



Characteristics of Youth Development

2017 4-H Grows Livestock & Science Volunteer Workshop

What do youth need?

What is needed?

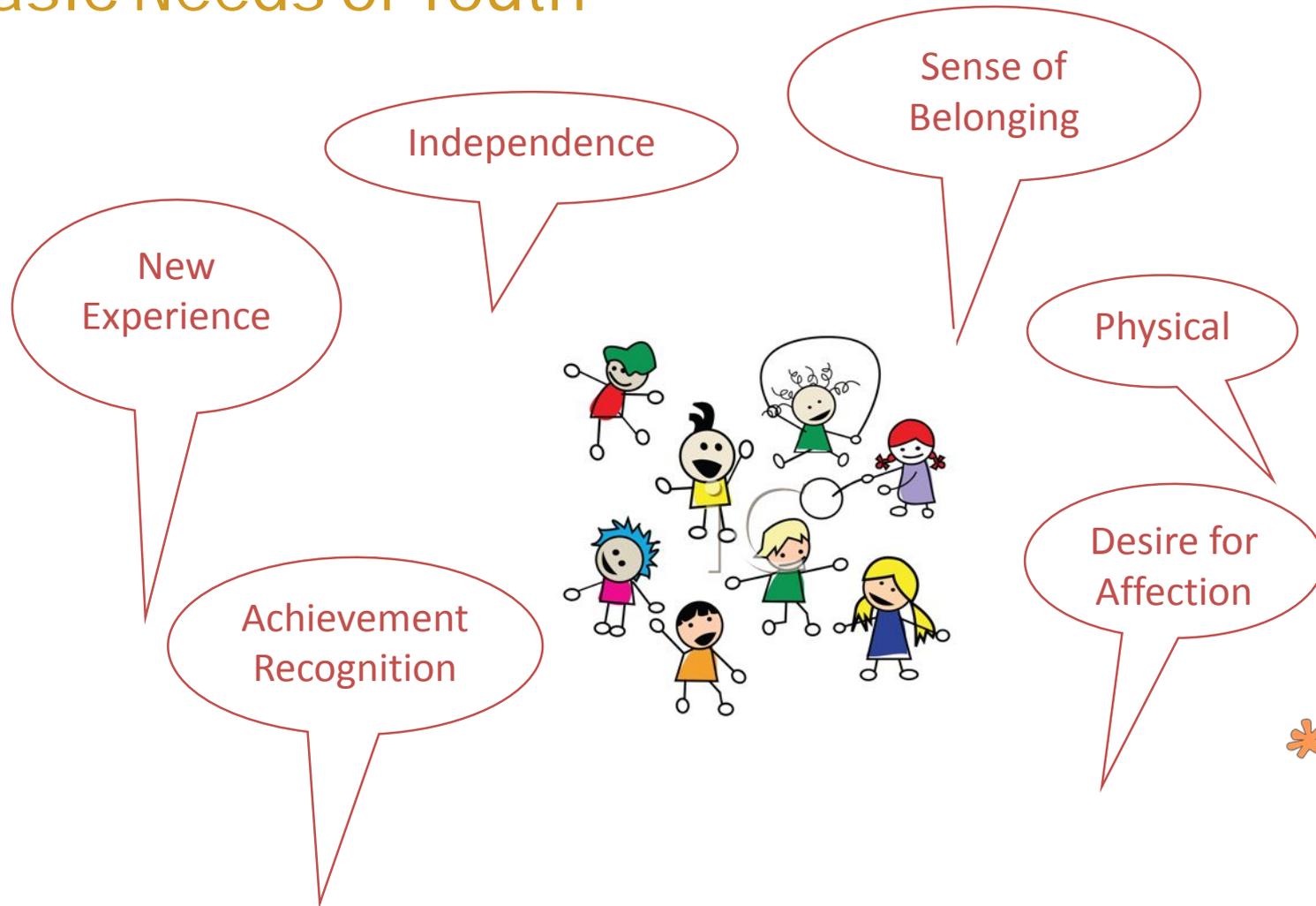
- Something which is a desirable or useful requirement for an individual's well being.

What do youth need?

- For Growth?
- For Development?



Basic Needs of Youth



Who and/or what influences a child's growth and development ?

- Parents
- Caregivers
- Teachers
- Peers
- Extended Family
- 4-H Leaders
- Community
- Media
- Heredity
- Environment



Ages of Youth Development

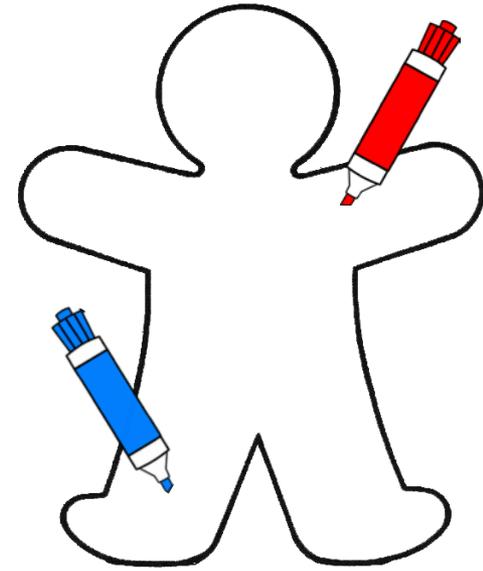
- **6-8 years old**
- **9-11 years old**
- **12-14 years old**
- **15-18 years old**



Your Turn-Let's Make Our Youth!

As a group using the large pieces of paper and markers, create your youth member from your age group. Each group will have a different age group. Make sure to capture each of these categories:

1. Physical growth
2. Emotional Growth
3. Social Growth
4. Intellectual Growth



Characteristics of 6-8 Year Olds

- Learning to master physical skills. Can control large muscles better than small muscles
- Fighting occurs – doesn't last long
- Boys and girls like to be separate
- Seeking approval from adults
- Avoids punishment
- Sensitive to criticism; don't like failure
- Can't multi-task well
- More interested in doing things than the end result

Characteristics of 6-8 Year Olds

Implications:

- Messy with meals, arts/crafts
- Conduct activities that encourage large muscle use
- Role playing encourages empathy
- Mixed gender activities
- Plan activities that promote success
- Plan short activities
- Focus on process, not final product
- Be positive!

Characteristics of 9-11 Year Olds

- Moving all the time – can't sit still!
- Females mature before males
- Joining clubs; same sex groups
- Like to please adults with successful project completion
- Weak sense of individual identity
- Moody
- Need to feel part of something important
- Begin to question authority but still want guidance
- Until 11, think concretely – black/white – then begin to understand new ideas
- Want to find own solutions

Characteristics of 9-11 Year Olds

Implications:

- Provide active learning experiences
- Use simple, short directions and brief learning experiences
- Offer a wide range of activities to ensure success
- Avoid competition between boys and girls
- Encourage older youth as mentors
- Help them identify their strengths
- Don't compare youth to each other
- Emphasize progress made from previous performance

Characteristics of 12-14 Year Olds

- Many physical changes
- Looking for activities involving opposite sex
- Look more to peers than parents
- Searching for adult role models
- Tend to reject solutions from adults in favor of their own
- Abandon view of parents as all powerful
- Compare themselves to others
- Unsettled emotions
- Strive to earn independence, yet want and need parents' help
- Learning abstract thinking
- Ready for in-depth, long-term experiences

Characteristics of 12-14 Year Olds

Implications:

- Avoid comments that criticize or compare youth physically
- Involve young teens in setting rules and planning activities for your group or program
- Accept their feelings and be careful not to criticize
- Help them explore identity, values, beliefs
- Encourage youth and adults working together
- Let them make decisions and evaluate outcomes
- Encourage service learning
- Encourage learning experiences related to self-discovery, self-understanding, and getting along with others
- Be patient with grooming behaviors

Characteristics of 15-18 Year Olds

- Concerned about body image
- Tend to have realistic view of limits to which body can be tested
- Make commitments and can follow through
- Desire respect; want adult leadership roles
- Are apt to reject goals set by others
- Accepting their own uniqueness but still seek peer approval
- Developing own set of values and beliefs
- Can initiate and carry out tasks without supervision
- Are mastering abstract thinking
- Can imagine impact of present behavior on future
- Will lose patience with meaningless activities

Characteristics of 15-18 Year Olds

Implications:

- Avoid comments that criticize or compare youth
- Set a good example for health and physical fitness
- Let them plan own programs
- Let teens assume responsibility – expect them to follow through
- Establish climate that is conducive to peer support
- Emphasize personal development and leadership
- Help them develop individual skills
- Encourage youth and adults working together
- Give them real-life problems to solve
- Let them make decisions and evaluate outcomes
- Encourage service learning
- Plan career exploration activities

What Does This Mean For Us As Volunteers?

1. Why is it important to understand ages and stages for us as volunteers?
2. What do we need to think about when planning activities/programs?
3. What can we do to help incorporate youth in multiple stages?



Experiential Learning

“Experiential learning takes place

when a person **involved in an activity**

looks back and **evaluates** it,

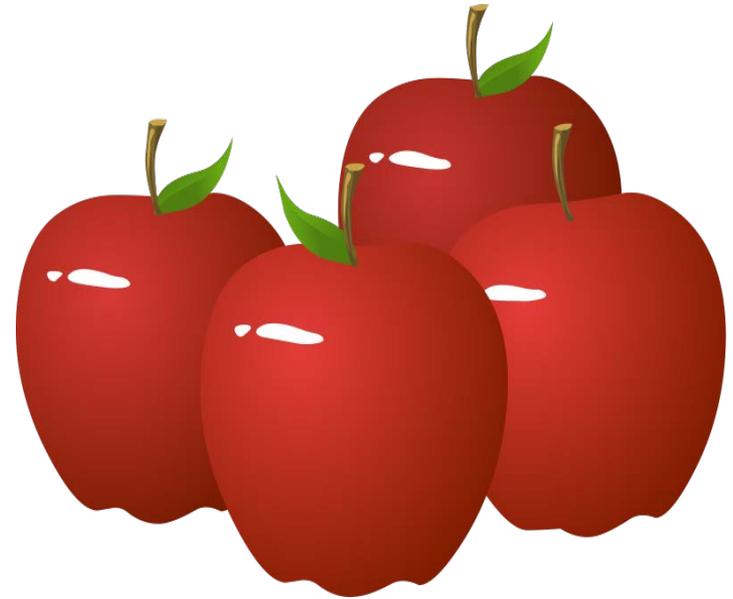
determines what was useful or important to remember,

and **uses** this information to perform another activity.”

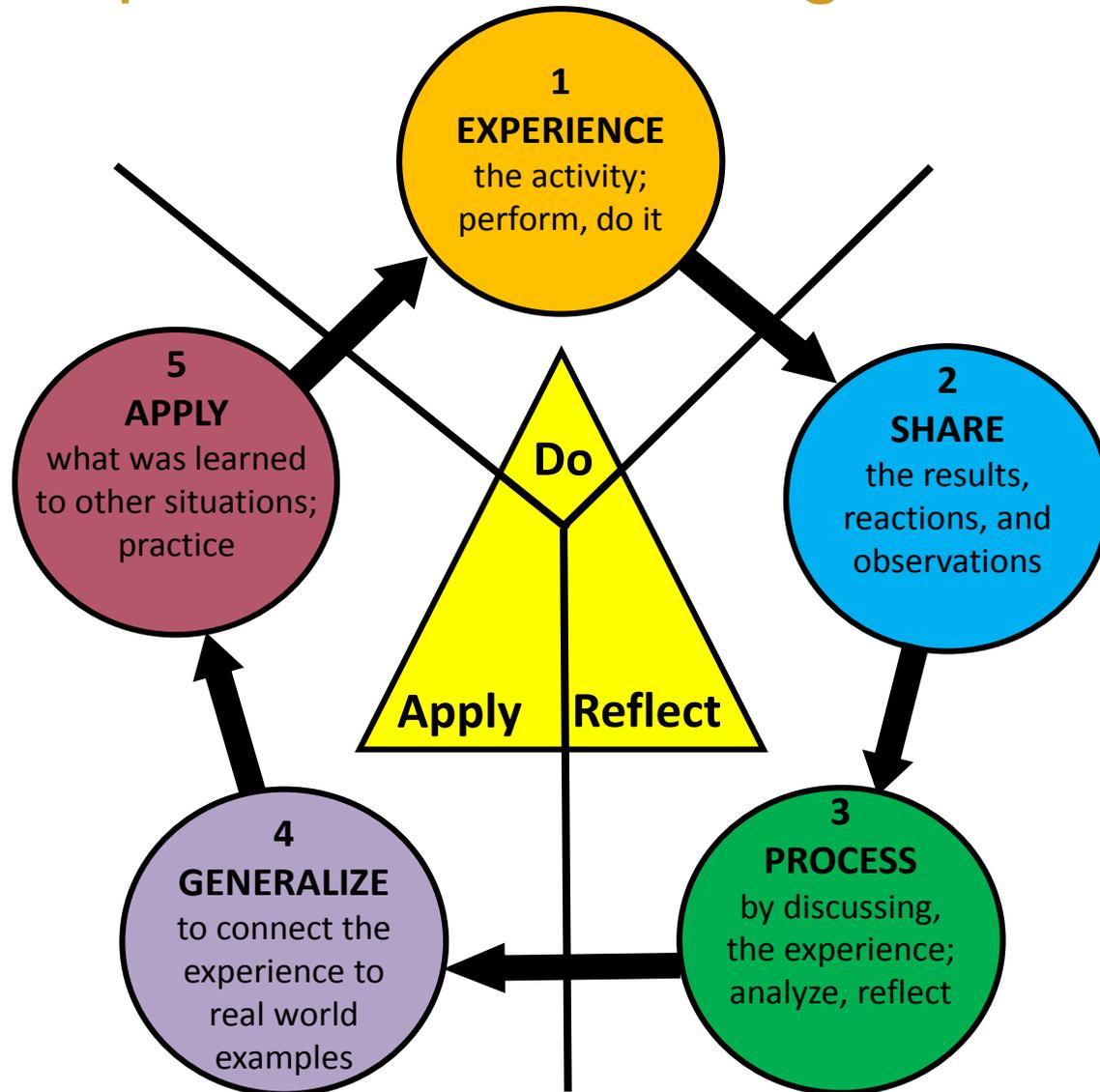
- John Dewey

Activity Time!

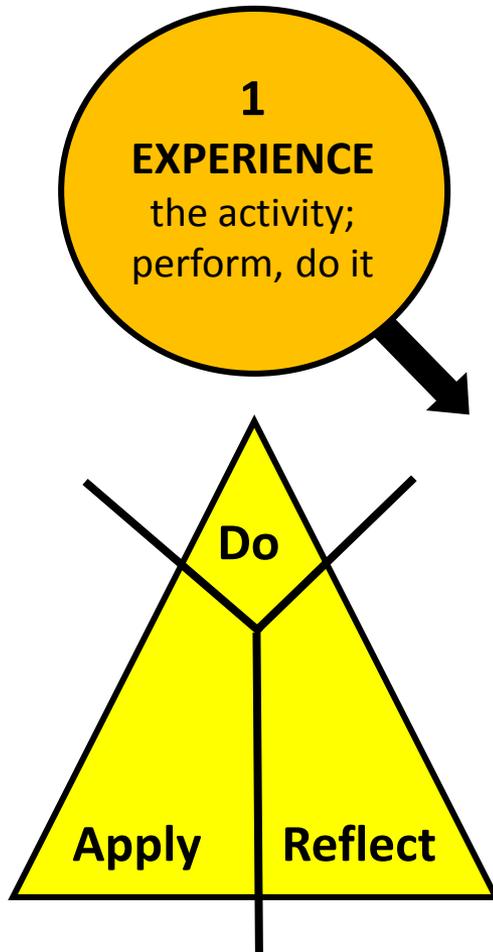
Take a piece of paper and rank the 4 apples in order. Jot down reasons why you placed them that way.



Experiential Learning Model



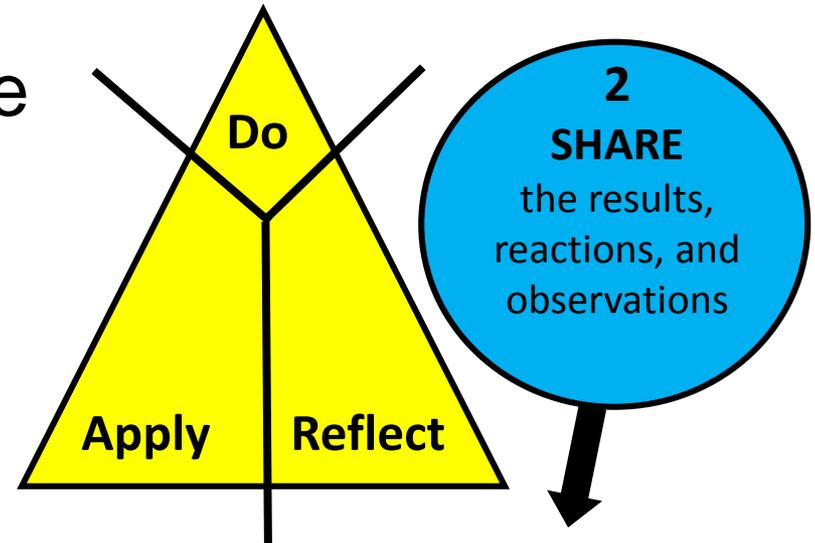
Experience



- The leader should provide minimal guidance throughout the experience
- Goal is for the youth to “experience” the activity in order to develop the targeted life skills
- Learn By Doing

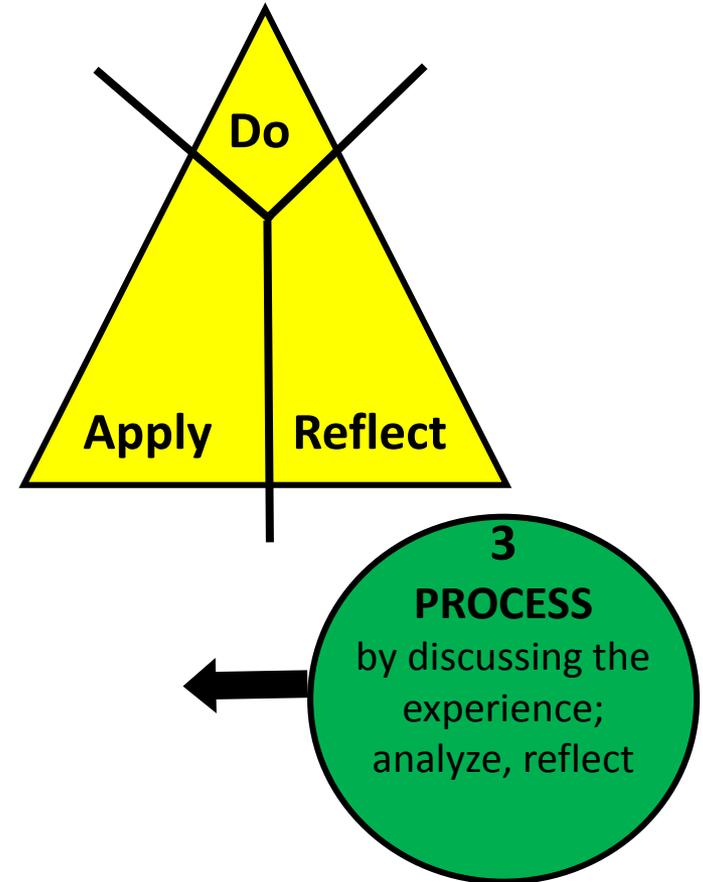
Share

- What happened?
- What part of the experience was most difficult and easiest for them?
- Allow adequate time to share
- Encourage sharing in pairs then in large group

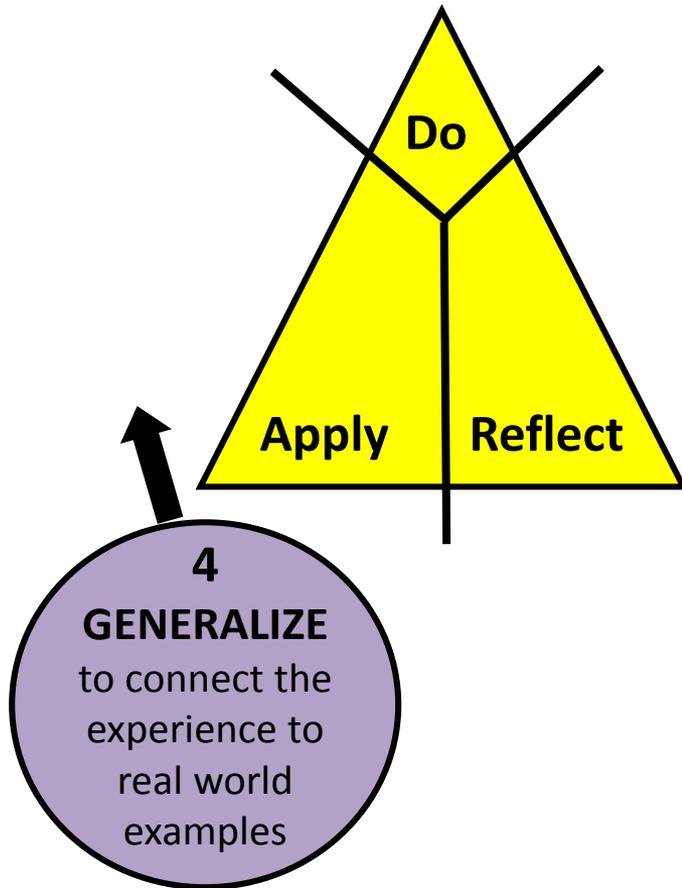


Process

- Analyzing Patterns
- What's important?
- What problems did they encounter? How did they deal with them?
- Use open-ended questions to stimulate thinking

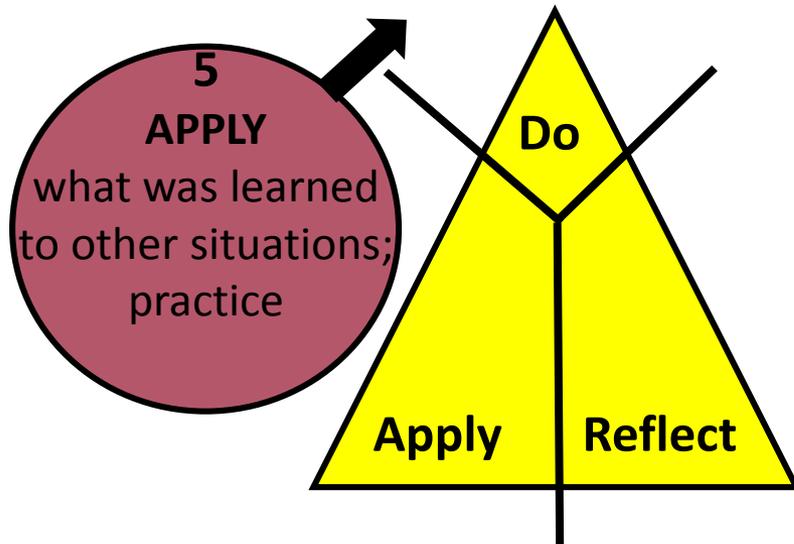


Generalize



- So what?
- How did what they learned relate to other things they have been learning?
- What similar experiences they have had with this life skill or subject matter?
- Guide youth in making connections between person inner meaning and the broader world

Apply



- Now what?
- How does what they learned relates to other parts of their lives?
- How they can use what they learned?
- How they can apply what they learned to future situations?

Your Turn!

Time to make a
paper airplane
with 1 piece of
paper and a
paper clip!

