### Youth Development Learning Design Walkaround

#### GENEROSITY (Purpose, Usefulness)

**Content:** Conceptual, Big Picture  
**Design Elements:** Metaphors, Discovery, Experiential, Visuals  

**Strategies:**  
- Mentoring/Tutoring programs for cross-age linkages, service projects; community service; tie learned skills/abilities to how they can be used in positive ways; adopt a group pet; respect and encourage bonds of friendship among young people and between staff and children; use as many opportunities as possible to encourage young people to imagine the feelings of others (discuss feelings or motivations of characters in literature, history or social studies).  
- Highlight the effect of a young person’s behavior on others (both positive and negative), reinforce gestures of caring and concern, and ask young people to take responsibility for helping others.

#### BELONGING (Feeling Part of a Supportive Community)

**Content:** Sensory, Awareness  
**Design Elements:** Express it, let me sense it, involve others in it  

**Strategies:**  
- Peer Group Cohesion, Cross-age Linkages, Staff-youth bonding, Teaching Strategies, Administration-Staff cohesion & support, Ties with family and community; Small group time available to allow the development of close relationships with peers and staff.  
- Collaborative and cooperative learning; Show respect for the value of diverse cultures; Provide multiple opportunities for youth to develop relationships with adults; Find ways to involve family and community members; Encourage supportive peer relationships.

#### INDEPENDENCE (Power, Autonomy)

**Content:** Data Oriented, Experiential  
**Design Elements:** Free me to discover, experiment, visualize  

**Strategies:**  
- Before making decisions, ask if the child could or should make the decision; Include children in planning discussions and encourage their input; Ask children to do something instead of telling them to do it; Give children responsibility to carry out with a minimum of reminders; Commend children and youth who recognize the limits of their independence and seek counsel; Help young people explore courses of action or appropriate decisions; Never deprive children of the thrill of overcoming an obstacle, don’t jump in too quickly to help; Maintain a close link between independence and responsibility; Share power with young people through self-governance in significant areas.

#### MASTERY (Opportunities for Success)

**Content:** Structure, Implementation Oriented  
**Design Elements:** Order it, sequence it, walk through, practice  

**Strategies:**  
- Mix hands-on activities, projects or exhibitions, applied, contextual or workplace-related challenges with paper and pencil exercises; Supplement competition with fitness activities or games; develop multi-faceted teaching approaches that include group investigation, experiential learning and multiple outcomes; focus on the long-term goals of learning; provide prompt feedback; model and teach that failure and frustration are learning experiences.