

5. Youth Involvement and Leadership

- Youth Sport, Culture and Recreation Strategy Framework
- How To Do A Community Project With Youth
- The S.P.R.A. Play Leadership Program
- 40 Developmental Assets

Youth Sport, Culture and Recreation Strategy Framework

(Source: Sask Sport)

Youth Helping Youth

Introduction

There is an interest and need for young people to be actively involved in finding their own solutions to issues and to promote positive healthy, active lifestyles. Youth say that they are ready, willing and able to do this, but require some structure and support.

Purpose

The purpose of the Youth Sport Culture and Recreation Strategy Framework is to:

- Coordinate a youth voice and network to support youth in their SCR activities
- Increase youth participation in volunteering and in SCR activities and community projects
- Build youth skills and capacity for ongoing and future leadership
- Connect youth with each other to find solutions to youth and community issues
- Promote positive role models.

Possible Age Groups:

The youth framework can be designed to support:

Pre-teens – 8-12 years

Young Teens – 13-15 years

Older Teens – 16-19 years

Young Adults – 20-30 years

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Proposed Actions Endorsed by Youth

The following was reviewed and refined by youth from twenty-three communities across Nunavut at the Regional Capacity Building Sessions held by HSS in March 2010.

Component	Purpose	Details	Comments
Youth Leadership Training	To develop interest and skills for leadership and community action	Types of Training: Basic Leadership Skills Presentations, Coaching, Community Projects	Training will help support momentum and the development of a youth network
Youth Network – 50 Voices	To build the skills of a group of 50 youth who will help everyone stay connected, share information, increase interest and motivation	Many youth are ready and willing to get started – this is a top priority to build youth interest and capacity	Will require dedicated resources to support and maintain it
Annual Youth SCR Summit	To provide a forum for youth to discuss opportunities in SCR and address issues unique to the north	Keep connected for learning and debate, celebration and recognition – to build our own successes and tell our own stories Elders could be involved and training is a key component	The framework and the Summit will require long-term commitment in order to have continuity over time
SCR Liaison and Projects	To create a role for youth to help with community projects and make youth connections	Assist SCR staff to create community linkages, undertake projects and make connections with local youth	SCR may identify project ideas and potentially initiate activities
Media – Website Magazine and Articles	To have a way for youth to tell their stories and get the word out in an interesting and relevant manner Youth website web cam and photo voice opportunities	Electronic and print formats will be used. Focus on youth interest and activities, success stories as well as questions and answers. There will be a theme for each issue. Newspaper articles will be developed on a regular basis	Rotating host for magazine (different communities over time) Needs technical support from communications person to initiate and sustain these activities
Projects and Partnerships	To develop specific youth projects for SCR and to work with existing groups and ensure a holistic approach	Possible project partnerships with: <ul style="list-style-type: none"> • Schools • Sports Associations • Health Committees • Youth Councils • Hip Hop Groups • Others 	Need to have specific activities to link into/focus youth activities and to be the basis for partnerships

Next Steps and Process

To advance the SCR Youth Strategy Framework the next steps are needed:

1. Continue to work with the youth involved – stay in contact.
2. Inventory of Youth Activities – create a list of youth projects and groups that currently exist.
3. Determine who would be interested in being part of the core group of leaders and the 50 Voices.
4. Develop a few projects to use as examples at the community level.
5. Build the network and implement the framework.
6. Prepare and deliver the training to the core group of youth.
7. Seek financial assistance.
8. Develop the website and communication tools.
9. Find and commit resources for the 2010/2011 Summit.
10. Create an evaluation framework to determine the impact of framework activities.

How To Do A Community Project With Youth

(Source: Flo Frank's Toolbox)

Introduction

Normally youth want to help their communities and be involved – they just are not always sure how to start, where to get help and how to get going. The following tips will help:

1. Youth can take part in existing programs or create their own projects.
2. If it is their own, ensure that projects are by youth and for youth – not adults having all the say.
3. Get a small group of interested youth to be the core group.
4. Ask for their ideas and thoughts about what could be done and how.
5. Create an action plan with very basic goals and next steps.
6. Ask them to discuss what might help support the project and what might get in the way.
7. Create a list of other interested youth and identify ways to get them involved.
8. Consider communication and information sharing – who needs to know what is going on.
9. List potential partners, sponsors or supporters for the project.
10. Develop a budget and resources and talk about where it will come from and who will ask for it.
11. Make a list of jobs to be done and assign them to those with the interest and skills needed.
12. Always work in pairs (two youth at a time not just one) to maintain momentum and confidence.
13. Start small and build on successes. Acknowledge struggles as well as progress.
14. Always start where the youth are at, not where they want to get to.
15. Keep the communication flowing and keep everyone connected between activities.
16. Have fun and make sure there is always food, safe transportation and a healthy approach being used.
17. If youth have issues, make sure there is someone they can talk to in confidence to get help.
18. Recognition and praise go a long way to keeping youth involved and active.
19. Make sure that there are enough supporters for the project and address those who don't in a good way.
20. If at first things don't succeed, keep trying or reassess the goals and start again.

The S.P.R.A. Play Leadership Program

(Source: S.P.R.A.)

Dedicated to providing Play Leaders with the skills and knowledge necessary to coordinate safe and quality play opportunities for children across Saskatchewan.

The goal of the Saskatchewan Parks and Recreation Association (SPRA) Play Leadership Program is to ensure high quality play opportunities are available throughout Saskatchewan via education, training, promotion and coordination of play resources. In order to provide Play Leaders with the most current trends in the play field, SPRA has developed a new Play Leadership Program and resources that reflect the latest research and theory of play.

Program Information

Objective of the new Play Leadership Program:

- To increase opportunities for Saskatchewan children to participate in play activities
- To improve the quality of play opportunities for children by providing Play Leaders with the latest knowledge and resources in the field
- To overcome the geographical barriers which prevent individuals from participating in the SPRA Play Leadership Program by providing an online training option in addition to the traditional workshop format of training

Overview of the Program

The SPRA Play Leadership Program is built on the Situated Activity Approach which states that learning happens best in real-life situations. In real-life settings, a Play Leader in Training will have the opportunity to develop the leadership skills and sensitivities required to lead play activities through first hand, practical experience. Play Leaders have the opportunity to learn the theory behind play and play leadership and apply this knowledge in a practical setting under the guidance of a Play Mentor.

The SPRA Play Leadership Program can be accessed on an individual level as well as by regions, communities and organizations. The SPRA Play Leadership Program gives the individual, organization, community or region the choice to participate in the training either online or by attending/hosting a workshop.

The SPRA Play Leadership Program relies upon the Play Leader in Training becoming involved in a community of practice. An online forum has been developed which will connect Play Leaders in Training to a community of practice that includes fellow Play Leaders in Training, Play Leaders, and Play Mentors. Through the forum, a Play Leader in Training will have the opportunity to share ideas and concerns with other play professionals and develop the skills and abilities necessary to become a successful play provider.

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The SPRA Play Leadership Program consists of a minimum of 16 training hours which are evenly divided between theory and real-life experience. The program requires eight hours of workshop or home study, using the Play Leader's Guide as the main training resource. A Play Mentor will guide the Play Leader in Training through the program including mentorship, reflection and portfolio tasks.

The practical component of the program includes eight hours of "on the job" practical experience observing and applying appropriate play leadership techniques under the guidance of the Play Mentor.

The Play Mentor will evaluate the Play Leader in Training for completion of all components of the SPRA Play Leadership Program. If satisfied that the Play Leader in Training has completed all program requirements, the Play Mentor will recommend the Play Leader in Training for Play Leader status.

In order to remain a qualified Play Leader or Play Mentor, the individual must complete a Play Leadership Continuing Education Course every three years. SPRA will develop a database that will track qualified Play Leaders and Mentors. Communities, regions and organizations will be able to contact SPRA or consult the SPRA web site for a list of qualified Play Leaders to coordinate play events or a list of Play Mentors to facilitate workshops and online training.

Note: Individuals wishing to participate in the SPRA Play Leadership Program must be 14 years of age prior to commencing training.

Toolbox - 5. Youth Involvement and Leadership

40 Developmental Assets

(Source: Search InstituteSM)



Category	Asset Name and Definition	
External Assets	Support <ol style="list-style-type: none"> 1. Family Support-Family life provides high levels of love and support. 2. Positive Family Communication-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. Other Adult Relationships-Young person receives support from three or more nonparent adults. 4. Caring Neighborhood-Young person experiences caring neighbors. 5. Caring School Climate-School provides a caring, encouraging environment. 6. Parent Involvement in Schooling-Parent(s) are actively involved in helping young person succeed in school. 	
	Empowerment <ol style="list-style-type: none"> 7. Community Values Youth-Young person perceives that adults in the community value youth. 8. Youth as Resources-Young people are given useful roles in the community. 9. Service to Others-Young person serves in the community one hour or more per week. 10. Safety-Young person feels safe at home, school, and in the neighborhood. 	
	Boundaries & Expectations <ol style="list-style-type: none"> 11. Family Boundaries-Family has clear rules and consequences and monitors the young person's whereabouts. 12. School Boundaries-School provides clear rules and consequences. 13. Neighborhood Boundaries-Neighbors take responsibility for monitoring young people's behavior. 14. Adult Role Models-Parent(s) and other adults model positive, responsible behavior. 15. Positive Peer Influence-Young person's best friends model responsible behavior. 16. High Expectations-Both parent(s) and teachers encourage the young person to do well. 	
	Constructive Use of Time <ol style="list-style-type: none"> 17. Creative Activities-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth Programs-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious Community-Young person spends one or more hours per week in activities in a religious institution. 20. Time at Home-Young person is out with friends "with nothing special to do" two or fewer nights per week. 	
	Internal Assets	Commitment to Learning <ol style="list-style-type: none"> 21. Achievement Motivation-Young person is motivated to do well in school. 22. School Engagement-Young person is actively engaged in learning. 23. Homework-Young person reports doing at least one hour of homework every school day. 24. Bonding to School-Young person cares about her or his school. 25. Reading for Pleasure-Young person reads for pleasure three or more hours per week.
		Positive Values <ol style="list-style-type: none"> 26. Caring-Young person places high value on helping other people. 27. Equality and Social Justice-Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity-Young person acts on convictions and stands up for her or his beliefs. 29. Honesty-Young person "tells the truth even when it is not easy." 30. Responsibility-Young person accepts and takes personal responsibility. 31. Restraint-Young person believes it is important not to be sexually active or to use alcohol or other drugs.
		Social Competencies <ol style="list-style-type: none"> 32. Planning and Decision Making-Young person knows how to plan ahead and make choices. 33. Interpersonal Competence-Young person has empathy, sensitivity, and friendship skills. 34. Cultural Competence-Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance Skills-Young person can resist negative peer pressure and dangerous situations. 36. Peaceful Conflict Resolution-Young person seeks to resolve conflict nonviolently.
		Positive Identity <ol style="list-style-type: none"> 37. Personal Power-Young person feels he or she has control over "things that happen to me." 38. Self-Esteem-Young person reports having a high self-esteem. 39. Sense of Purpose-Young person reports that "my life has a purpose." 40. Positive View of Personal Future-Young person is optimistic about her or his personal future.

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