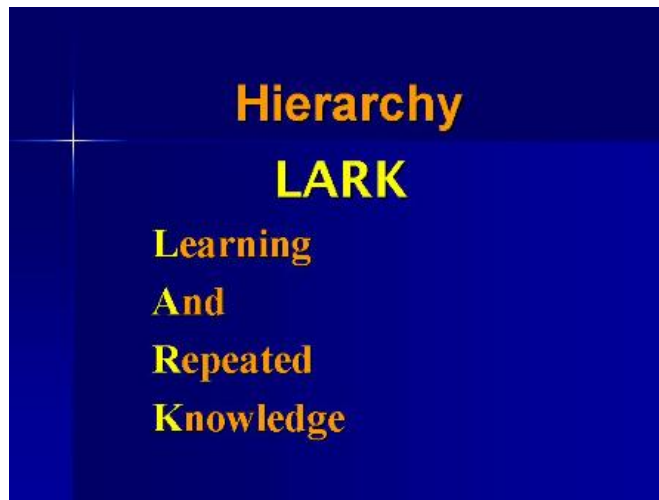


## **Chapter 13. Engaging Youth in Community Development** Wendy Wheeler and Ana Maria Thomas

### **BEHAVIOR OBJECTIVES**

After studying this chapter and completing the online learning activities, students should be able to

1. Describe the historical shifts in thought regarding the community development field and the youth development field, respectively.
2. Identify four general approaches or attitudes to youth in community development and describe the practical application of each attitude.
3. Define "community youth development." Describe the interaction between youth and communities in this context.
4. Define "youth engagement." Describe its outcomes at four levels of impact.
5. Explain philosophical and practical arguments that may motivate youth engagement work.
6. Identify eight potential methods for delivering youth engagement work.
7. Define "youth leadership." Describe the role of youth leadership development in facilitating pathways to youth engagement.
8. Describe the community youth development framework. Identify and describe its five guiding principles and the four stages of community change. Detail the relationship between the stages and principles.
9. Define "collective leadership" and describe its fundamental characteristics.
10. Distinguish collective leadership from other forms of leadership according to the five guiding principles of community youth development.
11. Identify four challenges to the field of community youth development. Provide methods of meeting these challenges.



### **LARK Learning Activity 13.1**

#### **Reflecting on:**

- (1) youth as objects**
- (2) youth as recipients**
- (3) youth as resources**
- (4) youth as partners**

**Step 1.** After studying the text material, prepare a short essay of 50-75 words on: (1) youth as objects; (2) youth as recipients; (3) youth as resources; and, (4) youth as partners

**Step 2.** Share each of your short essays with a team of four to five students and with your instructor, then reach consensus on items three and four - youth as resources and youth as partners.

**Step 3.** Read the author's example about the processes that an inner-city group could go through in deciding where and how to build a footbridge over an inner-city highway.

- The respond to the following question: How can youth as partners become a very practical response for community developers, especially in special cases such as the footbridge?

**Step 4.** Reflect on the following questions: (1) what was the major movement in the US during the 1950s – 1960s; and, (2) who led it?



### **SOAR Activity 13.1**

#### **Understanding four effects and levels of youth engagement**

**Step 1.** Study the section on “Why Youth Engagement?”

**Step 2.** Write five short essays of 50 to 75 why and how youth engagement:

- (a) builds character;
- (2) is synergistic - benefits youth and adults;
- (3) strengthens organizations;
- (4) strengthens communities; and
- (5) improves society.

**Step 3.** Prepare a short essay on how youth were engaged in the U.S. Presidential Election during 2008.

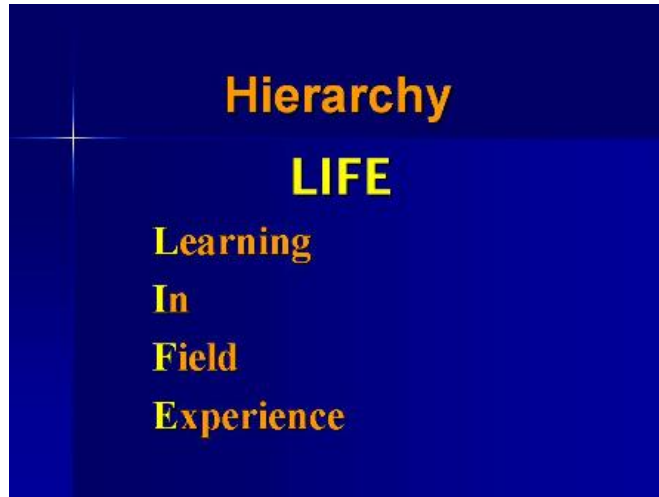
**Step 4.** Share your essay with a group of 4 – 5 classmates.

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## **SOAR Activity 13.2**

### **Engaging youth in the practice of community development**

**Step 1.** Prepare a short essay of 50 -75 words describing how youth can be engaged in the practice of community development.



### **LIFE Activity 13.1**

**Create a history wall in a nearby community that is a visual presentation of the community's past**

**Step 1.** Go to [www.theinnovationcenter.org](http://www.theinnovationcenter.org) to find guidelines for creating history wall in your home town.

**Step 2.** Engage local youth in action research project on “Creating a Vision for Youth in Our Community.”

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## **LIFE Activity 13.2**

### **Creating A Vision for Our Community**

## **An Activity for High School Students**

*“Our Talents, Skills, and*

*Things Needed for Youth*

*To Help Make Our Community a Better Place*

*So All of Us Can*

*Serve, Learn, Lead, and Grow<sup>1</sup>.”*

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<sup>1</sup> By Jerry W. Robinson, Jr., Ph.D., Distinguished Professor of Rural Sociology, Delta State University and the University of Illinois, Urbana-Champaign. Please do not copy or use without the expressed written consent of the author. [jrobins@deltastate.edu](mailto:jrobins@deltastate.edu); Phone: 662-846-4359 (O); 662-588-4359 (C). An earlier version of this activity was used: (1) in 1994 to collect data from 750 adults in 13 Mississippi communities; and, (2) in 1997 to collect data from 2,200 juniors and seniors in 19 high schools. College students collected the data in classroom settings.

## Activity: Visions of Youth in Our Community

- OBJECTIVES:**
1. To enable youth who live in our community to list and rank their major skills and talents that can be used to help make our community a better place to live.
  2. To enable youth to list priorities for important changes which they hope to see made in our community within the next five years so that their skills and talents can be used to help meet the needs and the challenges faced by youth.

### Part I. Developing a List of My Skills and Talents

**EVERY YOUTH HAS SOME TALENTS AND SKILLS!** What are you good at that you can share with others to make our community a better place for you and others? Examples of your talents could be: art, business management, carpentry, cooking, creative writing, farming, gardening, having a positive attitude, housekeeping, leading sport activities, math, music, painting, reading, singing, speaking, teaching, tutoring children in the elementary school, caring for senior citizens, etc.

**NOTE:** *Please do not discuss your thoughts or what you write below with anyone until you have been asked by the leader of this session to share what you have recorded. Your list should be what YOU, not others, think are YOUR talents and skills that could be shared to make our community a better place to live.*

**Step 1** Take about five minutes to record your major skills and talents below:

<i>A List of My Skills and Talents</i>	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____

**Please do not turn to the next page until after you have completed this page.**

**STEP 2**      **Form a group with four or five persons and in less than five minutes, take turns sharing the things everyone wrote above, in Step 1, on “My List of Skills and Talents.”**

**STEP 3**      **Agree on the top “Ten Skills and Talents of Youth in Our Group” that will help us make our community will BECOME A BETTER PLACE.**

<i>Ten Skills and Talents of Youth in Our Group to Help Make Our community a Better Place for Us to Live and Work</i>	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____

## **Part II. My Dreams and Visions for Improving our community**

**STEP 1**      **Listing of GOOD THINGS IN OUR COMMUNITY FOR YOUTH which I want to keep or to get better between 2008 and 2013.**

- A. Let's imagine that it's 2013, five years from now; all of us have been in a "deep sleep" since 2008.
- B. During the last five years, none of us know what's been happening in our community.
- C. Suddenly, through a miracle, we all wake up and it's 2013! Hurrah! Yeah! Your mind is alert and your body is strong. WOW!
- D. While you have been asleep for the last five years, what are FIVE GOOD THINGS that were here when you went to sleep that you hope have improved the lives of youth in our community? Remember, focus on things that were good about our community when you went to sleep, BUT now they have become EVEN BETTER!



**NOTE:** *Please do not discuss your thoughts or what you write below with anyone here until you have been asked to share what you have written by the leader of this workshop.*

**Step 2**      **Take about five minutes to list five GOOD THINGS FOR OUR COMMUNITY FOR YOUTH which you hope have become much better by the year 2013.**

<i>Five “Good Things” in our community for Youth</i>	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

**Step 3**      **Now, take about five minutes to list five THINGS WHICH AREN'T SO HOT FOR YOUTH IN OUR COMMUNITY. What do you think needs to be created or changed in our community within the next five years TO ENHANCE THE QUALITY OF LIFE FOR YOUTH?**

<i>Five Things Which “Aren’t So Hot” in our community for Youth</i>	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

**STEP 4**      **In small groups of four or five members, discuss your responses to “GOOD THINGS” FOR OUR COMMUNITY FOR YOUTH (See table in Step 2) that you hope will become better by 2013.**

In less than 10 minutes, take turns sharing the things you wrote about GOOD THINGS FOR YOUTH IN OUR COMMUNITY that you hope have gotten much better by 2013. Continue taking turns until all of the items listed by each member in your group have been shared.

**STEP 5** Now, take about 10 minutes to agree on the **TOP FIVE “GOOD THINGS” YOU HOPE WILL BECOME BETTER FOR YOUTH OUR COMMUNITY** so all Youth will have a better life. 1 is your top item.

<i>Top Five ‘Good Things’ Which Our Group Hopes Will Become Better for All Youth In Our community</i>	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

**STEP 6** Continuing in your groups of four or five persons discuss your responses to **THINGS WHICH “AREN’T SO HOT” FOR OUR COMMUNITY FOR YOUTH** which definitely need improvement. These are things you hope **WILL CHANGE** so the quality of life for **ALL YOUTH** will be better in our community by 2013. Please see step 3, above.

Take about 10 minutes to share your hopes for **CHANGE** in our community so **ALL YOUTH WILL HAVE A BETTER LIFE by 2013 and beyond**. Continue taking turns until all of the desires and dreams for change have been mentioned by each member of your group.

**STEP 7** Take about 10 minutes to agree on the **TOP FIVE ‘THINGS WHICH AREN’T SO HOT’ THAT NEED TO CHANGE OR BE CREATED FOR YOUTH IN OUR COMMUNITY** they will have a better life. 1 is your top item.

<i>Top Five Things Which Our Group Thinks ‘Aren’t So Hot’ that Need to be Changed or Created for All Youth in Our community.</i>	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

**Step 8**      **Now, work alone for about five minutes to list five THINGS THAT ARE ‘DEFINITELY BAD’ FOR YOUTH OUR COMMUNITY that you hope are gone by 2013. Things that ARE HOLDING YOUTH back and blocking progress.**

<i>Things that are ‘DEFINITELY BAD’ for Youth in Our community that need to be gone by 2013!</i>	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

**STEP 9**      **Work in your group of four or five members for about 10 minutes to discuss and agree on the TOP FIVE ‘BAD THINGS’ FOR YOUTH THAT YOU HOPE WILL BE GONE FROM OUR COMMUNITY by 2013 all youth will have a better life. 1 is your top item.**

<i>Group Consensus: Top Five Things That Are ‘DEFINITELY BAD’ FOR ALL YOUTH that Need to be Gone From Our community by 2013</i>	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

**STEP 10** Now, work alone and develop a final ranking of five **THINGS YOU HOPE WILL BE PRESENT IN OUR COMMUNITY BY THE YEAR 2013** so your skills and talents are used and your needs and challenges met.

- A. Study the information which your group has listed in **STEPS 5 AND 7** on the previous pages.
- B. Think about your hopes for **YOURSELF AND OTHER YOUTH** of our community and about what others at this meeting have written and said.
- C. Please do not discuss what you are thinking or what you write below with anyone here until after you complete you this worksheet..
- D. What ARE YOUR PERSONAL DREAMS FOR OUR COMMUNITY BY THE YEAR 2013 AND BEYOND? **Select your choices from STEPS 5 AND 7, as follows:**
  - 1. The list of **TOP FIVE ‘GOOD THINGS YOU HOPE WILL BECOME BETTER FOR ALL YOUTH IN OUR COMMUNITY, STEP 5,** and;
  - 2. The list of things which **TOP FIVE ‘THINGS WHICH AREN’T SO HOT’ THAT NEED TO CHANGE OR BE CREATED FOR ALL MEN AND WOMEN OUR COMMUNITY, STEP 7.**

<b><i>My Dream and Vision for our community for 2013 and Beyond: Five things that I hope will be present in our community so ALL YOUTH will have a better life.</i></b>	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

**STEP 11. Now, working alone think about things needed for your skills and talents to be FULLY DEVELOPED SO YOU CAN HELP IMPROVE THE QUALITY OF LIFE FOR ALL YOUTH IN OUR COMMUNITY DURING THE NEXT 5 YEARS AND BEYOND. See the list you created in step 1. Record your response below:**

<i>Things Needed for My Skills and Talents to be Fully Developed so I can help improve the Quality of Life for Youth in our community</i>	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

\_\_\_\_\_  
Name of the Community in our community where you live

\_\_\_\_\_  
Your Name

\_\_\_\_\_  
Your Address

\_\_\_\_\_  
City or Town

\_\_\_\_\_  
Zip Code

Your Phone Number: \_\_\_\_\_

Please select one:     Female     Male

Please select one:     African American     White     Other

**Please give this worksheet to the leader of this session so responses can be tabulated. All individual responses will be anonymous.**

***THANKS FOR YOUR HELP!***