

**CHART A: Five Areas of Development with Related Outcomes and Activities**

INTENDED YOUTH OUTCOMES		SUGGESTED ACTIVITIES
<b>Working</b>	<ul style="list-style-type: none"> <li>• Meaningful engagement in own career development process</li> <li>• Demonstrated skill in work readiness</li> <li>• Awareness of options for future employment, careers, and professional development</li> <li>• Completion of educational requirements or involvement in training that culminates in a specific vocation or opportunity for career advancement</li> <li>• Established involvement in meaningful work that offers advancement, satisfaction, and self-sufficiency</li> <li>• Positive attitude about one’s ability and future in working in a particular industry or the opportunities to grow into another</li> </ul>	<ul style="list-style-type: none"> <li>• Career exploration activities including career interest assessment, job shadowing, job and career fairs, and workplace visits and tours</li> <li>• Internships</li> <li>• Work experience, including summer employment</li> <li>• Information on entrepreneurship</li> <li>• Networking activities</li> <li>• Mock interviews</li> <li>• Work readiness workshops</li> <li>• Visits from representatives of specific industries to speak to youth about the employment opportunities and details of working within their industry</li> <li>• Mock job searches, including locating positions online and in the newspaper, “cold-calling,” preparing resumes, and writing cover letters and thank-you letters</li> <li>• Visits to education or training programs</li> <li>• Career goal setting and planning</li> <li>• Job coaching or mentoring</li> <li>• Learning activities using computers and other current workplace technology</li> </ul>
<b>Learning</b>	<ul style="list-style-type: none"> <li>• Basic aptitude in math and reading</li> <li>• Rational problem solving</li> <li>• Ability to think critically toward a positive outcome</li> <li>• Logical reasoning based on personal experience</li> <li>• Ability to determine one’s own skills and areas of academic weakness or need for further education and training</li> <li>• Sense of creativity</li> <li>• Appreciation and the foundation for lifelong learning, including a desire for further training and education, the knowledge of needed resources for said training, and willingness for further planning</li> </ul>	<ul style="list-style-type: none"> <li>• Initial and ongoing skills assessment, formal and informal</li> <li>• Initial and ongoing career and vocational assessment, formal and informal</li> <li>• Identification of one’s learning styles, strengths, and challenges</li> <li>• Creation of a personal development plan</li> <li>• Contextualized learning activities such as service-learning projects in which youth apply academic skills to community needs</li> <li>• Monitoring of and accountability for own grades and creation of a continuous improvement plan based on grades and goals</li> <li>• Showcase of work that highlights a youth’s learning experience (e.g. an essay, a painting, an algebra exam, etc.)</li> <li>• Development of a formal learning plan that includes long- and short-term goals and action steps</li> <li>• Group problem-solving activities</li> <li>• Preparation classes for GED, ACT, SAT, etc.</li> <li>• Peer tutoring activities that enhance the skills of the tutor and the student</li> </ul>

In the table above, column one outlines the five areas of development identified by Ferber, Pittman, & Marshall (2002). Columns two and three list specific intended outcomes and suggested program activities identified by NCWD/Youth through its extensive review of the literature and existing practices.

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<b>INTENDED YOUTH OUTCOMES</b>		<b>SUGGESTED ACTIVITIES</b>
<b>Thriving</b>	<ul style="list-style-type: none"> <li>• Understanding of growth and development as both an objective and a personal indicator of physical and emotional maturation</li> <li>• Knowledge and practice of good nutrition and hygiene</li> <li>• Developmentally appropriate exercise (will vary depending on age, maturity, and range of physical abilities)</li> <li>• Ability to identify situations of safety and make safe choices on a daily basis</li> <li>• Ability to assess situations and environments independently</li> <li>• Capacity to identify and avoid unduly risky conditions and activities</li> <li>• Ability to learn from adverse situations and avoid them in the future</li> <li>• Confidence and sense of self-worth in relation to their own physical and mental status</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops on benefits and consequences of various health, hygiene, and human development issues, including physical, sexual, and emotional development</li> <li>• Role playing adverse situations and how to resolve them</li> <li>• Personal and peer counseling</li> <li>• Training in conflict management and resolution concerning family, peer, and workplace relationships</li> <li>• Community mapping to create a directory of resources related to physical and mental health</li> <li>• Meal planning and preparation activities</li> <li>• Social activities that offer opportunities to practice skills in communication, negotiation, and personal presentation</li> <li>• Sports and recreational activities</li> <li>• Training in life skills</li> </ul>
<b>Connecting</b>	<ul style="list-style-type: none"> <li>• Quality relationships with adults and peers</li> <li>• Interpersonal skills such as ability to build trust, handle conflict, value differences, listen actively, and communicate effectively</li> <li>• Sense of belonging and membership (i.e., valuing and being valued by others, being a part of a group or greater whole)</li> <li>• Ability to empathize with others</li> <li>• Sense of one’s own identity apart from and in relation to others</li> <li>• Knowledge of and ability to seek out resources in the community</li> <li>• Ability to network to develop personal and professional relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring activities that connect youth to adult mentors</li> <li>• Tutoring activities that engage youth as tutors or in being tutored</li> <li>• Research activities identifying resources in the community to allow youth to practice conversation and investigation skills</li> <li>• Letter writing to friends, family members, and pen pals</li> <li>• Job and trade fairs to begin building a network of contacts in one’s career field of interest</li> <li>• Role plays of interview and other workplace scenarios</li> <li>• Positive peer and group activities that build camaraderie, teamwork, and belonging</li> <li>• Cultural activities that promote understanding and tolerance</li> </ul>
<b>YOUTH LEADERSHIP PROGRAM SPECIFIC:</b>		
	<ul style="list-style-type: none"> <li>• Ability to communicate to get a point across</li> <li>• Ability to influence others</li> <li>• Ability to motivate others</li> <li>• Ability to seek out role models who have been leaders</li> <li>• Ability to be a role model for others</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops in public speaking</li> <li>• Research on historical or current leaders</li> <li>• Contact with local leaders</li> <li>• Strategic planning to change something in the community or within the youth program</li> </ul>

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<b>Leading</b>	<ul style="list-style-type: none"> <li>• Ability to articulate personal values</li> <li>• Awareness of how personal actions impact the larger communities</li> <li>• Ability to engage in the community in a positive manner</li> <li>• Respect and caring for oneself and others</li> <li>• Sense of responsibility to self and others</li> <li>• Integrity</li> <li>• Awareness of cultural differences among peers and the larger community</li> <li>• High expectations for self and community</li> <li>• Sense of purpose in goals and activities</li> <li>• Ability to follow the lead of others when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Personal plan development with goals, action steps, and deadlines</li> <li>• Resource mapping activities in which youth take the lead in planning and carrying out a search of community resources for youth</li> <li>• Voter registration and voting in local, state, and federal elections</li> <li>• Participation in town hall meetings</li> <li>• Community volunteerism such as organizing a park clean-up or building a playground</li> <li>• Participation in a debate on a local social issue</li> <li>• Training to be a peer mediator</li> <li>• Participation in a letter-writing campaign</li> <li>• Opportunities to meet with local and state officials and legislators</li> <li>• Participation in a youth advisory committee of the city, school board, training center, or other relevant organization</li> <li>• Learning activities or courses about leadership principles and styles</li> <li>• Group activities that promote collaboration and team work</li> <li>• Mentoring relationships with positive role models</li> <li>• Opportunities to serve in leadership roles such as club officer, board member, team captain, or coach</li> </ul>
<b>YOUTH LEADERSHIP PROGRAM SPECIFIC:</b>		
	<ul style="list-style-type: none"> <li>• Ability to motivate others</li> <li>• Ability to share power and distribute tasks</li> <li>• Ability to work with a team</li> <li>• Ability to resolve conflicts</li> <li>• Ability to create and communicate a vision</li> <li>• Ability to manage change and value continuous improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Mediation and conflict resolution training</li> <li>• Training in team dynamics</li> <li>• Training in project management</li> </ul>

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