

Youth Development Learning Design Walkaround

<p>GENEROSITY (Purpose, Usefulness)</p> <p>Content: Conceptual, Big Picture Design Elements: Metaphors, Discovery, Experiential, Visuals</p> <p>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.</p>	<p>BELONGING (Feeling Part of a Supportive Community)</p> <p>Content: Sensory, Awareness Design Elements: Express it, let me sense it, involve others in it</p> <p>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.</p>
<p>Learning Point:</p>	
<p>INDEPENDENCE (Power, Autonomy)</p> <p>Content: Data Oriented, Experiential Design Elements: Free me to discover, experiment, visualize Opportunities for youth to make decisions affecting them Opportunities to take responsibility for meeting obligations Focus on decision making rather than obedience Clear linkage between responsibility and freedom Encouragement to resist peer pressure</p> <p>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.</p>	<p>MASTERY (Opportunities for Success)</p> <p>Content: Structure, Implementation Oriented Communication Skills, Basic Content Skills, Interpersonal Skills and Self Management, Social Skills (money management, transportation, etc.), Job and Vocational Skills</p> <p>Design Elements: Order it, sequence it, walk through, practice</p> <p>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.</p> <div data-bbox="1073 1183 1239 1398" style="text-align: center;"> </div>