

Positive Youth Development

Positive youth development is the process of helping young people become successful youth and adults. Positive youth development is a philosophy as well as an approach that builds upon young people's assets and their strengths, enabling them to possess a higher threshold of resistance to temptations and unhealthy behaviors.

There are certain strategies and activities that need to be implemented to create positive environments in which to engage youth. Families, schools, neighborhoods, churches and community organizations can play a role in building positive environments and experiences for youth.

- Participation of youth in positive activities and the formation of close attachments to family, school and community have been linked to positive outcomes in research studies.²⁶
- Research from the Search Institute has identified positive factors that help young people make good choices and grow up to be competent, caring and responsible adults. They can be grouped into eight categories:
- Support - young people need to experience support, care and love from their families and many others. They need organizations and institutions that provide positive, supportive environments.
- Empowerment - young people need to be valued by their community and have opportunities to contribute to others. For this to occur, they must be safe and feel secure.
- Boundaries and Expectations - young people need to know what is expected of them and whether activities and behaviors are "in bounds" or "out of bounds."
- Commitment to Learning - young people need to develop a lifelong commitment to education and learning.
- Social Competencies- young people need skills and competencies that equip them to make positive choices, to build relationships and to succeed in life.
- Positive Values - young people need to develop strong values that guide their choices.
- Positive Identity - young people need a strong sense of their own power, worth and promise.
- Constructive use of Time - young people need constructive, enriching opportunities for growth through creative activities including but not limited to, youth programs, congregational involvement and quality time at home.²⁷

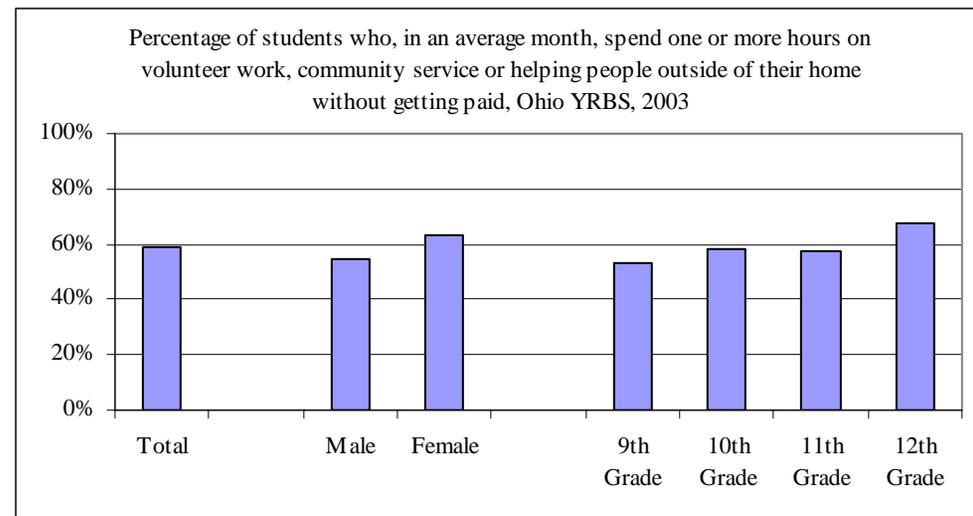
HP2010 Objectives:

There are no objectives related to this issue.

- **Positive Youth Development: Volunteering**

Q30 In an average month, how many hours do you spend on volunteer work, community service or helping people outside of your home without getting paid?

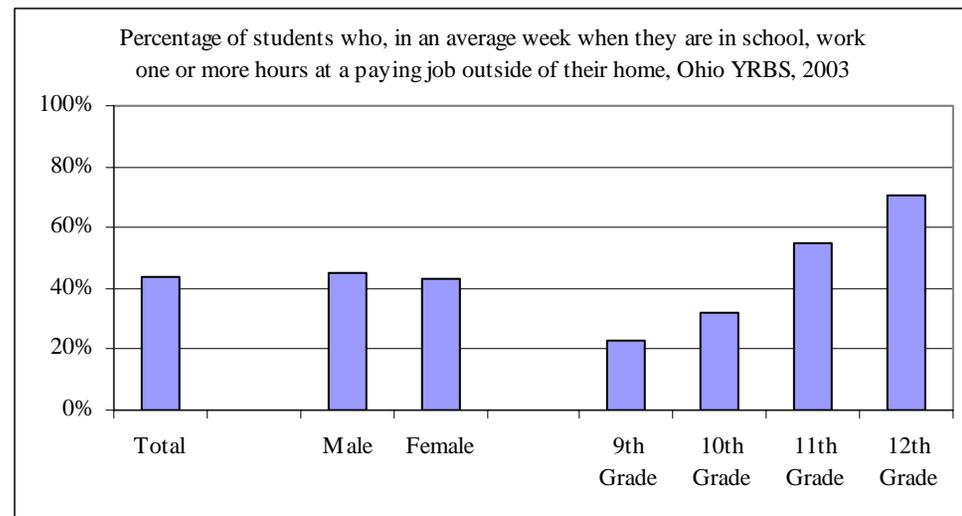
- **Approximately one-half of students volunteer.**
 - In 2003, 59 percent of students report spending one or more hours in an average month on volunteer work, community service or helping people outside of their home without getting paid.
 - There are no significant differences in volunteering between males and females. Significantly more 12th graders (67 percent) than 10th graders (58 percent) report volunteering.
- **This question was not asked in 1999.**



- **Positive Youth Development: Paid Job**

Q31 In an average week when you are in school, how many hours do you work at a paying job outside of your home?

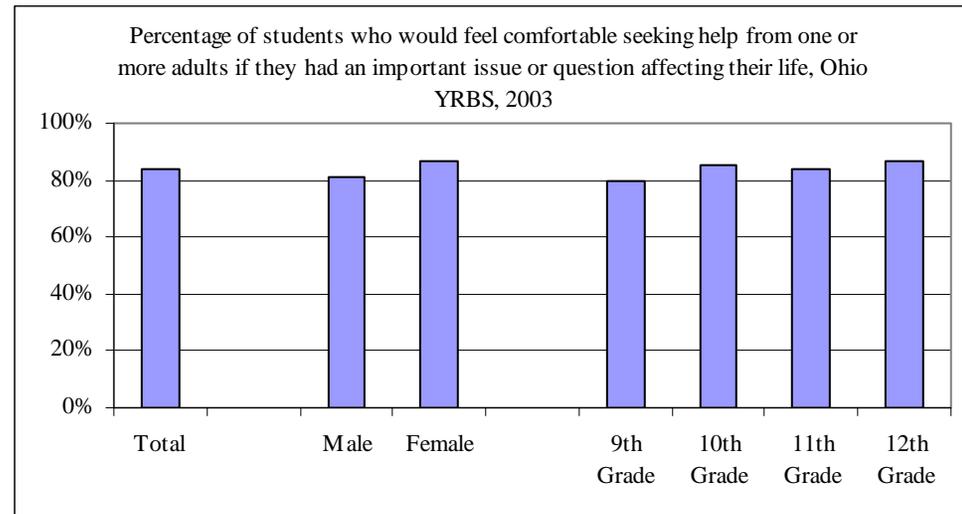
- **Almost one-half of students have a paying job.**
 - In 2003, 44 percent of students report working one or more hours at a paying job outside of their home, during an average week when they are in school.
 - There are no significant differences in working at a paying job between males and females. Significantly more 11th (55 percent) and 12th (71 percent) graders than ninth (23 percent) and 10th (32 percent) graders report working at a paying job.
- **This question was not asked in 1999.**



- **Positive Youth Development: Adult Influence**

Q32 How many adults would you feel comfortable seeking help from if you had an important issue or question affecting your life?

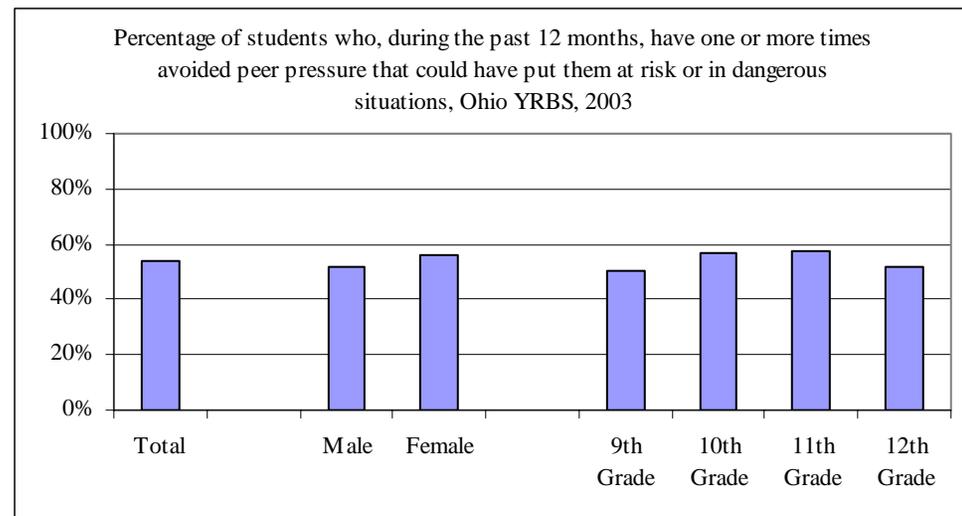
- **Most students feel comfortable seeking help from one or more adults.**
 - In 2003, 84 percent of students report that they would feel comfortable seeking help from one or more adults if they had an important issue or question affecting their life.
 - There are no significant differences in having an influential adult between males and females or by grade level.
- **This question was not asked in 1999.**



- **Positive Youth Development: Peer Pressure**

Q33 During the past 12 months, how many times have you avoided peer pressure that could have put you at risk or in dangerous situations?

- **Approximately one-half of students avoid peer pressure.**
 - In 2003, 54 percent of students report that they have one or more times avoided peer pressure that could have put them at risk or in dangerous situations during the past 12 months.
 - There are no significant differences in avoiding negative peer pressure between males and females or by grade level.
- **This question was not asked in 1999.**



- **Positive Youth Development: Extracurricular Activities**

Q89 On how many of the past seven days did you take part in organized after school, evening, or weekend activities other than sports teams such as school clubs, community center groups, music/art/dance lessons, drama, church or other supervised activities?

- **Approximately one-half of students participate in extracurricular activities.**
 - In 2003, 57 percent of students report they took part in organized after school, evening, or weekend activities (extracurricular activities) other than sports teams on one or more of the past seven days.
 - There are no significant differences in participating in extracurricular activities between males and females or by grade level.
- **This question was not asked in 1999.**

