lack of physical changes. Twelve- to fourteen-year-olds are experiencing significant changes in cognitive, social, and emotional development, but the physical changes are so readily observed that they dominate the attention of teens, creating a new focus on self and self-consciousness. Try to minimize this self-consciousness by never calling attention to any physical characteristics (size, shape, etc.) of the teens with whom you work, even when the comments seem positive. It will also be important to ignore what may seem to be excessive grooming by these young teens as they attempt to gain some sort of control over their bodies.

Early teens are moving from concrete to abstract thinking and enjoy playing with ideas (Byrnes, 2003). They speak in longer sentences, understand multiple levels of meaning, and have increased vocabulary. If a subject is of interest it will be intensely explored. They will be able to play more complex games and to use more complex plays in sports

activities. It will be important to incorporate these advanced skills into your program offerings. Twelve- to fourteen-year-olds are learning to think about thinking, but they still tend to think in all-or-nothing terms. It will be important to involve them in predicting and problem solving by asking leading questions: "What could happen if we did this?" "What if this doesn't work?" These skills in predicting outcomes move them forward in mastering the decision-making process.

Ready-made solutions from adults are often rejected in favor of finding solutions on their own. Offer opportunities to test ideas in small groups which are less intimidating to these self-conscious teens than large groups. Leaders who can provide supervision without interference can have a great influence. Provide opportunities to question ways of doing things in the program or to explore the values and beliefs of the organization.

Young teens are in the process of moving away from dependence on parents toward eventual independence, and are no longer afraid of being away from parents so will enjoy participating in activities away from home (Zimmer-Gembeck & Collins, 2003). Involve them in planning trips to places they are interested in exploring. The recognition from adults that they sought at earlier stages shifts at this stage to the seeking of recognition from peers. Groups and clubs provide an opportunity for early teens to feel social acceptance. They are beginning to develop mature friendship skills. Twelve- to fourteen-year-olds are discovering who they are in relation to members of the opposite sex (Bouchey & Furman, 2003), so they need opportunities to be with those peers in situations that are comfortable. For most activities, boys will still cluster with boys and girls with girls, although they will be very interested in what the other group is doing. Involve teens in planning mixed-gender work and interest groups and social events. These activities are most successful when teens are involved in the planning.

With the onset of puberty, emotions begin the roller coaster ride that characterizes adolescence. Changes in hormones and changes in ways of thinking contribute to these mood swings (Archibald et al, 2003). The early teen years are a time when youth begin to test values as well (Smentana & Turiel, 2003). If youth know that you are accepting and willing to listen and talk with them about values and morals you can have a lasting effect on their lives. This period seems to present the biggest challenge to a young person's self-concept. They are faced with so many changes — entering a new school, changes in thinking processes, redefining social relationships, and developing a new and unfamiliar body — that young people may find it hard knowing who they are. This is a time for adults to help with self-knowledge and self-discovery activities. It is still important to avoid comparing young people with each other and to help youth compare present performance to past accomplishments. Be especially careful not to embarrass a teen.

Young teens need to be a part of something important. An activity that provides good things for others and demonstrates the teens' growing sense of responsibility is ideal. Find avenues for them to contribute to the group.

Fifteen- to Seventeen-Year-Olds (Middle Teens)

During the middle teens most young people will have begun to be comfortable in their bodies and will have overcome the clumsiness of the rapid growth period just completed (Archibald et al, 2003). Some boys may still be growing rapidly and may still suffer from some awkwardness. Boys will gain muscle cells during this stage and most will reach their maximum height by age sixteen. Girls reach maximum height by age fourteen, and those who did not reach puberty before age fifteen will complete that development during this stage. Middle teens' physical reaction time has reached a high and helps them as they pursue new skills such as driving a car.

As they are accepting the way their bodies have developed, they will enjoy and benefit from experiences that enhance image and improve physical health. Offer opportunities to explore grooming, exercise and nutrition, hair styles, etc., based upon interest input

from teen participants. Most middle teens are aware of the physical abilities and talents they have to work with and may enjoy activities that help them perfect specific skills. Some will focus on athletic talent and engage in intense hours of training and competition. Group activities that involve using their bodies will again be enjoyed and they will enjoy planning and experiencing activities that involve them in mixed-gender groups such as hiking and canoe trips, dancing, environmental outings, etc.

Fifteen- to seventeen-year-olds are maturing in abstract thinking skills and improving in study skills (Byrnes, 2003). They are able to write longer and more complex sentences and can adapt language to different contexts, often enjoying using teen slang. It is important to understand and accept the slang they enjoy, but to continue to use the language of the world teens will join when they move into adulthood in your own speech. The increased ability of middle teens to think in abstract terms allows them to consider long-range goals and objectives. They can generate options, predict possible outcomes of those options, and determine strategies to reach the desired outcome. Because they are able to handle long-term goals and objectives, the middle years of adolescence are a time when teens can initiate and carry out their own tasks without much supervision. They are able to practice the decision-making skills that they have been developing up to this point. Middle teens set goals based on feelings of personal need and priorities. Any goals set by others are apt to be rejected. In fact, teens "vote with their feet" and if they have not planned an event they will likely not attend the event. Adult support is still necessary while these leadership skills are being perfected, but direct supervision is rarely beneficial or appreciated. Involve them in planning and carrying out group goals and activities and in leadership roles as full partners/members of advisory boards and councils. Projects requiring research and creativity give teens the opportunity to demonstrate to themselves and others how much they have learned and how much they can accomplish on their own. You can be especially helpful to teens at this age by suggesting new experiences in areas of interest.

Fifteen- to seventeen-year-olds are beginning to be able to think about the future and make realistic plans. Their interest in future vocational goals will influence the activities they choose to participate in. The middle teen years are a time of exploration and preparation for future careers. College visits, part-time jobs, field trips to factories and businesses, and conversations with college students and adults working in a wide variety of fields can assist teens with making education and career decisions.

Middle teens can imagine things that never were in a way that challenges, and sometimes threatens, many adults. They are learning to accept ambiguity and enjoy discussion around ideas. They still may have difficulty understanding compromise, and may label adult efforts to cope with the inconsistencies of life as "hypocrisy." Plan some group time during which they can discuss ideas and abstract concepts such as current political issues and current issues within the organization.

At this stage teens are capable of understanding much of what other people feel, yet they are often wrapped up in themselves. Relationship skills are usually well developed, however, and friendships formed at this stage are often sincere, close, and long-lasting. Middle teens are learning to cooperate with others on an adult level. Acceptance by the opposite sex is of high importance, and the task of learning to interact with members of the opposite sex may preoccupy teens. Dating increases. Among most middle teens, group dates gradually give way to double dates and couples-only dates. Provide opportunities for teens to plan and conduct social events that provide a dating venue.

Recreation choices continue to move away from the family and from large group activity. Activities such as sports and clubs are still enjoyed, though. Teens want to belong to the group but now want to be recognized as individuals within the group. They are ready to explore their own uniqueness and are less dependent on the security of looking and acting like their peers. Consequently they are more likely to enjoy being "up front" in groups

and are ready to take on more obvious leadership roles. Because they are role models for the nine- to eleven-year-olds, they can be ideal leaders for that group. It will be important to provide them with adequate training to work with these younger children, however.

The middle teen years are a peak time for leadership in clubs but also a time of possible declining interest in past activities as jobs, school, and dating competes for their time and energy. The priorities teens set for themselves will determine how active they remain in organizations they have belonged to in the past. Middle teens are focused on independence and identity, although neither will be achieved completely during this time period. Achieving these goals will involve a satisfactory adjustment to sexuality and a definition of career goals. Time is precious to them. If your program offerings are filled with "busy work" or meaningless activities, these teens will lose patience and interest. In general, fifteen- to seventeen-year-olds will pride themselves on their increased ability to be responsible in the eyes of themselves, peers, and adults. Your relationship with this age group will change from director/follower to advisor/independent worker. Provide consistent support as teens move closer to adulthood. Remember that they are still learning the skills they will need as adults and have not yet mastered them.

Eighteen- to Nineteen-Year-Olds (Older Teens)

Youth in this age group are making the transition to adulthood. Their physical growth has tapered off and they are no longer as preoccupied with body image and body changes. They still, however, have an interest in heath and fitness and enjoy participating in activities that enhance health and fitness. In most ways they have adult bodies. However, they may not be prepared entirely for adulthood and consequently may not always exhibit adult behavior. It is important that you remember that the move from youth to adult is gradual and successful transition requires support from caring adults.

These young adults are completing or have completed high school and are moving on to college, jobs, marriage, and other adult responsibilities. They will be interested in participating in activities that support the goals they have for themselves for the future. You can assist older teens in this transition to adulthood by providing opportunities to explore the job market and the education and skills needed for jobs in which they are interested. You can also assist teens in locating information they need to explore educational options (college, vocational training, etc.) they may choose to pursue. If possible, connect teens to an adult who will take the time to guide them through the qualification requirements. As teens prepare for jobs, advanced schooling, and scholarship opportunities, an adult leader who knows the members well can be a valuable resource for references.

Older teens are cognitively able to set long-term goals, generate options and strategies to reach those goals, and implement those strategies (Byrnes, 2003). Only general directions are needed when they are assigned familiar tasks. Because they can determine their own schedules, they will participate only in those things in which they are interested. Older teens want to be involved in meaningful roles in the community. You can help them by making community leaders aware of the resources these teens bring to community issues and projects and assisting in "plugging" youth into significant volunteer roles and advisory board positions.

These young adults are preoccupied with the need for intimacy and will form close relationships at this stage (Bouchey & Furman, 2003). The search for intimacy will include enhancing all levels of relationships, including friends and family, and is not limited to sexual intimacy, although sexual relationships are primary concerns at this age. Some older teens will marry. Part-time jobs or advanced schooling may fill the need for social relationships that were filled by club activities in the past.

As older teens make and carry out serious decisions, the support and guidance of adults still are needed, but must be offered with respect for their independence. Act as a resource person for this age group and stimulate thinking, but leave the final decisions to the teens. Late teens feel they have reached the stage of full maturity and expect to be treated as such. This is a time when many young adults enjoy looking back on their achievements in the organization and may receive special recognition for their leadership activities.

SESSION V
Sample Implications for Us

Ages 6–8 (Early Elementary)

Physical Growth
Provide opportunities to practice skills using both large and small muscle structures, from printing with a pencil to catching a ball.
Plan a program with lots of physically active experiences.
Offer simple craft projects that can be completed successfully by beginners.
Be prepared for less-than-perfect performances.

Cognitive (Thinking) Growth
Plan activities that focus on the doing rather than the finished product.
Involve adults to work with this age who enjoy the doing and who will take care not to focus on a great finished product.
Plan lots of hands-on activities that incorporate things they can see, taste, feel, hear, and smell.
Demonstrate the instructions for any activity rather than relying on verbal instruction alone.
Provide opportunities to collect things—bugs, rocks, wild flowers, baseball cards, etc.—and to organize these collections.
Plan opportunities for children to choose what they will do from a given set of options.

Social Growth
Provide opportunities for children to work in small groups or with a partner.
Provide opportunities for dramatic play exploring scenarios about other children and families.
Be present and available to children at all times to provide support and encouragement.
Make sure that clearly stated rules for participation are understood by everyone in the program and monitor behavior by those rules.

Emotional Growth
Choose adults to work with this age who are comfortable with the 6- to 8-year-old focus on self.
Provide feedback that assists youth in recognizing their individual interests, feelings, and achievements.
Offer cooperative games where everyone can win.
Do not include competition in your program offerings for this age group.

SESSION V
Sample Implications for Us

Ages 9–11 (Middle School)

Physical Growth
Offer activities that involve a lot of physical movement.
Avoid planning programs that will require children to sit still for long periods of time.
Avoid field trips that require long periods of time sitting in a car or bus.
Incorporate craft projects in the program. They will be enjoyed now that small muscle structures are better developed.

Cognitive (Thinking) Growth
Involve youth in generating ideas and options about the activities they will participate in and the decisions the group needs to make.
Offer a variety of short-term experiences that help them explore many interests.
Provide short periods of time to talk about their thoughts and reactions to activities to help them recognize what they have learned from their experiences.
Provide active experiences in their world such as nature walks and short trips to significant sites.
Make sure rules of participation are posted and understood by everyone in the group and that they are monitored and enforced fairly.

Social Growth
Offer lots of opportunities to do things in groups and provide feedback on successes in relationship skills.
Help them form groups/clubs with common interests. Collecting sport cards, stamps, bugs, rocks, buttons, etc., could be a common ground.
Incorporate uniforms, badges, etc., that identify the group when appropriate.
Ask older teens to take leadership roles in working with this age group in teaching, coaching, and other assistance roles.
Make sure everyone in the group knows and understands the rules for participation.
Monitor the rules fairly, holding all children equally accountable.
Provide correction quietly, one-on-one, and in a caring and consistent manner.

Emotional Growth
Use curriculum materials designed to help youth explore their own uniqueness and accomplishments.
Incorporate older teens in leadership/teaching/mentoring roles with this age group.
Plan group activities that emphasize cooperation.
Avoid comparing children with one another.
Use comparison of past and present performance to promote growth.
Plan many activities that involve youth in same-sex groups.

SESSION V
Sample Implications for Us

Ages 12–14 (Young Teens/Early Adolescence)

Physical Growth

Listen to their fears and worries about their sexual development without judging or trivializing. Provide honest information for sexual questions and issues.

Plan activities that are not weighted toward physical prowess.

Be patient with grooming behaviors that may seem excessive.

Cognitive (Thinking) Growth

Involve them in planning what the group will do.

Provide opportunities to question ways of doing things in the program and to explore values and beliefs of the organization.

Ask questions to encourage predicting and problem solving. “What if this doesn't work?” “What could happen if we did this?

Involve them in finding solutions to problems or issues that arise in the group.

Offer more complex games or involve them in more complex plays in sports.

Social Growth

Encourage teens to take part in teen councils and planning boards.

Involve the group in setting rules for the group or the program.

Involve the group in planning field trips away from home.

Talk with teens about the public figures they admire.

Provide opportunities for teens to interact and feel at ease with members of the opposite sex though planning groups, parties, fund-raising activities, etc.

Emotional Growth

Plan activities that do not compare one young person to another. Help teens compare their accomplishments to their own past performance and standards.

Be careful to not use comments that could be interpreted as “put downs” or “in-the-face” behaviors.

Give teens a chance to choose when and if they are “on stage.”

Avoid singling anyone out in front of others for either compliments or criticism.

Provide opportunities to master skills.

SESSION V
Sample Implications for Us

Ages 15–17 (Middle Teens)

Physical Growth

Provide experiences that help youth enjoy their newly claimed bodies: activities that focus on health and fitness, nutrition, grooming, etiquette, hair styles, exercise, etc.

Offer advanced opportunities to perfect physical skills: canoeing, climbing, biking, yoga, martial arts, dance, etc.

Cognitive (Thinking) Growth

Plan some group time during which they can discuss ideas and abstract concepts such as current political issues and current issues within the organization.

Involve them in planning and carrying out group goals and activities.

Involve them in advisory groups as full partner/members.

Offer activities that explore vocational or career possibilities.

Social Growth

Provide activities of their choice that support social interactions with the opposite sex: dances, parties, work groups, etc.

Provide opportunities to take on leadership roles: tutoring, assisting coaches, leading groups, mentoring younger youth, speaking to community groups, etc.

Involve them in service groups such as Habitat for Humanity and Adopt a Highway or in governmental issues organizations.

Emotional Growth

Plan activities that will allow teens to try different roles.

Provide information and feedback that will help youth envision positive futures for themselves.

Involve teens in planning and conducting their program.

Work with teens to identify opportunities for meaningful contribution in the community.

Focus interactions between teen members and adult leaders on adult-youth partnership relationships.

SESSION V
Sample Implications for Us

Ages 18–19 (Older Teens/Young Adults)

Physical Growth
Offer opportunities for health and fitness activities which still appeal to older teens.
Be aware that while older teens look like adults, they still need adult support.

Cognitive (Thinking) Growth
Help youth find internships that may provide skills in specific career interests.
Involve them in planning and carrying out program offerings.
Help them find meaningful ways to contribute their services to community service campaigns, political issues, ecological causes, etc.
Involve them in advisory groups.

Social Growth
Put them in charge of planning and carrying out the social activities in which they will be involved.
Involve them as spokespersons for the program.
Provide opportunities to explore the job market and the education and the skills needed for jobs in which they are interested.
Assist teens in locating information needed for the educational opportunities they may choose to pursue.

Emotional Growth
Give them adult leadership roles in the program.
Provide respectful support and guidance.
Help teens identify the skills and accomplishments they have experienced while involved in the organization.

LESSON PLANS
SESSION VI:

Essential Elements to Support Youth and Create Opportunities for Growth

- The ecological view of youth at risk
- The five levels of the ecology of youth development
- Risk and protective factors
- Community mapping - worksheet

Activities

- Move Ahead: introduction to the ecological approach

SESSION VI:
Essential Elements to Support Youth and Create Opportunities for Growth

Activity: Move Ahead: Introduction to the Ecological Approach (3 hours)

Objectives: To understand the concept that youth interact with, react to, and have an effect upon their families, friends, schools, neighborhoods, and communities, and to apply this understanding in working with youth.
To understand and apply the concept that people change and develop over time; infants, children, teens, and adults are influenced by their earlier lives and continue to influence their futures.
To identify those events, situations, and factors which place a youth's development at risk and those which serve to protect a child.
To understand how risk and protective factors operate to hinder or help a youth's development, and to apply this knowledge in working with youth.
To be able to work with youth in ways which aid them in becoming active participants as they get their basic needs met and develop competencies.

Focus: Building on strengths: Understanding the framework of support and the concept of protective factors as a basis for meeting needs of youth.
Reducing risks: Understanding the concept of risk factors and how they erode supportive and protective elements.

Materials List

Projector and screen
Sllides
(masters following lesson)
Five Levels of Ecology of Youth Development
Risk Factors
Protective Factors

Participant pages:
80 Five Levels of Youth Development
81 The Ecological View of Youth at Risk
84 Risk and Protective Factors
89 Protective Factors
90 Risk Factors
91–92 Community Mapping — worksheet

PREPARATION:

You will need to prepare an ecological "kit" at least a day in advance of the day you plan to teach the session. Following is the list of supplies needed to create the "kit" and instructions on how to assemble the pieces for the simulation.

Materials needed:

1. Visors or hats of 4 different colors, one for each participant, as indicated. two participants will be "youth" and need the same color visors. The remainder of the participants will form three concentric circles around the "youth." Each circle will need to be identified with its own color. All participants in any one circle will receive visors/hats of the same color. (These are not necessary for the simulation but do help to identify the levels.)

   For example, if you have 30 participants, you may want:
   - 2 youth with blue visors/hats;
   - 7 people in the first circle, each with a yellow visor/hat;
   - 9 people in the second circle, each with a red visor/hat;
   - 12 people in the third circle, each with a green visor/hat;

2. 124 small manila envelopes (approximate size 6" x 9")
3. 30 large manila envelopes (approximate size 9.5" x 12.5") (If you do not have visors or hats choose large envelopes in colors that correspond with the levels given above.)
4. Yarn or heavy string (to make neck band for pouches) one yard length for each participant
5. 92 red and 32 green pieces of construction paper (8.5" x 11")
6. Masking tape
7. Bulletin board paper (approximately 4' x 20')
8. Two cans of spray mount adhesive
9. Marker (medium-sized)
10. Laminated 8 x 10 cards made from "visual masters" for Risk and Protective factor grid (masters following lesson)

    The visors/hats will be used as "markers" to identify specific people who may influence youth development. Each color represents specific "context" of youth development (e.g., color 1 = youth themselves; color 2 = family and friends; color 3 = school; and color 4 = work and community). Within each of these contexts, specific individuals are further identified by creating a "label" for each visor on masking tape.

YOUTH = 1st color (2 people will be youth)
FAMILY/FRIENDS = 2nd color (should have about 7 people in this circle)
SCHOOL = 3rd color (should have about 9 people in this circle)
WORK/COMMUNITY = 4th color (should have about 12 people in this circle)

You should notice that the circles get concentrically larger from the center to outer circle.

On the back of the large manila envelopes you will need to designate the level or circle the person will be in. Print Family/Friends on 7 envelopes, School on 9, and Work/Community on 12. Under the title you can add an individual identification to represent people you would expect to see at that level.

Possible labels for the individuals may include:

Family/Friends	School	Work/Community	
Mom	Teacher	Co-worker	Doctor
Dad	Coach	Boss	Stranger
Sister	Principal	Customer	Neighbor
Brother	Classmate	Bartender	Police officer
Stepfather	Boy/girlfriend	Social worker	
Pet	School counselor	Religious leader	
Grandmother	Bus driver	Parent of friend	
Aunt	Best friend	Probation officer	
Cousin	Janitor	Local storekeeper	
		Volunteer at Youth Center	

The Red and Green construction paper will be used to create RISK factors which youth may encounter during development and PROTECTIVE factors which reduce the effects of risk.

On each red piece of construction paper print one RISK factor and on each green piece of paper print one PROTECTIVE factor. Following are lists of factors that may be used for each level of the circle (youth, family/friends, school, work/community). Print in large letters so that it will be easily visible from a distance. In the lower right-hand corner, designate the level (circle) in which the risk or protective factor belongs: F/F, school, W/C, or youth. This will help you when you are ready to "stuff" the envelopes.

For the YOUTH LEVEL:

Choose four RISK factors per youth. Choose one or two PROTECTIVE factor per youth.
(It is okay to use some factors twice for different "Youth")

Red (Risk) Paper	Green (Protective) Paper
Rude behavior	Physically healthy
Poor achievement	Good social skills
Hyperactive	Good thinking skills
Low intelligence	Normal intelligence
Chronic health problems	Polite behavior
Poor work habits	Knows how to please others
Poor social skills	Sense of humor
Withdrawn from others OR	Easy-going temperament
Aggressive towards others	

After you have made your factor pages fold each piece of paper in half and place ONE inside each small manila envelope; be sure to keep the piles of envelopes with red and green papers separated. DO NOT mark the envelopes on the outside in any way.

Put the three RISK and one PROTECTIVE factors into one of the large manila envelopes labeled on the outside "YOUTH." One note: make sure the factors correspond with each other; e.g., do not put rude behavior and polite behavior in the same youth envelope.

Use a similar process for each of the three ecological levels.

For the FAMILY/FRIENDS LEVEL:

Red Paper

Unclear rules at home
Inconsistent parenting
Parents don't know friends
Rules not always enforced
Friends involved with trouble
No friend the youth can count on
Rules depend on parent's mood
No rules about where the youth can go
Parents don't go to school functions
Home alone a lot without supervision
Parents don't know parents of friends
Poor relationships with brothers/sisters
Poor relationships with all adults in family
Youth feels parents cannot be counted on
No rules about when the youth is to be home
Youth lives alone
Friends drink alcohol
Friends ignore authority
Friends get bad grades
Friends all older than youth
Socially isolated—no friends at all
Parents are unavailable to youth

Green Paper

Parents know friends' parents
Friends are good influences
Friends are about the same age
Rules about where youth is to be
Youth can count on parents
Parents are available to youth
Friends are successful in school
Friends are about the same age
Youth has at least one friend to count on
be home
Youth supervised and responsible at home
Youth lives with at least one caring adult
Good relationship with at least 1 adult in family
Clear rules at home
Consistent parenting
Rules fairly enforced
Rules consistently enforced
Friends respect authority
Parents know friends
Parents are involved in school
Good relationship with brothers/sisters
Rules about when youth is to

Again, put three risk factors (red, one in each small envelope) and one protective factor (green, in a small envelope) into each large envelope marked "FAMILY AND FRIENDS." Make one such large envelope for each participant who will be in the first circle.

For the SCHOOL LEVEL:

Red Paper

Youth has changed schools
Parents not welcome at school
No extracurricular activities
Uncaring adults at the school
Low expectations of students
No free/reduced lunch/breakfast
Community tensions affect school
Adults expect students to drop out
One school counselor per 700 students
Voters do not support funds for schools
Inconsistent rule enforcement at school
School books and equipment substandard
Discipline problems disrupt learning at school
No communication between home and school
Lack of meaningful roles for youth beyond classwork
Poor relations between teachers and school administrators
No way or time for teachers and students to develop quality relationships
Staff (cafeteria, office, janitorial, etc.) not selected or trained to work with youth
Few special programs at school for special needs children, including gifted children
Mismatch between youth ability and interest and programs or classes offered at school
No school nurse
High teacher turnover
Youth is a low achiever
Low funding for schools
Teacher dislikes youth
Low teacher morale
School in poor condition

Green Paper

Discipline is consistent
Learning is priority at school
Community supports schools
Good home/school communication
One adult at school cares about youth
School has high expectations of students
Adults expect student to learn and graduate
Administrators and teachers support one another
Extracurricular activities are well supported and available
School building, supplies, and equipment are in good shape
Support staff (nurse, counselors, etc.) work with students to meet needs
Meaningful roles for youth are provided in a variety of ways and activities
Volunteers from families, community, and businesses work with students to support learning

Again, put three risk factors (red, one in each small envelope) and one protective factor (green, in a small envelope) into each large envelope marked "SCHOOL." Make one such large envelope for each participant who will be in the second circle.

For the WORK/COMMUNITY LEVEL:

Red Paper

Lack of public transportation
High community unemployment
Neighbors don't know each other
No quality day care in community
Police stop young people routinely
Nothing for youth to do in community
No YMCA, Boys & Girls Club, 4-H, etc.
Religious groups do not support families
Employers do not value families of employees
Local government doesn't support family issues
Religious organizations not active in community issues
No opportunities for citizen volunteerism in community
No sense of "community," rather each person for him/herself
Groups polarized in community by race, ethnicity, income, age, etc.
Lack of common vision for youth and families at the community level
No family or youth crisis services (runaway shelter, foodbank, etc.) available
Lack of community infrastructure to support youth and families (libraries, parks and recreation, health, etc.)
No youth jobs available
Voter apathy in community
Youth must work to pay for car
Youth's job is routine and boring
Youth's job interferes with school
No youth services in community
No opportunity for youth volunteerism
Youth works more than 15 hours per week

**You may need to repeat some factors to fill all folders.

Green Paper

Neighbors know each other
Youth jobs relate to future career
Religious groups support family issues
Youth jobs available up to 12 hours per week
"Sense of community" is apparent in daily life
Recreation for youth readily available in community
Youth services are accessible, of reasonable cost, and good
Youth receive high school credit for working and volunteering
Youth volunteer opportunities are plentiful, meaningful, and stimulating
Police provide opportunities for youth involvement (explorer program)
Citizen group (various races, ethnic groups, income levels, etc.) are well integrated and support one another
Good infrastructure of community services such as transportation, crisis intervention, health, day care, etc.

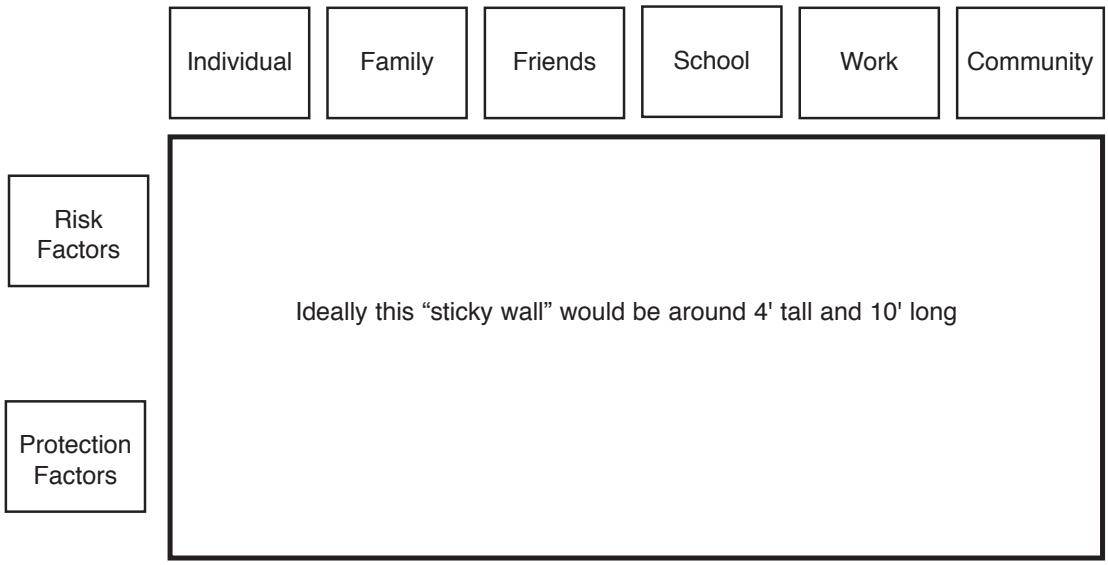
Again, put three risk factors (red, one in each small envelope) and one protective factor (green, in a small envelope) into each large envelope marked "Work/Community." Make one such large envelope for each participant who will be in the third circle.

It will be easier to play the game if each large envelope is made into a "pouch" for each participant to wear around his/her neck. To do this, punch a hole in the upper corners of the flap of each large envelope and string a piece of yarn (about 24"–36" long) through the two holes, tieing the ends together.

Activity Notes:

A large space, either indoors with furniture pushed out of the way, or outdoors, is needed for the first part of this activity. After the initial simulation is completed you will need to bring the group back together to process it. You will be using what is called a “sticky wall” for the processing.

Prepare a wall space with headers for Risk and Protection on the right-hand side and for Individual, Family, Friends, School, Work, and Community across the top.



The “Sticky Wall”
The night before measure your paper out and tape it securely to your wall. You do not want it to fall off during the evening or the activity. This is awkward for one person. You will want to solicit a couple of people to help you. After you have it taped to the wall, spray the paper with repositionable spray mount. Make sure it is not permanent spray mount. The next day you should be able to use it for the activity.

What to do-

Introduce the concept of an ecological approach to youth development.

What to say-

"For the next several hours we are going to look at a model for understanding the influences in a child's life that affect the process of growth and development. The model we are using is an ecological model. Ecology is defined as the relationship between living organisms and their environment. The ecology of youth development can be thought of as the relationship between a young person and the environment in which he/she lives."

Continue to review using information from Ecological View of Youth at Risk, pages 84–86 in the participant handbook and the overhead of the Ecological Model. Emphasize the interaction between the youth and the environment. Each is influenced by the other. It is this interaction that creates the context in which youth develop.

Introduce the concept of risk and protective factors using the information from Risk and Protective Factors, page 87 in the participant handbook.

Introduce the Move Ahead activity.

"The purpose of this session is to provide a working knowledge of the ecology of human development, particularly in relation to risk and resilience among youth."

"To use your expertise and experience to understand the development, life, and problems faced by youth, and the most effective ways to promote success and prevent problems, it is first necessary to address the context or ecology in which youth develop. To get a clear understanding of how this works, please prepare to get actively involved. We are going to engage in an activity called Move Ahead!"

Ask for two volunteers to represent youth in this simulation and give them "youth" visors and pouches.

What to do-

If you are using the visors/hats place the remaining visors/hats in a large sack or other container. Ask participants to draw a visor from the container to represent an "identity." Ask them to place the visor/hat on their heads.

Give each player a "pouch" to wear around her/his neck appropriate to the visor/hat chosen. That is, give those who are playing the role of a friend or family member a pouch marked FAMILY/FRIEND.

Ask the participant(s) labeled "YOUTH" to stand in the middle of the room. Provide the "youth(s)" with a roll of masking tape. Ask the youth to carry the roll of tape on his/her wrist.

Ask all players wearing color one (i.e., FAMILY/FRIEND) to form a circle around the youth(s), facing the back of the next person. Each player's arms should be extended and resting on the shoulders of the person in front.

Ask all players identified in the SCHOOL context (e.g., all of those wearing color two) to form a second circle around the first. Participants in each circle face the opposite direction of the smaller circle. Circles alternate facing right and left.

Those identified as WORK/COMMUNITY members then form a circle around the SCHOOL context. There are now a series of concentric circles formed around the "YOUTH(S)."

What to say-

"The goal of Move Ahead is for the "youth(s)" to move from the innermost circle to the outside as quickly as possible, wearing as little red as possible."

"Here's how to play. Each circle represents the people and systems in the lives of young people. Our YOUTH(S) need to choose those people in each circle who may or may not help them get through life."

What to do-

What to say-

"A green card means 'move ahead' while a red card means a possible setback and need to try again. You all have red and green cards in the envelopes in your pouches. Unlike real life, you cannot tell which envelope contains which color."

"So, now we need the FAMILY/FRIENDS to begin walking, hands on the shoulders of the person in front of you, moving in circles around the 'YOUTH.' Those of you in other circles may want to clap/cheer the youth on."

Ask the youth to choose an individual from the first circle (i.e., FAMILY/FRIENDS context). The individuals forming the circle are asked to stop walking when someone is selected.

"Why did you choose the person that you did? Can you very briefly tell us why you chose this person labeled_____ ?"

"Now, reach into _____ 's pouch and pull out an envelope. Open it up but do not unfold the paper."

At this point, the paper remains folded with the risk and protective factors inside.

If the paper is red, instruct the "YOUTH" to tape it to his/her clothing and then ask the circle to start moving again. This process continues with the selection of a new person from that circle until a green paper is drawn by the "YOUTH."

If the paper inside is green, instruct the "YOUTH" to tape it to his/her clothing with a piece of masking tape and move to the next circle — "school" — and continue the action.

After passing through the first circle, the "YOUTH" follows the same procedures to pass through the remaining circles — until she/he reaches the outside.

What to do-

What to say-

By the end of the game, the "YOUTH" may be covered with red and green papers.

Lead the participants through the experiential learning method process in a discussion of what just happened.

"We all just participated in this game to get our youth through the circle of life. What happened? What were you thinking about the youth and his/her decisions? How did you feel when the envelopes were opened? How did a red paper make you feel? A green one?"

Try to bring out the negative nature of having more red papers than green, with questions.

"What trends or recurring topics does this activity bring to mind?"

"How many of you felt yourselves hoping that the youth would draw a green paper out of the envelope? How many of you who were chosen by the youth stood there wishing that she/he would get a green paper from your pouch? Did you notice anything else about the interaction between the youth and the others in the circles? Between the members of any one circle? Between circles?"

Continue this discussion until trends and game behaviors have been processed. Now make a transition to daily experiences. Ask the YOUTH(s) to stand by you near the large wall graph you prepared.

"What tends to happen to the youth we work with on a daily basis? Let's continue with the youth in the game. Please open the YOUTH envelope that is hanging around your neck. Take the papers out and read them to us, one at a time."

Ask the youth to post his/her characteristics on the "sticky" wall under the heading "Individual," with the red and green in the appropriate rows.

What to do-

Discuss the “individual” characteristics and their implications. Perhaps ask for a sentence completion from a few volunteers.

Lead a brief discussion about how these risk and protective factors might start a young person off on his/her journey through life and interactions with others met in the circles of life. Be sure to help participants balance risk with resilience and avoid a focus on predictions of doom.

Then have the youth read each of the papers taped to her/him that were accumulated as she/he moved from one circle to the next. With these new factors discuss how he/she may do. Ask participants to post their remaining red and green cards in the appropriate spaces on the chart created on the sticky wall. When all papers are posted, ask them to look at the entire chart to see if they agree on the placements or if it needs any adjustments.

To emphasize the kinds of risk and protective factors affecting youth, you may want to follow this discussion with a presentation of the factors using the overheads on Risk and Protective Factors provided with this lesson. Some groups will have grasped this materials sufficiently without using the overheads.

If you have less than 25 participants in your training group, you will need to adapt the Move Ahead activity. This can be done by using only one person to represent youth and by asking some or all of the rest of the participants to represent more than one level of the model and move to the appropriate circle when the youth has moved out of the circle they originally represent. For instance, one person could be given an identity for the Friends and Family circle, wearing the “pouch” for that group as directed, and be given an identity in the

What to say-

“If a 16 year old started the new school year with these characteristics, he or she would...”

What to do-

Work/Community circle and wear the pouch for that group on his/her back. When moving from the Friends and Family circle to the Work/Community circle, the Work community pouch would be switched to the front of the body and the Family/Friends pouch would be moved to the back. This method makes it possible to continue to build the graph of risk and protective factors from the envelopes in the pouches.

Another adaptation eliminates the Moving Ahead activity altogether and consequently is less experiential. The additional materials needed for this adaptation are:

- Balloons; enough to give one to each participant (and to allow for some breakage)
- Magic Markers; several for each table group

In this version, the risk and protective factors are presented in lecture format. Following the lecture, participants in each table group are asked to identify the kinds of risk factors they see operating for the youth with whom they work. After groups have compiled a list of risk factors, participants in each group are assigned roles (using the same set of roles for each table group) from the Moving Ahead activity: child, mother, youth worker, school teacher, nurse, boss, etc., and are each given a balloon. The role of the child must be included. Participants are asked to choose a risk factor that might pertain to the role they have been assigned and to write that factor on their balloon. Table groups are then asked to form a circle (either around their table or beside their table) and to bounce their balloons in the air, keep them floating and not allow them to fall back to the table top or floor. One by one, the facilitator asks one of the roles to drop out of the group until only the child remains. Discussion following this activity leads to the recognition of the need for a full range of community support. Follow this activity with the video as directed in the lesson plans.

What to say-

What to do-

Lead a brief discussion on the interactions and connections among the different levels. Refer to pages 84–93 in their books for a good summary chart and explanations of risk and protective factors, resilience, and the ecology of youth development. Now make the transition to application in the lives and work of the participants.

What to say-

"We have symbolically created an individual with a unique identity and unique experiences. What would tend to happen to this youth with these experiences and situations?"

"One man, Jamie Escalante, used his knowledge of risk and protective factors, combined with a deep sense of purpose and commitment, to work with young people in East Los Angeles. You may have seen the movie, Stand and Deliver. We are going to view a brief clip of that film now. It is based on a true story."

This is approximately 13.5 minutes long and covers segments 2440 to 3098 on a VCR counter, when starting with "Warner Brothers present Stand and Deliver."

Note: You may also want to substitute a clip from a more current movie such as "The Ron Clark Story," "Freedom Writers," or "Take the Lead".

Show the clip starting with Mr. Escalante's announcement that he is going to teach calculus and ending with Angel's frustration with the clinic's lack of response to his grandmother.

After the film clip, lead the group through the experiential learning model process once more.

"What stands out for you about this film segment? What language, images, feelings, struck you as you watched?"

Continue this discussion until the group has processed the content of the film and is ready to leave it.

What to do-

What to say-

"What themes did you observe in this film? Did you see any recurring topics in the relationships between the students and the adults in their lives?"

"Do you see the behaviors of any of the adults in Stand and Deliver in your interaction with young people in your community? Think a minute about a situation in your work or life where some of these themes might be operating. How might some of this information be useful there? Does anyone want to share some examples?"

Introduce community mapping.

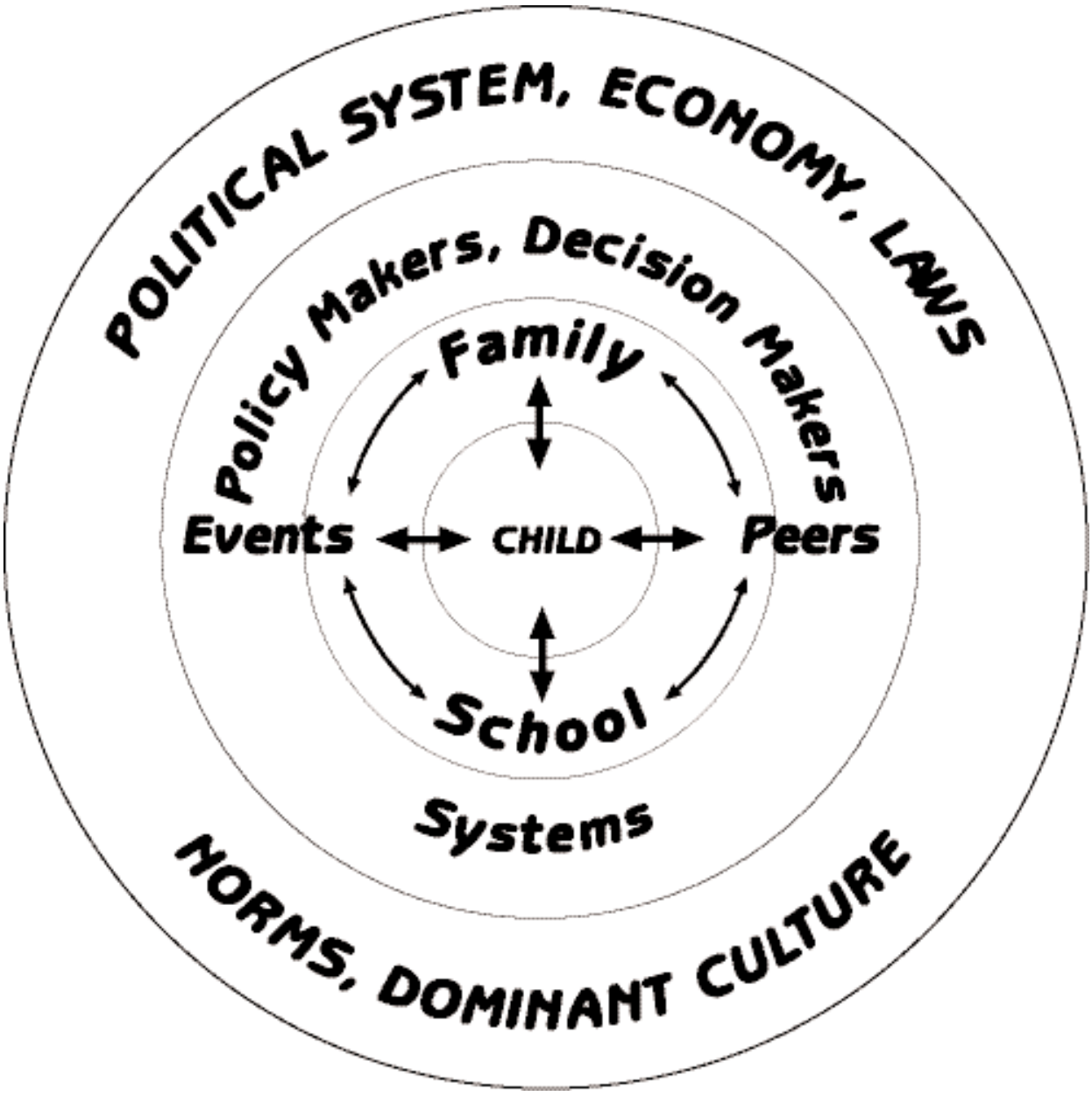
Team time: Community mapping

Objective:

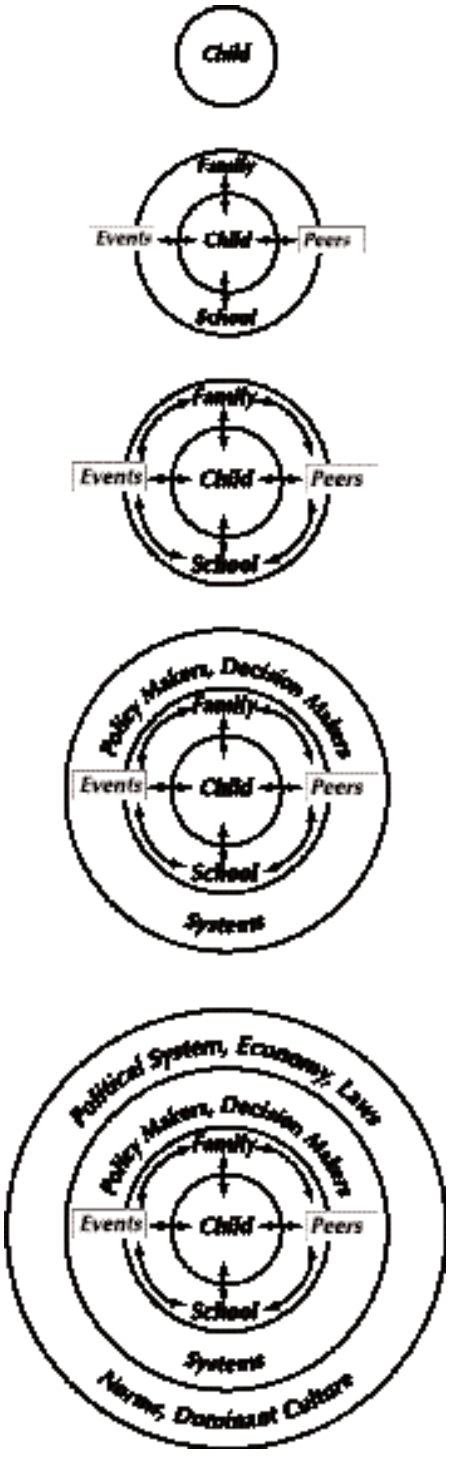
To identify the systems that are working for and against youth in individual communities.

"Let's take some time now to identify the contexts that are operating for youth in your community. We will limit this exercise to the school and work/community levels of the ecological model. Using the Community Mapping worksheet on pages 86 and 87 in your handbook, list the resources and conditions that provide protective factors in your schools and community. List the risk factors that are present in the school and community. You may want to refer to reference pages 84 and 85.

Ecological Model



Five Levels of the Ecology of Youth Development



PROTECTIVE FACTORS

Aspects of a school-age child or teen's life that can increase his/her ability to withstand negative influences and develop healthy life skills.

Protective factors can be present at multiple levels in a child's life.

Out of school, informal school-age and teen programs play a major role in helping develop or strengthen protective factors at each of these levels.

RISK FACTORS

Aspects of a school-age child or teen's life that can create barriers to the development of healthy life skills and increase susceptibility to negative influences.

Risk factors can be present at multiple levels in a youth's life.

When two factors are present, risk is likely. When additional factors are involved, risk increases.

PROTECTIVE FACTORS
Individual

- Strong problem-solving and communication skills
- Positive self-perceptions
- Confidence in oneself and one's abilities
- Responsibility and self-discipline
- Social and interpersonal skills
- Religious commitment

RISK FACTORS
Individual

- A variety of negative attitudes towards self and others
- A tendency to engage in problem behaviors
- Social isolation

PROTECTIVE FACTORS
Family

- Close relationship with at least one family member
- Parents provide guidance, support, and nurturance
- Parents know where their children are, what they are doing, and who they are with
- Family expectations, rules, and discipline strategies are communicated and implemented clearly and fairly
- Parents provide positive examples of appropriate and healthy behavior

RISK FACTORS
Family

- Distant, uninvolved and inconsistent parenting
- Unclear family rules, expectations, rewards
- Severe or inconsistent punishment
- Failure to monitor child's activities
- Poor role modeling with regard to alcohol, drugs, and other high-risk behaviors

PROTECTIVE FACTORS
Friends

- One or more close friends
- Friends who have healthy values and attitudes, and engage in positive behaviors
- Positive interactions with other youth
- Opportunities to learn to respect and be respected by other youth

RISK FACTORS
Friends

- Association with friends who engage in problem behaviors

- Negative peer pressure

PROTECTIVE FACTORS
School and Work

- Positive school climate
- Educational aspirations
- Achievement motivation
- Involvement in extracurricular activities
- Required helpfulness

RISK FACTORS
School and Work

- School transition
- Academic failure
- Low commitment to school
- Absenteeism
- Desire to drop out
- Long hours of work

PROTECTIVE FACTORS
Community

- Opportunities to rely on supportive adults, such as teachers, youth workers, 4-H leaders, and others

- A supportive neighborhood or community

- Opportunity to make meaningful contributions to community-based projects and activities

- Bonding to family, school

RISK FACTORS
Community

- Low socio-economic status
- Complacent or permissive community norms and standards
- Low neighborhood attachment and community disorganization
- High levels of violence and crime
- Media influences

Risk Factors

Visual Master

Protective Factors

LP140

Individual

Family

Peer

School

Work and Community

LESSON PLANS

Reflection Page

Day Two: Understanding Youth Development

REFLECTING & APPLYING
Day Two

Activity: Daily Reflection Page (30 min.)

Objectives: To integrate the day's experience with the participants' work with youth.
To bring closure to the day's experiences.

Focus: Recapping the day's events and applying thoughts to paper.

Materials List

Post-it notes

Make handouts of:
Reflection Page Day Two
(following the lesson)
Have the handouts printed on carbonless, three-part NCR paper so they will have a copy and you will have a copy of their reflection page for your files.

What to do-

Bring the total group together and offer a brief recap of the day's experiences.

Discuss the rational for personal reflection at the end of each day.

Hand out the Reflection page.

Refer back to the lesson on day one, pages LP47–LP48 for procedure for the activity.

What to say-

DAILY REFLECTIONS TO:

•Make Meaning of the Day
•Apply to My Work Back Home

Day Two: Understanding Youth Development

Personal Reflections

What was important to me personally about the model of support for youth?

What did I learn about myself in the paddleball exercise?

Taking Action

Who else back home needs to understand these concepts of positive youth development and adolescent growth and development?

How can I help in that understanding process?

My Role as Youth Worker/Advocate

How will what I know about the characteristics of (6–8) (9–11) (12–14) (15–17) (18-19)-year-olds affect what I do with my youth program?
(circle appropriate age and program)

What are the implication of risk and protective factors for the way I work with youth?