

# **Lesson 2**

## **Reviewing Youth Development Principles**

### **Materials:**

- Flip Chart paper
- Magic Markers
- Overhead or PowerPoint slide or poster of
  - Basic Needs for Healthy Growth
  - Healthy Environments
  - Competencies Necessary for Transition to Adulthood
  - Components of Effective Programs
- Wall poster of the definition of a youth development professional

### **Objectives:**

1. To enhance participant's understanding of key fundamentals of positive youth development as supported through non-formal programs for youth.
2. To present these fundamentals as critical to all 4-H programming.

This lesson is designed for an audience that has attended training in the fundamentals of youth development. If your audience does not have this background you will need to present the material in a lecture format.

### **What to do -**

Introduce the lesson and the importance of preparing staff who are responsible for planning or delivering youth programming with the knowledge and skills in the fundamentals of effective youth development work.

### **What to Say -**

This course in the Basics of Starting 4-H Clubs is based upon the assumption that participants have had the course, Moving Ahead: Preparing the Youth Development Professional or a similar course addressing basic youth development principles. The purpose of 4-H clubs is to promote the growth and development of youth. The success of efforts to establish and maintain 4-H clubs or groups that support and promote positive development is directly related to the level of understanding paid and volunteer staff have of the principles and practices of effective youth development programming.



## ***What to do-***

## ***What to Say-***

Divide the participants into groups of six using a grouping method of your choice and give each group a sheet of flip chart paper and a magic marker. Facilitate small group identification of the five basic needs that Karen Pittman has identified as necessary for youth to experience healthy growth.

Because 4-H is the youth development arm of Land Grant University outreach, 4-H youth development professionals are responsible for knowing and applying to their programs the most current and valid information available regarding support for the growth and development of the youth in their communities.

Before we begin to explore the mechanics of establishing 4-H clubs or groups, we must take some time to review basic youth development information to assure that we are all approaching this work with the same language and assumptions.

In 1962, Abraham Maslow identified needs that must be met for humans to achieve self-actualization. Karen Pittman<sup>1</sup> reworked that list in 1990 to define seven basic needs that must be met for youth to experience healthy growth and development. If you attended Moving Ahead training, you studied this list. If you did not attend that training, others in your group did and will be able to help you. I have given each of your small groups flip chart paper and a magic marker. In the next five minutes, I want you to use the collective knowledge of the group you are in to record those seven needs on this paper. Raise your hand when your group has completed the list.

1. Pittman, K. and Fleming, W. (1991). *A New Vision: Promoting Youth Development, testimony before the House Select Committee on Children, Youth and Families, Center for Youth Development and Policy Research, Academy for Educational Development. Washington, D.C.*



## ***What to do-***

## ***What to Say-***

Monitor the group's progress. They may not need the full five minutes, in which case you will want to call time before the 5 minutes have elapsed. They may need more time. If so, give them a few more minutes. However, if you drag this out for much more ten minutes, participants will become frustrated and you will lose their attention.

Facilitate the reporting of the lists they have compiled. Review this report out against the Pittman listing that follows using the overhead, PowerPoint or poster of Basic Needs.

Help participants connect these critical needs to the environments that youth development professional should create using the overhead slide or poster of criteria for healthy environments.

*(Slide One: Basic Needs for Healthy Growth)* : In order to master skills, young people must have certain needs met. Pittman's work says they must be provided with:

1. safety and structure
2. a sense of belonging and membership
3. closeness and several good relationships
4. experience with gaining competence and mastering skills,
5. independence and control over some part of their lives,
6. self- awareness and the ability and opportunities to act on that understanding
7. a sense of self-worth and the ability and opportunities to contribute.

*(Slide Two: Healthy Environments):*

Because youth grow and develop in the context of the family, community and society, these are the places where these needs must be met. Environments



## ***What to do-***

## ***What to Say-***

Facilitate small group identification of the five competency areas research has identified as essential to master if youth are to be adequately prepared for adulthood.

that provide the conditions for the healthy growth and development of youth can be described as those that:<sup>2</sup>

- Are inclusive and create connections and sense of belonging including a positive relationship with a caring adult.
- Provide opportunities to value and practice service for others.
- Provide autonomy including an opportunity for self-determination.
- Provide opportunity for mastering skills and engaging in learning
- Assure physical and emotional safety
- Help youth vision a positive role in for themselves in the future.

4-H professionals are responsible for helping individual youth master the skills that fully prepare them for transition to adulthood. To do this, they must know the critical competencies to target, the skills that lead toward mastery of those competencies, and the most effective methods of supporting the development of those skills. If you attended Moving Ahead training, you will remember that Karen Pittman published research that identified five competency areas critical to positive development and preparation for adulthood.<sup>3</sup> If you did not attend that training, others in your group did and will be able to help you.

I have given each group another sheet of flip chart paper and a magic marker. In the next five minutes, I want each group to record those five competency areas on this paper.

2. National 4-H Impact and Design Team, Astroth, Kirk; Chair (1999). *Critical Elements and Practices for 4-H*. Montana Cooperative Extension Service, Montana State University. Bosman, Montana

3. Pittman, K. and Fleming, W. (1991). *A New Vision: Promoting Youth Development*, testimony before the House Select Committee on Children, Youth and Families, Center for Youth Development and Policy Research, Academy for Educational Development. Washington, D.C.



## ***What to do-***

Monitor the group's progress and adjust working time according to their needs. Facilitate the reporting of the lists they have compiled. Review this report-out against the Pittman listing that follows using the overhead, PowerPoint slide or poster of the Critical Competencies.

## ***What to Say-***

*(Slide Three: Critical Competency Areas):*

In order to be fully prepared for adulthood, five areas of competence must be mastered.

- 1) **Health/physical competence:** having the appropriate knowledge, attitudes and behaviors that will ensure current and future health.
- 2) **Personal/social competence:** an ability to understand ones motives and practice self discipline: and interpersonal skills such as working with others and developing and sustaining friendships.
- 3) **Knowledge, reasoning and creativity competence:** a broad base of knowledge, knowledge application skills; life long learning skills and an ability to appreciate and demonstrate creative expression.
- 4) **Vocational Competence:** Understanding and awareness of life options and the steps necessary to accomplish them. Adequate preparation for work and family life.
- 5) **Citizenship competency:** Understanding of the history and values of ones nation, community, racial, ethnic and cultural heritage. Desire to be ethical and to be involved in contributing to the broader good.

We will be spending quite a bit of time this week looking at the best methods for helping youth develop these competencies through 4-H Clubs and groups.

## ***What to do-***

Review the definition of a youth development professional using the definition wall poster.

Review the components of effective programs using the overhead, PowerPoint slide or poster of the Components of Effective Programs.

## ***What to Say-***

Youth Development professionals must understand and apply these two sets of components to their work. They must assure that the conditions necessary for healthy growth are present in the environments in which youth live, and that opportunities to develop competence are offered within those environments.

Do you remember the definition of the role of the youth development professional? It is on the poster on the wall. Let's read it together.

*Youth development professionals create environments that meet the needs of youth and provide opportunities within those environments for youth to master the competencies that prepare them for successful adulthood.*

*(Slide 4: Component of Effective Programs):*

Research in the 1990s<sup>4</sup> identified components of youth programs that had been successful in demonstrating changed behavior in youth that indicated mastery of skills in the competencies critical to positive growth and development. This research provided a way to measure the success of the environments and opportunities offered in our own programs. The results showed that effective programs

- Have well prepared and well supported staff who are offered ongoing training, who apply developmentally appropriate and culturally appropriate practices, and who know of and use community resources.

4. Betts, S.C. & Dalla, R.L. (July 1995). *Youth, families and Community: The Arizona Agenda*, the University of Arizona Cooperative Extension. Tucson, Arizona.



## ***What to do-***

## ***What to Say-***

Remind participants of the importance of articulating the youth development framework in which 4-H works to parents and the community.

- Serve a broad based audience that reaches all youth in the community including those at high risk and reaches them early in their development.
- Offer comprehensive programming that is based upon the principles of youth development and that offers opportunities for youth to master skills in competence, character, and connections
- Are designed with input from participants and involve and empower youth in their delivery.
- Have clearly defined outcomes that inform staff and participants of the developmental changes that are targeted.
- Collect and use evaluation information to refine the program and have the ability to become self- sustaining over time.

Parents and community groups need to know how the activities and experiences that are offered through your youth program support the development of youth. Staff and volunteers who work in these programs must be able to explain how a given activity or series of experiences enhance the development of the young people who participate in them. Community support occurs when the importance of a youth program to the health of the community is recognized.

*Lesson 2 adapted from Huebner, A., and McFarland M. (2002) Youthworks Self Study Guides: A Performance Based Training Program for Youth Development Professionals, Kansas State University Cooperative Extension and Virginia Polytechnic Institute and State University, Kansas State University, Manhattan Kansas*



## ***Basic Needs for Healthy Growth***

- 1. safety & structure**
- 2. belonging and membership**
- 3. closeness & several good relationships**
- 4. experience gaining competence/  
mastering skills**
- 5. independence**



***Basic Needs for Healthy  
Growth*** *(cont'd)*

- 6. self- awareness: the ability & opportunity to act on that understanding.**
- 7. self-worth: the ability & opportunity to contribute.**



## ***Healthy Environments***

**Are inclusive: create connections & belonging.**

**Involve a caring adult.**

**Provide opportunities to practice service for others.**

**Provide autonomy: opportunity for self-determination.**



## ***Healthy Environments***

**Provide opportunity to master skills & engage in learning.**

**Assure physical and emotional safety.**

**Help youth vision a positive role for themselves.**



## ***Critical Competency Areas***

- 1. Health/physical competence**
- 2. Personal /social competence**
- 3. Knowledge, reasoning and creativity competence**
- 4. Vocational competence**
- 5. Citizenship competence**



## ***Components of Effective Programs***

**Have trained staff who....**

- **apply developmentally and culturally appropriate practices.**
- **know of and use community resources.**



## ***Components of Effective Programs***

**Serve a broad based audience reaching....**

- **highly vulnerable and less vulnerable youth.**
- **early in their development.**



## ***Components of Effective Programs***

**Offer comprehensive programming that...**

- **base programs on the principles of youth development.**
- **provide opportunities for youth to master skills.**



## ***Components of Effective Programs***

**Are designed with input from participants....**

**Involve and empower youth.**

**Have clearly defined outcomes.**



**Collect and use evaluation information to...**

- **refine the program.**
- **become self- sustaining over time.**



# ***Youth Development Professionals***

**create environments  
that meet the needs  
of youth and provide  
opportunities within  
those environments for  
youth to master the  
competencies that  
prepare them for  
successful adulthood.**

