

Positive Youth Development Questions and Strategies

Belonging questions to ask youth:	Belonging strategies to assist youth:
<ul style="list-style-type: none"> • How have you helped a youth understand what it means to belong? • How have you helped a youth understand the value of their history and culture? • What have you done when a youth told you that they did not care about belonging anywhere? • What are your ideas for helping youth think about their future relationships with their family, extended family/friends, and caregivers? • How would you help a youth understand the value of a Lifebook? • Are there other adults besides yourself who are very important to the youth you are working with? 	<ul style="list-style-type: none"> • Ensure youth have the opportunity to bond with peers in structured and unstructured activities. • Encourage or arrange youth and adult mentoring opportunities. • Encourage permanent connections with family, siblings, friends, and supportive adults. • Demonstrate valuing diversity beyond outward appearances (including culture, generational differences, political views/ affiliations, religious views/affiliations, sexual preferences, educational goals, etc. • Support preserving cultural identity and the youth's connections with his/her culture and community. • Encourage youth to create a Lifebook. • Encourage youth to create a personal vision.
Mastery questions to ask youth:	Mastery strategies to assist youth:
<ul style="list-style-type: none"> • How do you help make sure that youth have transportation to classes, activities or events in the community? • What are two things you have done to role model how to play? • How have you provided opportunities for youth to pursue their interests? • Where have you gone for resources in helping youth prepare for education after high school? 	<ul style="list-style-type: none"> • Create an environment for youth to feel safe in practicing development skills. • Provide opportunities for hands-on, activities and experiential learning. • Encourage involvement in competitive and cooperative games and sports • Understand that learning is a lifelong process and that failures are part of learning and growing. • Provide practical opportunities to develop life skills in a variety of ways including involvement in independent living skills groups.
Independence questions to ask youth:	Independence strategies to assist youth:
<ul style="list-style-type: none"> • What does it mean to share power with youth? • What are things you have done to assure that youth are part of every decision made about their placement, goals, medication, school, family contact, etc? • What is your response when a youth disagrees with you? • What are some things you do to help youth focus on their future? • What strategies have you used to help youth understand their survival skills? 	<ul style="list-style-type: none"> • Provide youth the tools and opportunities to make decisions rather than others providing the answers. • Ensure youth are actively involved in their case planning, placement decisions, court recommendations, etc. • Provide opportunities for growth. • Connect responsibilities to life skills youth will need as adults (cleaning the house is not a chore, it is household maintenance). • Ask instead of tell. • Encourage youth to seek guidance and advice because independence does not mean isolated or abandoned.

Generosity questions to ask youth:	Generosity strategies to assist youth:
<ul style="list-style-type: none"> • What are examples of some ways youth have given back in meaningful ways? • What do you do to help motivate youth to give back? • How do you or other adults in the youth's life role model the importance of giving back? • Name one skill or interest a youth you are working with has and how might you turn that interest into an opportunity to give back? 	<ul style="list-style-type: none"> • Help youth recognize their unique gifts, talents and interests. • Provide learning and volunteer opportunities based on their individual interests and goals. • Discuss the impact of youth's actions and inactions on themselves, their peers, and their community. • Recognize youth when they select and complete a service learning project. • Provide youth with the tools they need to be successful at the service learning opportunity (do they need tools, books, a class on a specific topic, a supportive adult at the project to talk with, transportation arrangements, etc.)
<p>Adapted from Brendtro, L., Brokenleg, M., & Van Bockern, S. (1990), Reclaiming Youth at Risk: Our Hope for the Future, National Education Service, Bloomington, Minnesota.</p>	