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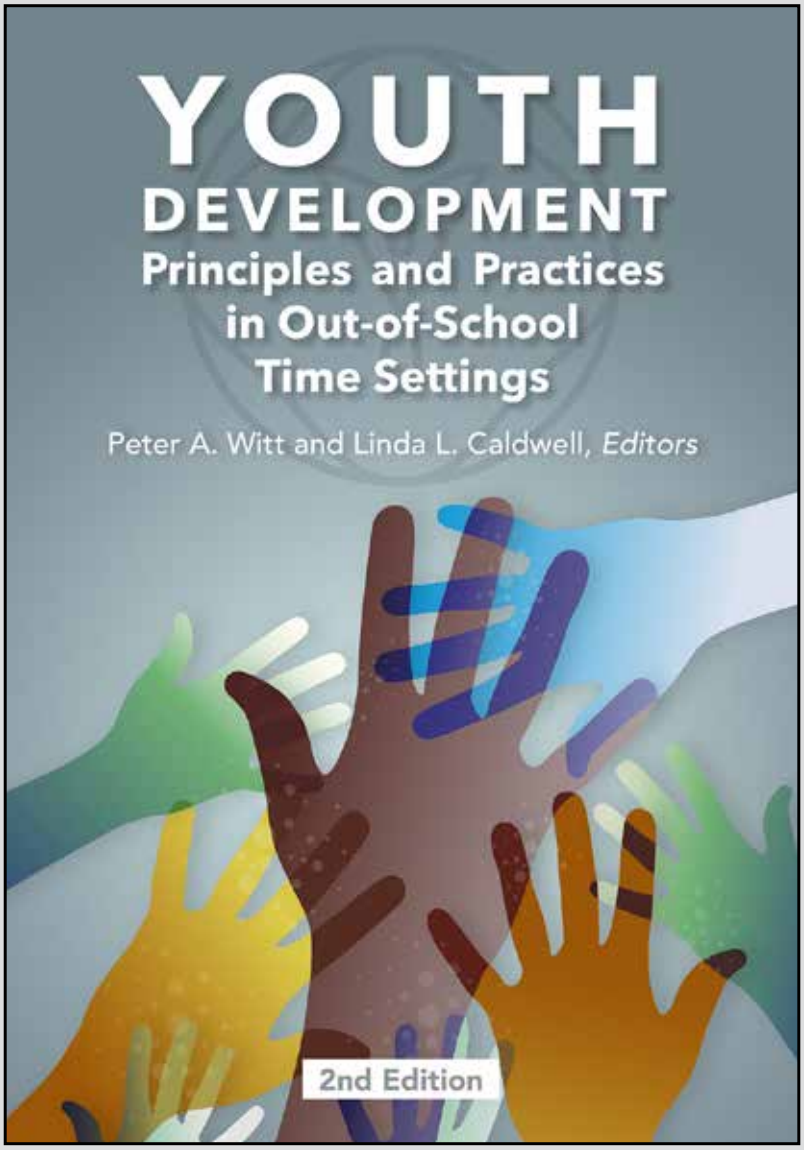

SAGAMORE VENTURE

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1 Ten Principles of Youth Development

1. Briefly describe the Developmental Assets Model developed by the Search Institute. Give two examples to support your answer.

   There are 20 internal and 20 external assets. External assets are organized into four areas:
   (a) support from family, neighborhood, schools and other adults
   (b) actions to empower youth
   (c) establishment of boundaries and expectations
   (d) provision of opportunities for the constructive use of time

   Internal assets are also organized into four areas:
   (a) making a commitment to learning
   (b) developing positive values
   (c) developing social competencies
   (d) creating a positive identity

2. Principle 4 states that "Thriving is a journey, and it is complex." Please explain what the principle means.
   - The journey is influenced by reciprocal interactions among a multitude of factors that influence behavior. The work of Benson and Saito (2008) and Lerner (e.g., Lerner, 2005), among others, points to the importance of understanding the dynamic nature of the interactions between individuals and the contexts within which they live, learn and interact with others for contributing to individual development.
   - Specifically, according to the bioecological systems theory, personal characteristics (e.g., biological and psychological), the social environment (e.g., family, friends, teachers, etc.), "things" in the environment (e.g., a school system or social service system), and cultural context (e.g., resource rich or resource poor) are important factors that influence, and are influenced by, individuals' behavior.
3. Generally speaking, all youth enjoy the same sparks, so youth workers can provide the same activities for all adolescents whom they serve. True or **False**
4. All young people can thrive, but those who have the requisite SOPS are more likely to *fully* thrive. **True** or False
5. The more assets adolescents have, the less likely they are to exhibit negative behavior and the more likely they are to thrive. **True** or False
6. Most good youth programs have developed through instinct and trial and error. True or **False**
7. There are six Cs. The first five, Competence, Confidence, Connection, Character, and Caring, lead to which of the following?
   a. Community
   b. Cost-effectiveness
   c. Character
   d. **Contribution**
8. SOPS stands for:
   a. Services, organizations, people, supports
   b. Supports, opportunities, people, services
   c. **Supports, opportunities, programs, services**
   d. Services, organizations, people, surprises

9. Which of the following best describes the current approach to positive youth development:
    a. Youth thrive when they get direction from adults
    b. **Youth thrive as a result of strengths-based approaches**
    c. Youth thrive when adults plan programs for them
    d. Youth thrive when they are problem free
10. Which of the following is true about adapting evidence-based programs for youth?
    a. **Adaptation should only be done when the characteristics of the youth are different from the characteristics of the youth for whom the program was originally developed**
    b. Adaptation should never be done
    c. Adaptation should only be done after getting permission from the developer of the program
    d. Adaptation should only be done after getting permission from a supervisor
11. Which of the following is not a core element of youth-adult partnerships?
    a. Reciprocity
    b. Authentic decision-making
    c. **Strict discipline**
    d. Natural mentoring

2 Youth Today and Tomorrow

1. Provide two reasons why it is important for youth development workers to understand the status and characteristics of adolescents in the United States.

   - Youth development professionals who understand youths' backgrounds and what they experience in their daily lives will be able to provide targeted and more effective services to help youth thrive. Recognizing and understanding the trends, issues, strengths, problems, and challenges faced by today's adolescents will maximize youth development professionals' ability to plan for the future as well as offer appropriate services and programs in the present.
   - Understanding current and future population trends is critical to effective strategic planning for supports, opportunities, programs, and services that can help adolescents thrive as they make the transition to adulthood.
   - Although the number of adolescents will increase by 2050, adolescents will represent a smaller proportion of the total U.S. population, falling from about 13% to 11%. OST professionals will have to factor that basic population shift into planning future services and activities.
   - It is also important to break down youth numbers by race and ethnicity since children from different racial and ethnic backgrounds often show differences in well-being, including health, mortality, school performance and attainment, and access to family and community resources.
   - Where youth live and with whom, and whether or not they are living in poverty, have major implications for youths' access to OST programs and the types of OST programs and activities that are most appropriate for and successful in helping youth develop their full potential.

2. Why should youth development workers care about homeless youth? Describe three reasons.
   - It is increasing.
   - Homeless families with children and unaccompanied youth stay wherever they can; move frequently between living situations; and often hide their situation due to fear of child welfare involvement.
   - Often, families and youth must stay in motels, or with others temporarily, because there is no family or youth shelter in the community, shelters are full, or shelter policies exclude them.
   - These living situations are precarious, crowded, unstable, and often unsafe, putting youth and families at high risk of harm, abuse, and neglect.
   - Homeless youth are at high risk for trafficking and other abuse.
   - According to the National Human Trafficking Hotline, runaway/homeless youth and unstable housing situations statuses are among the top five risk factors for human trafficking.
   - One in four homeless youth in recent studies either were victims of sex trafficking or felt like they had no choice but to trade sex for something of value, including food and shelter, or engage in commercial sex out of desperation.
   - Forty-one percent of homeless youth surveyed in Louisville and Southern Indiana said they had been victims of sex trafficking at least once.

3. Chapters 1 and 2 alert readers to consistently ask themselves "For whom and under what conditions do statistics (as well as other types of statements that describe youth) apply?" What does this question mean and why do the authors make such a big deal about asking that question?

   The sociodemographic profile of youth in the U.S. is becoming more diverse than ever, a trend that will continue into the near future. The material in Chapters 2 and 3 also suggests that access to many of society's SOPS depends on race and ethnicity, ability, social class, and gender. Differences in access means that when youth workers are providing SOPS to adolescents they should understand not only how to make sure all youth have equal access,

but also when, and if, differential services are needed based on race/ethnicity, ability, social class, and gender (or other distinguishing characteristics). Also, youth workers need to ask themselves will what works with X youth work with Z youth, depending on individual/group needs and characteristics.

4. The majority of youth in the United States are relatively happy, well-adjusted and happy. **True** or False
5. The majority of youth in the United States live in or just outside an urban area. **True** or False
6. The most reliable estimates of homelessness come from social services agencies. True or **False**
7. Out-of-school time rates of violence are higher than for rates of violence reported at school. **True** or False
8. The majority of high school students meet the current recommendations for level of physical activity. True or **False**
9. Which of the following is not true?
   a. By the year 2050, projections suggest that the percentage of U.S. children who are Hispanic will be close to the percentage of White, non-Hispanic children.
   b. The overall public high school graduating class of 2025 will be more diverse than it has ever been.
   c. The percentage of Americans who self-identify as mixed white-and-black biracial has grown rapidly since 2000.
   d. **The number of Americans of mixed white and Asian groups have declined since the last Census.**
10. Which of the following is not one of the three main types of housing problems?
    a. **Housing in unsafe neighborhoods**
    b. Physically inadequate housing
    c. Crowded housing
    d. Housing cost burden greater than 30% of household income
11. Which of the following is not true about children living in poverty?
    a. Children are more likely to have behavioral and health problems.
    b. **Poverty levels do not differ by race nor ethnicity.**
    c. More children who live in female headed-households also live in poverty.
    d. Fewer children who live in poverty graduate from high school.
12. Which of the following is not true?
    a. **Rates of harassment based on a student's sexual orientation or gender identity have declined.**
    b. Rates of the prevalence of youth who feel sad or hopeless is increasing.
    c. Rates of high school students who report having sexual intercourse has declined.
    d. Rates of high school students who report using cigarettes and alcohol has declined.
13. Which document provides information on leading health indicators and tools, resources and guidance to the American public on specific public health goals?
    a. **Healthy People 2020**
    b. Child Trends Data Bank
    c. Monitoring the Future
    d. National Longitudinal Study of Adolescent Health

3 Growing Up with Fast Forward and Like Buttons

1. Describe three ways that social media is associated either positively or negatively with adolescent identity development.
   - Social media facilitate comparisons in an attempt to discover who one is compared to others
   - Social media provide a platform for seeking feedback from others
   - Social media facilitate trying out various identities
   - Adolescents are not well equipped emotionally to receive negative feedback from social media posts
   - Social media can be a good way to keep in touch with friends and make new friends
   - Social media contribute to the fear of missing out
   - Social media helps shy adolescents to make contact with others and feel less lonely
   - Social media facilitate bullying
2. Briefly describe three benefits of taking a generational approach to understanding adolescents (and people in general)?
   - People who grow up during the same period tend to exhibit some common characteristics, despite the fact that they are all unique individuals.
   - Understanding shifts in behaviors and trends between and among generations is important for planning and program development on a broad, societal level. Understanding population level or generational characteristics is also important for youth workers in order to avoid carrying over ideas, principles, and practices used to provide programs and services to one generation that may not be applicable to the next.
   - Often adolescents and the youth workers who provide them with programs and services come from different generations. As well, there are generational differences in the workplace. Taking a generational approach helps managers and employees understand each other better.
   - Economics; marketers rely on the ability to classify groups of people, not only to influence their purchasing decisions, but also to plan for future product lines and marketing strategies.
3. Taking a generational approach is important because it implies how every member of a generation likes to be treated. True or **False**
4. Many people believe that digital media is the most influential factor shaping Gen Z. **True** or False
5. There is solid evidence that digital media and technology are always detrimental to adolescents. True or **False**
6. One of the reasons for being concerned about adolescent media use is that it influences normal developmental dynamics and stages of adolescents. **True** or False
7. Males who feel pressured by the Man Box or Boy Code are more likely to be stronger and more caring. True or **False**
8. Which of the following is not a factor or event that has shaped Gen Z?
   a. Diversity of the U.S. population
   b. Terrorism
   c. **Great Depression**
   d. Gender revolution
   e. Technology

9. The title of Chapter 3 is "Growing Up Slower, with Fast-Forward and Like Buttons." Which of the following does not describe what that title means?
   a. **There is evidence that use of digital media is linked with poor quality sleep.**
   b. There is evidence that use of smartphones is linked to a decline in adolescents' mental health.
   c. There is evidence that youth are delaying engaging in a number of adult behaviors, such as driving, drinking alcohol, dating as a couple, working for pay, and having sexual intercourse.
   d. Adolescents have grown up as digital natives.
   e. If adolescents are not interested in something they are viewing on a screen (e.g., smartphone, electronic tablet, streaming TV/video) they lose interest and fast-forward through it.
10. Which of the following is not a true statement?
   a. Gender is both an individual and social construction
   b. Sex is assigned at birth
   c. Gender identity is consistent with the sex to which one is assigned at birth
   d. The binary perspective has been the traditional view of gender
   e. **Sexuality and gender are the same thing**
11. Which of the following terms describes white, heterosexual, Western man's dominance over others?
   a. Masculinity
   b. **Hegemonic masculinity**
   c. Socialized masculinity
   d. Gendered masculinity
12. Which of the following is not a true statement about the concept of an Alpha Girl?
   a. Perpetuating the concept of an Alpha Girl may lead to a gender restrictive identity
   b. **Alpha girls are more caring and feminine than other girls**
   c. Alpha girls have a future perspective focused on a career
   d. Alpha girls embrace traditional aspects of femininity such as being collaborating and relationship oriented

4 It's a No Brainer: Understanding the Adolescent Brain is Important

1. The dual systems model refers to the imbalance between the developing brain's cognitive control network and socioemotional network. Briefly describe how these two developing systems interact with each other.
   - The dual systems model represents the imbalance between the "accelerating" socioemotional network in early adolescence without a corresponding increase in the "brakes" from an advanced cognitive control ability from the prefrontal cortex, which develops in later adolescence. This imbalance means adolescents may make decisions without fully considering the risks involved and elevates the possibility for some adolescents of engaging in risk-taking behavior in the name of reward-seeking behavior.
2. Provide three reasons why out-of-school activities are important from a neurobiological perspective.
   - The process of pruning is associated with learning and with establishing precursors to adult behavior. It is during this time of pruning and myelination that the brain may be tailored by experiences. Thus, the early activation of emotions combined with the plasticity due to pruning and myelination of the brain makes adolescence an ideal time to intervene and promote positive youth development.
   - Pruning combined with intensified emotions sets the stage for igniting passions and developing interests in activities such as music, art, and hobbies as well as goal-setting behavior. Consequently, adolescent brains are primed to become hard wired for developing OST activity preferences, skills, and behaviors, setting the stage for continued participation throughout adulthood.
   - The early activation of emotions and passions can be applied to a wide range of activities, in particular those that have a social component. Adolescents are motivated by seeking rewards and gaining positive emotions. Goal-directed behavior intensifies during this time and is manifested by developing passions (sparks) in music, art, sports, nature and other recreational activities and hobbies. Because of the pruning that takes place in the brain, youth workers can help youth enhance their abilities to control impulses and hone skills. Spear (2009) calls this customizing the maturing brain as connections among neurons are strengthened while less used ones are pruned.
3. Puberty precedes the process of sexual maturation. True or **False**
4. Laboratory experiments to learn more about the brain have provided great insight into how the brain influences how adolescents will behave in the real world. True or **False**
5. From a neurobiological perspective, motivation is the amount of effort one exerts for attaining a goal. **True** or False
6. Adaptive learning is counterproductive and leads to depression. True or **False**
7. Most adolescents have little problem with avoiding risk-taking behavior. **True** or False
8. Which of the following is the name for the meta-theoretical perspective that provides a foundation for understanding the reciprocal and multi-layered influences on human development?
   a. **Bioecological model**
   b. Self-determination theory
   c. Cultivation theory
   d. Neurobiological model
9. From a neurobiological model perspective, adolescence begins when?
   a. When a child turns 13
   b. When a child starts taking more risks
   c. **When a child enters puberty**
   d. When a child's brain is fully developed

10. Which of the following is not true about the dual systems model of the maturing brain during adolescence?
    a. The temporal gap in the brain's development is linked to impulsivity and risk-taking
    b. **The cognitive control network is the first to develop**
    c. The socioemotional network is the first to develop
    d. The pre-frontal cortex controls executive functioning
11. Which of the following is not part of executive functioning?
    a. Focusing attention
    b. Considering future and making predictions
    c. Balancing short-term rewards with long-term goals
    d. Delaying gratification and impulse control
    e. **Affective processing and reward circuits**
12. Which of the following statements about motivation is not true?
    a. Motivation can be a seeking or avoiding behavior
    b. Reward seeking is tied to learning new things
    c. **Younger adolescents are much more patient in terms of waiting for a reward**
    d. Negative emotions are tied to avoidance motivation
13. Which of the following statements about sensation seeking and impulsivity is not true?
    a. **Adolescents who have high levels of working memory are more likely to exhibit impulsive action.**
    b. Impulsivity and sensation seeking are two distinct processes within the brain.
    c. Sensation seeking is the tendency to seek out experiences that are rewarding, novel, and exciting.
    d. Sensation seekers who avoid impulsive action have fewer negative health risks.

5 Why and How Youth Services Were Developed

1. What were three driving forces in the 19th century that led to the development of the development of youth programs and services?
   a. Capitalism, Democracy, and Fraternalism
   b. **Urbanization, Immigration/Migration, and Industrialization**
   c. Charity, Railroads, and Capitalism
   d. Industrialization, Capitalism, and Democracy
   e. None of the above
2. Which of the following were NOT major forces that led to the creation of adolescence?
   a. Compulsory schooling
   b. Juvenile curfews
   c. Hull House
   d. Juvenile courts
   e. **Prohibition**
3. Who was Jane Addams? (circle all the right answers)
   a. Founder of the Girl Scouts
   b. Founder of the YWCA
   c. **Founder of Hull House**
   d. Founder of the Girls Clubs of America
   e. Secretary of Health and Human Services under President Theodore Roosevelt
   f. None of the above
4. The late 1880s and early 1900s have been referred to as (circle all the right answers):
   a. The age of enlightenment
   b. The age of revolution
   c. The age of new deal
   d. The age of square deal
   e. **The age of reform**
5. The word adolescence was infrequently prior to the late 1800s. **True** or False
6. Besides education, according to Chapter 5, what were the *major purposes* of compulsory schooling laws instituted in the last half of the 19th century? (circle all the right answers)
   a. **Americanize immigrants**
   b. Produce workers to build the railroads
   c. **Keep children occupied and off the streets**
   d. **Keep children from taking jobs from adults**
   e. Employ more adults as teachers.

7. For lower class children in a city like New York, in the late 1800s, which of the following were not prominent activities:
   a. **Horcus Rounding**
   b. Huckstering
   c. **Back Riding**
   d. Bootblacking
   e. Newspaper selling
8. Who were the newsies? Boys who sold newspapers on the streets
9. The industrial revolution led, in part, to the creation of adolescence. **True** False
10. Before the mid-1800s, childhood on the farm led almost directly to
    a. A life of crime
    b. **A life of adult responsibilities**
    c. A life of compulsory schooling through high school
    d. A life that balanced chores and participation in recreation organizations (like 4-H)
    e. A life of parties, dances and reading

6 Youth-Serving Organizations Then and Now

1. Name three major youth-serving organizations that were created at the end of the 19th or beginning of the 20th centuries
   (Boys Clubs, Boy Scouts, Girl Guides, YMCA, 4-H, YWCA, Park and Recreation Departments, Camp Fire Girls)
2. Boys Clubs started in the Midwest to meet the need for agricultural education was boys living in urban settings. True or **False**
3. Boys Clubs of America became the Boys & Girls Clubs of America after the first world war. True or **False**
4. Robert Baden-Powell primarily created the Boys Scouts in response to (circle all answers that apply)
   a. The need for boys to feel a sense of accomplishment in their lives
   b. **Because moral and physical and military weaknesses among boys threatened the British Empire**
   c. To involve boys in wholesome activities separate from girls
   d. **To inculcate habits of cleanliness, temperance, and loyalty**
   e. **To promote middle class values**
5. The YMCA was originally founded in England in about 1950. True or **False**
6. This individual was credit in Chapter 6 as having one of the longest names in youth work.
   a. John Peter Arthur "Queenie" Queenerson
   b. Charlotte Rogers Branson "Harriet" Powell
   c. **Juliette Magill Kinzie Gordon "Daisy" Low**
   d. Jack Sprat Could Eat No Fat Jameison
   e. Harold Walker Smyth James "Jimmie" Townsend
7. Girls, Inc. (circle all answers that apply)
   a. Is one of the last of the youth organizations to be created
   b. Originally served girls in rural communities, but changed its mission to serve girls in urban areas in 1982
   c. Was originally part of the Girl Scouts
   d. Was originally part of Boys, Inc.
   e. **None of the above**
8. The game of basketball was invented (circle all answers that apply)
   a. On a New York City playground run by the parks and recreation department
   b. **By James Naismith**
   c. **At a YMCA**
   d. **By the same national organization that invented volleyball**
   e. **By the same organization that invented sissyball and kittenball**
   f. By a group of youth on a farm using a peach basket and a ball formed from a tractor tire

9. Early playgrounds were called sandlots (pile of sand, surrounded by boards) and the city that is thought to have the first one was
    a. New York
    b. Chicago
    c. **Boston**
    d. Philadelphia
    e. St. Louis
10. Many early youth organizations were created by (circle all that apply)
    a. **Community organizers affiliated with the reform movement**
    b. **Middle and upper class individuals who feared immigrants and the poor**
    c. Women with young children who were looking for a place for their children to spend their free time after school
    d. As part of a government funded initiative
    e. Corporations seeking opportunities for their workers

7 Process of Positive Development: Classic Theories

1. Choose three developmental theories and provide a concrete example, with enough detail so demonstrate your knowledge of the theory, of how these theories might play out in real life.
   [For instructor: The following are some examples that contain the fundamental elements of each theory.]

   - Social Learning Theory: Blakely and Bronson watch a youth worker demonstrate how to build a campfire. They each try their hand at campfire building after the demonstration, and the youth worker provides encouragement and feedback. Through continued efforts, watching the youth worker demonstrate and provide guidance, they were successful.
   - Constructivist Theory: Frederic and Fumi want to learn to build a campfire, so they gather the materials and try to build one. They have to try several times but failed, although they learned from each try. Finally the youth worker came over to them and gave them some pointers. Eventually Fumi and Frederic were successful.
   - Collaboration Learning: The youth worker planned an activity to teach youth to build a campfire. She made sure that there was enough wood in the environment, but some was wet and some was dry. The youth worker led Hector and Hannah through a process of finding the right type of wood (dry, various sizes) and scaffolding their experience to learn from failures but progress toward success.
   - Relationship Theories: Janna and Jabbar were trying to build a campfire and they felt fairly confident in their skills as they had built one before. But, Jabbar was upset, which affected Janna. The youth worker had a good relationship with both of them, and they trusted him. He was able to listen to Jabbar's needs and help Janna help Jabbar. After a while, Jabbar and Janna went back to making the campfire.
   - Sociological Theories: Carly and Carlos were brother and sister. They just joined the local youth group as their parents had recently moved into the neighborhood. They had been in another youth program in their previous neighborhood. In their previous youth group, it was common for kids to swear at each other, usually in friendly kidding, but sometimes not. The day's activity was learning to build a campfire. Carly and Carlos wanted to fit in so they started swearing and making "friendly" fun of another youth's attempt to make the campfire. The youth worker gently pulled Carlos and Carly aside and described that in this youth group, one of the rules was no swearing, and that it was normative to provide positive support for each other's actions.

2. Children and adolescents need to be externally motivated by others to go through the developmental process. True or **False**
3. A criticism of Constructivist Theory is that when learning is turned over to youth, they may flounder and spin their wheels. **True** or False
4. All youth typically follow the same developmental pathway. True or **False**
5. There is no one theory or group of theories that is the "right one." **True** or False
6. The following description best represents which of the following theories of adolescent development? *Organisms creatively adapt to their environments, and in the process learn and develop through active experimentation and reasoning.*
   a. Social Learning Theory
   b. **Constructivist Theory**
   c. Collaboration Learning
   d. Relationship Theories
   e. Sociological Theories

7. The following description best represents which of the following theories of adolescent development? *Punishment is not an effective motivator, but reward and modeling behavior is.*
   a. **Social Learning Theory**
   b. Constructivist Theory
   c. Collaboration Learning
   d. Relationship Theories
   e. Sociological Theories
8. The following description best represents which of the following theories of adolescent development? *Norms and identities are acquired through social interactions and are important for learning one's place in social groups and society.*
   a. Social Learning Theory
   b. Constructivist Theory
   c. Collaboration Learning
   d. Relationship Theories
   e. **Sociological Theories**
9. The following description best represents which of the following theories of adolescent development? *Learning begins with interactions with others, not the individual. An experienced adult can provide scaffolding for a youth's learning. The right balance of supporting youth's ownership and adult intervention is important.*
   a. Social Learning Theory
   b. Constructivist Theory
   c. **Collaboration Learning**
   d. Relationship Theories
   e. Sociological Theories
10. The following description best represents which of the following theories of adolescent development? *Feeling connected and attached to caring adults is critical to youth development.*
    a. Social Learning Theory
    b. Constructivist Theory
    c. Collaboration Learning
    d. **Relationship Theories**
    e. Sociological Theories

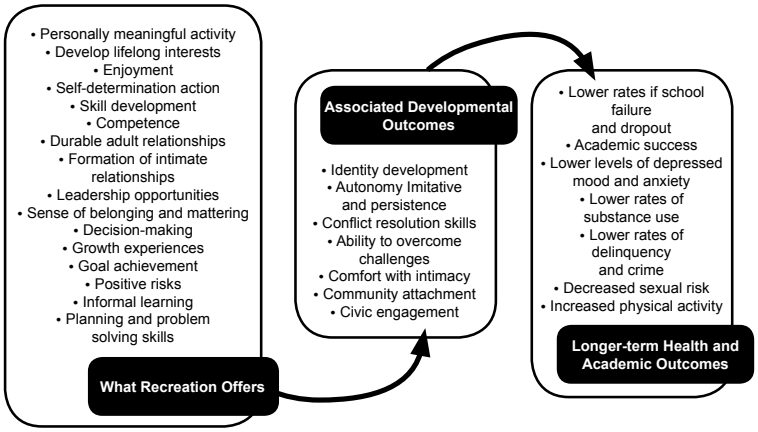
8 Resiliency, Protective Processes, Promotion, and Community Youth Development

1. What is resiliency?
   - Resiliency focuses on how people succeed despite major challenges in their environments.
   - Resiliency is defined "as a class of phenomena characterized by good outcomes in spite of serious threats to adaptation or development."
   - Resilient individuals are well adapted in spite of serious stressors in their lives. They have the environmental supports to help them cope with these stressors.
2. The concept of resiliency is associated with serious adversity. **True** or False
3. There is typically one factor in a young person's life that is the cause of experiencing serious adversity. True or **False**
4. Time is an important factor in being resilient. **True** or False
5. Protective factors are not just good for youth facing serious stressors in their lives. **True** or False
6. Which of the following is not a myth of resiliency?
   a. All people who survive their childhood and adolescence are resilient
   b. Resilient individuals are completely successful in every area of their lives
   c. **People are born with resiliency**
   d. Resilience stems from an internal personality trait
   e. Resiliency is rare
7. Which of the following is not a set of protective factors?
   a. Average intelligence, competence in communication skills, internal locus of control
   b. **Computational (math) and science reasoning, i.e., logic skills**
   c. Emotional support in time of stress from others (e.g., family, sibling, partner, non-family adult)
   d. Outside programs (e.g., youth program, church) that facilitate a belief system by which to live
   e. Feeling hopeful that one can have a bright future
8. Which of the following is not considered to be a universal protective factor?
   a. **Getting good grades in school**
   b. Caring adults
   c. High expectations
   d. Opportunities for participation, contribution, and recognition
9. From a community youth development perspective, which is the 6th C?
   a. Competence
   b. Confidence
   c. Character
   d. **Contribution**
   e. Caring
   f. Connection

10. Community youth development takes a two-pronged approach. The first approach involves the promotion of universal protective processes and the six Cs. What is the second prong?
    a. **Taking steps to prevent risk behaviors and risk factors and processes**
    b. Developing systems for youth to thrive
    c. Promoting a developmental imperative to educate the public
    d. Developing a coalition of community youth workers

9 Recreation and Leisure as Contexts for Youth Development

1. Define and differentiate among the following terms: free time, recreation, leisure.
   - *Free time* is considered unobligated time in a youth's life; it is usually time other than school and doing chores. Often free time is filled with recreation and leisure activities, but not always.
   - The concept of *leisure* embodies the perspective that engagement is enjoyable, interesting, personally meaningful, self-expressive, self-endorsed, and intrinsically motivated. Leisure may also be considered a state of disengagement or relaxation, but even then, it is still self-endorsed, freely chosen, and intrinsically motivated.
   - *Recreation* is done in leisure, and most people consider it to be activity-based. Some draw attention to the notion that recreation is "re-creation" because participating in recreation refreshes one for other aspects of life. For the purposes of this chapter, we will use the word recreation generally to refer to "recreational activities" and leisure as the overarching umbrella term.
2. How do leisure and recreation activities contribute to adolescent development and long-term health? You may use a diagram to help you answer this question.



3. High-yield activities are those that lead to future jobs. True or **False**
4. High-yield activities (as well as serious leisure) require realistic goal setting. **True** or False
5. Youth who participate in high-yield activities because they are pursuing a goal are not intrinsically motivated. True or **False**
6. Adults who provide a great deal of guidance and can control the context promote intrinsic motivation. True or **False**
7. Extrinsic rewards are important motivators. True or **False**
8. Researchers think which of the following is most motivating to adolescents?
   a. **Intrinsic interest with ability to be self-determined**
   b. Intrinsic interest and adults to lead
   c. Yearning for recognition and competence
   d. Self-determination and feeling competent

9. Leisure contributes to youth development when the right mix of which of the following are present?
    a. Adolescents, companions, and experience
    b. Activity, companions, and expectations
    c. **Activity, context, and experience**
    d. Action, context, and enjoyment
10. Which of the following is not true about serious and casual leisure?
    a. Humans need both serious and casual leisure
    b. Greater benefits accrue to those engaged in serious leisure
    c. **Serious leisure is fundamentally hedonic**
    d. Casual leisure is a relatively short-lived experience
11. Which of the following is not a major element of the flow experience?
    a. An optimal balance between skill and challenge
    b. **Being totally aware of surroundings**
    c. Having no worry of failure
    d. The experience of time is distorted
12. Which of the following is not a true statement about boredom in leisure?
    a. Boredom can lead to creativity
    b. Experiencing high levels of boredom can lead to substance use and sexually risky behaviors
    c. Low yield leisure is more likely to be associated with boredom than high yield leisure is
    d. **Boredom is always concerning**

10 The Status of Youth Sport in American Society

1. Participation in youth sport has been linked to: (circle all that apply)
   a. **Feelings of positive self-worth**
   b. Lower academic performance for most girls
   c. **Greater bonding with school and having positive relationships with peers**
   d. Lower levels of physical activity as an adult
   e. **Overuse injuries**
2. Youth sports are important because of (circle all that apply)
   a. The emphasis on winning vs. losing
   b. **The power of sport to promote youth development**
   c. Its power to create rivalries with other teams and promote team bonding
   d. Its power to help young people achieve status through beating another team
   e. Its ability to lessen childhood injuries
3. After about 1970, most sport programs for youth were allied with youth development organizations such as the YMCA or park and recreation departments. True or **False**
4. Before World War II, most youth sports programs were sponsored by youth sport organizations, such as Little League Baseball, Pop Warner and soccer federations. True or **False**
5. Which of the following are trends that are positively impacting the social, emotional, and physical development of youth who participate in sports (circle all that apply)
   a. The tendency for children to specialize in one sport at an early age
   b. **A greater emphasis on training coaches in all aspects of social, emotional and physical development**
   c. The low cost of sports equipment, coaching fees, tournament fees, and costs associated with team travel
   d. Greater acceptance by society that sports participation is one of the few routes available for individuals seeking business careers
   e. Implementation of policies that encourage parents to coach their own children during youth sporting events
6. Coalter describes three modes of sport. The Plus Sport mode can be mainly characterized as: (check all that apply)
   a. A way to encourage children to pursue professional sports
   b. A way to encourage coaches to work full time for sports organizations
   c. **A way to use sport as "fly paper" to attract young people to education and training programs**
   d. A way to increase sponsorship of youth sports programs by sports equipment manufactures
   e. None of the above
7. The full value of youth sports will be achieved through (Choose the one best answer)
   a. The development of better equipment
   b. **Modifying the sport value system of the general public**
   c. Improving the payment for youth program coaches
   d. Encouraging youth to specialize earlier in one sport
   e. Encouraging youth to practice more hours per week

8. Future youth sport programs will be improved by greater implementation of
    a. Sport Utility and Utility Sport programs
    b. Sport Positive and Positive Sport programs
    c. True Sport and Sport Impact programs
    d. **Sport Plus and Plus Sport programs**
    e. All of the above
9. Early sport specialization has been linked with (check all that apply
    a. **Social isolation**
    b. **Burnout**
    c. **An overemphasis on elite athletes rather than sports for all**
    d. **Psychological stress**
    e. **Overuse injuries**
    f. None of the above
10. Little League Baseball (Check all that apply)
    a. **Was founded prior to WWII**
    b. Was founded in Bumperville, AR
    c. **Was founded in Williamsport, PA**
    d. Was founded in 1970 at the request of ABC television
    e. Was founded by a group of parents who sought a way for their children to become professional baseball players
    f. None of the above

11 Nature and Youth Development

1. Children and youth would probably spend more time outside in nature except for
   a. Parental fear of strangers
   b. Increased available of technology and electronic devices
   c. Parental desire to monitor children's time use
   d. Parents desire to involve their children in what are perceived as activities that will help their child get ahead in life (e.g., sports, music, homework)
   e. **All of the above**
2. Which of the following best describes viewing an online video about animals in Tanzania?
   a. Direct Nature Experience
   b. Authentic Nature Experience
   c. Indirect Nature Experience
   d. **Vicarious Nature Experience**
   e. None of the Above
3. What would be considered the optimum type of nature experience?
   a. **Direct Nature Experience**
   b. Authentic Nature Experience
   c. Indirect Nature Experience
   d. Vicarious Nature Experience
   e. All of the Above
4. What time period is considered most important developmental period for children and youth to be involved with nature?
   a. Ages 1-5
   b. Ages 13-15
   c. Ages 16-18
   d. **Ages 6-12**
   e. All of the above
5. How do nature-based experiences contribute to emotional development? (circle all that apply)
   a. Positive impact on ability to memorize lists of plants and animals
   b. **Positive impact on mood, by reducing anger, anxiety, and sadness**
   c. Positive impact on physical skills
   d. **Positive impact on increasing ability to deal with stress or failure**
   e. **Positive impact on executive functioning in the brain**
6. Camp participation has been linked to
   a. Increased obesity because of the poor food that is served
   b. Decreased academic performance the following school year
   c. **Increased positive attitudes about environmental stewardship**
   d. Decreased affinity to nature
   e. Increased levels of ADHD

7. The nature chapter lists several characteristics of nature-based experiences that can contribute to youth development. (circle all that apply)
   a. **Getting away**
   b. **Fascination**
   c. Shock and Awe
   d. **Novelty**
   e. Repetition
8. Some states have adopted a children's outdoor bill of rights. List three components that such a bill should contain.
   _____ _____ _____
   (Discover the past, play in water, play in a safe place, camp, explore nature, learn to swim, play on a team, follow a trail, catch a fish, celebrate one's heritage)
9. Zoos are a good example of a vicarious nature experience. True or **False (Indirect)**
10. Walking outdoors has been identified as a good way to reduce ADHD symptoms. **True** or False

12 The Arts and Creative Youth Development

1. Which of the following is not a key characteristic of CYD programs?
   a. Programs foster the development of positive relationships and social skills
   b. Programs set high expectations for effort, growth and learning
   c. Programs are holistic and address the broader context within which they operate
   d. **Programs operate year round and meet the needs of young people with exceptional talent**
   e. Programs provide safe and healthy youth spaces
2. Sparks are
   a. Ways to highlight the advantages of teens being involved in CYD programs
   b. A particular art form promoted within CYD programs
   c. The name given to a Chicago CYD program participants
   d. **Things that teens are really interested in and can be catered to within CYD programs**
   e. Signs that teens have lost interest in a CYD program
3. CYD means
   a. Community Youth Development
   b. Creative Youth Development
   c. **Cooperative Youth Development**
   d. Creative Youth Dynamics
   e. Cooperative Youth Dynamics
4. An Arts Exposure program is a good example of a CYD program. True or **False**
5. Conservatory programs often lack a youth development component **True** or False
6. Essential components of CYD programs is (are): (check all that apply)
   a. **Using practicing artists as teachers**
   b. Using ready to create art kits to cut down on program costs
   c. **Creating a contract that specifies expectations for attendance and program**
   d. **Creating supportive, yet demanding, settings**
   e. **Teaching youth how to accept constructive criticism and critique for classmates**
7. Basic principles associated with CYD programs include: (check all that apply)
   a. **Programs culminate in high-quality public events with real audiences.**
   b. **Positive relationships with adult mentors and peers foster a sense of belonging and acceptance.**
   c. Youth participants are treated as apprentices with assigned responsibilities, specific roles, and expectations that they will follow directions given by adult teachers
   d. **Programs focus on hands-on skill building using current equipment and technology.**
   e. Programs are designed to weed out youth who demonstrate little skill or aptitude so that more time can be devoted to working with talented youth
8. Equity and access issues have been successfully dealt with in CYD programs. True or **False**

9. The Boston Youth Arts Evaluation Project model has three basic components:
   a. I Do, Help Others Do, Show What I Do
   b. **I Create, I Am, We Connect**
   c. I Plan, I Do, I Display
   d. I Am, Accept Me For Who I Am, I Accept Others for Who They Are
   e. I Think, Therefore I Am
10. What is the meaning of Equity and Access _____?

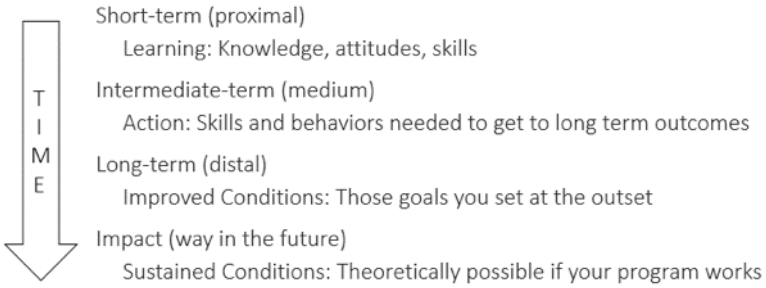
    (Ensuring that all youth, regardless of racial, religious, cultural or language backgrounds enjoy full access to services they are entitled to.)

13 Intentional Programming Using Logic Models

1. Provide 3 examples of "head whys" and 3 examples of "heart whys" in terms of programming out-of-school activities.
   - Heart whys: passion, agency mission and values, personal and professional beliefs, perceived need, fixing a problem
   - Head whys: theory of action, scientific theories, rational justification, systematic planning, intentional programming, documented need (data)
2. Explain the difference between short-term, medium-term, and long-term outcomes. Give an example of each using the same scenario

   (e.g., a homework completion program or an autonomy development program).

Figure 4: Levels of Outcomes



3. A programmer's professional judgment is an important part of programming. **True** or False
4. Fuzzy thinking is a creative tool used for designing intentional programs. True or **False**
5. Thinking about a typical logic model diagram, programmers should plan from the right hand side and program from the left. **True** or False
6. It is generally best to have at least four levels of outcomes in a logic model. True or **False**
7. Because program development using logic models is so intentional and likely to succeed in achieving identified outcomes, an evaluation is not necessary. True or **False**
8. Which is not true about theories of explanation?
   a. They explain and link why and how what happens in a program is associated with outcomes from a theoretical perspective.
   b. **They explain how program components are linked to outcomes.**
   c. They are based on empirical evidence
   d. They provide the basis for making program decisions
9. Which of the following would be an example of a short-term outcome?
   a. Reduce sedentary behavior
   b. Run a marathon
   c. **Learn about metabolism**
   d. Join a gym

10. Which of the following depicts a logical sequence of desired program outcomes?
    a. **Learn what causes boredom, participate in a new activity of interest, and experience less long-term boredom**
    b. Participate in a new activity of interest, develop skills to overcome boredom, and experience less long-term boredom
    c. Develop skills to overcome boredom, experience less long-term boredom, and participate in a new activity of interest
11. Structured time to focus on homework, one-on-one time with youth, and lessons on time management are examples of which of the following?
    a. Short-term outcomes
    b. Long-term outcomes
    c. Inputs
    d. **Program activities**

14 Program Assessment and Evaluation

1. Identify and briefly describe the two main purposes for conducting program evaluation.
   - Program improvement, which entails making programmatic changes and staff training about needed changes in leading and presenting programs.
   - Communication with stakeholders. For example,
     - *youth* want to know what the program does for kids like them
     - *parents/caregivers* want to know if sending their kids to the program is worthwhile
     - *funders* want to know if program outcomes are consistent with their investments
     - *the public* wants to know if its community investment is worthwhile

2. Identify benefits and drawbacks to conducing a survey as part of an evaluation.

Benefits
• can be done quickly and collect data from large numbers of people
• are familiar to most people from whom you wish to collect data
• can be anonymous
Drawbacks
• might miss information important to your participants
• can feel to youth like taking a test
• can be difficult to design
• rely on people's willingness and ability to accurately report about themselves

3. Identify benefits and drawbacks to conducting interviews as part of an evaluation.

Benefits
• can feel like conversations
• are useful for youth who might have a hard time reading or completing a survey
• can provide rich insights
• can be recorded to listen to later
Drawbacks
• need for care in designing interview questions
• take a lot of time for analyze responses
• lack of anonymity
• time needed to build rapport with participants or avoid bias from preexisting relationships with participants

4. An outcome evaluation is conducted to determine whether or not the program resulted in desired outcomes, or if there was something else that caused changes to occur. **True** or False
5. Compared to long-term and medium-term outcomes, short-term outcomes are the hardest to evaluate because they often focus on attitude change. True or **False**
6. People are in the best position to report on their own behavior because they know what they have done. True or **False**
7. Engaging staff in the program evaluation process is a sure-fire way to introduce bias into the process. True or **False**

8. Getting informed consent from participants and their parents, if necessary, is time consuming and should be avoided if possible. True or **False**
9. Confidential data are always anonymous. True or **False**
10. The main goal of evaluating out-of-school time programs is which of the following?
    a. **Finding out whether or not the programs affected desired PYD outcomes**
    b. Making sure funders and policy makers are satisfied
    c. Preventing staff burnout
    d. Building a case for a bigger budget
11. Which of the following is not part of gathering evidence systematically?
    a. Evidence is always gathered in an intentional manner
    b. Individual bias is always minimized
    c. **Evidence is always gathered at the end of the program**
    d. Evidence is analyzed
12. Which statement most accurately describes the purpose of a process evaluation?
    a. To enhance communication
    b. **To understand who is being served and what has actually happened in the program**
    c. To understand what were changes, influences, effects, or impacts as a result of the program
    d. To understand short-term outcomes
13. Which of the following is not a drawback of the retrospective pre-test method in program evaluation?
    a. Self-report and memory recall
    b. Not good for youth under age 10
    c. Subject to biased responses
    d. **Can be administered just once**

15 Reducing Attrition from Youth Programs Through Structuring Deep, Valued, and Impactful Experiences for Youth

1. According to Ellis and his colleagues, youth attrition from organized programs is high due to experiencescapes lacking opportunities for
   a. youth to play enough sports
   b. **engagement, immersion, and absorption**
   c. tranquility, pleasure, and freedom
   d. engagement, absorption, and freedom
   e. tranquility, pleasure, and engagement
2. Program attrition rates can lead youth to not get the proper dosage of a program to achieve developmental outcomes. **True** or False
3. A well-structured experience plan will result in participants (circle all that apply)
   a. Feeling more negative about their lives
   b. **Feeling delight**
   c. **Placing higher value on their participation**
   d. **Telling others to sign up for the program**
   e. **Increasing rates of program attendance**
4. Youth program leaders may be resistant to planning structured experiences because they are satisfied with the serendipitous outcomes that are achieved by most youth programs. **True** or False
5. What is a start, stop, continue survey?

   (Survey asks program participants to list things they want to start doing, stop doing, and continue doing during the program sessions)
6. An immersion experience
   a. Relates to swimming programs
   b. **Leads to participants attention being highly focused on the demands of the activity**
   c. Relates to how youth chose to spend their free time
   d. Is another word for elastic, peruvial performance
   e. None of the above
7. High levels of customer service are critical to achieve
   a. Lowering levels of attrition
   b. Creating meaningful deep structured experiences
   c. Fostering high levels of program engagement
   d. **All of the above**
   e. None of the above

8. Immersion activities
    a. **Require action and reaction, like performing a sport, playing a musical instrument, or participating in a dramatic performance (play or musical)**
    b. Involve passive exposure to stimulation of the senses (sight, sound, smell, taste, touch)
    c. Involve focus of attention on an unfolding (developing, climaxing, and diminishing) story
    d. All of the above
9. Themes can help (circle all that apply)
    a. **Foster program engagement**
    b. Explain bad program experiences
    c. Achieve synergistic confluence within a program
    d. Increase participants mental presence in an activity
    e. Increase mental time travel in an activity
10. Dosage can be operationalized as
    a. Days spent in a program
    b. Participation in an activity (participate or not participate)
    c. Time spent engaged in an activity
    d. **All of the above**
    e. None of the Above

16 The Power of People: The Importance of Relationship-Based Programming

1. Relationship-Based Programming is a method used to encourage businesses to form strong financial partnerships with local youth programs. True or **False**
2. Relationship-Based Programming includes establishing relationships with members of a child's extended family. **True** or False
3. The success of a Relationship-Based Programming approach could be when a child signs up for a fishing program because of the program leader, but does not necessarily like fishing. **True** or False
4. Relationship-Based Programming can be undermined by (circle all that apply)
   a. **Counterproductive beliefs of the program leader**
   b. **Prescriptive relationships**
   c. **When leaders are activity centered, not youth centered**
   d. Leaders emphasizing youth strengths
   e. Leaders be authentic in their approach to youth
5. A good youth leader is hands on, which means he (circle all that apply)
   a. consistently touches a child on the arm or shoulder to show support
   b. **facilitates interactions between program participants**
   c. **knows when to get his hands dirty, by interacting with youth**
   d. watches activities and serves as a disciplinarian when problems arise
   e. consistently advocates for the primary importance of good facilities and adequate resources
6. High staff burnout is a challenge to Relationship-Based Program. **True** or False
7. The most critical aspect of a good program is
   a. Good facilities
   b. Good staff
   c. Good equipment
   d. Good resources
   e. Good pay
8. Relationship-Based Programming depends on the ability of staff to treat all youth the same way. True or **False**
9. What are two characteristics of being patient and empathetic with youth?

   (Being patient and empathetic is critical to building relationships with youth. Part of being patient and empathetic includes learning to be nonjudgmental, forgiving, and willing to deal with problems, even when changes take longer than desired. They must also subjugate their own needs and put youth's needs in focus. Relationships that are developmental rather than prescriptive tend to adhere to the philosophy of "meeting youth where they are at" rather than expecting them to be where the youth worker wants them to be in the end.)
10. McLaughlin et al. identified five characteristics of Wizards. Name two.

    (saw genuine potential in youth, not pathology, were youth-centered, were confident in their own abilities to make a difference, felt an obligation to give back to their community or society, and displayed unyielding authenticity in all their interactions (i.e., they keep it "real").

17 Family Matters: Supporting Positive Youth Development Through Family Programming

1. Family represents the social relationships between at least three people related by birth, marriage, adoption, or long-standing ties of affection True or **False**
2. In modern society, families serve five primary functions: family formation and membership, partnership relationships, economic support, caregiving, and _____.

   (childrearing)
3. There are four fundamental parenting styles. One of them is *permissive*. What are two of the others?

   Authoritative and Authoritarian and Uninvolved
4. Permissive parents: (circle all that apply)
   a. **Are warm**
   b. **Are engaging**
   c. **Set few rules and expectations for their children's behavior**
   d. Are hypersensitive about their children failing at school
   e. All of the above
5. Family functioning is made up of two components:
   a. Family awareness and good citizenship
   b. Family dysfunction and family awareness
   c. Family cohesion and good citizenship
   d. **Family cohesion and family adaptability**
   e. Family mentoring and family stability
6. The Search Institute has identified five types of positive family experiences. Three of these are
   a. Nurturing relationships, permissiveness, and stature
   b. **Maintaining expectations, nurturing relationships, and connecting to community**
   c. Establishing routines, maintaining routines, and rewarding routines
   d. Family game nights, family vacations, and family dining
   e. None of the above
7. Family *relationship promotion* programs should, among other things, focus on
   a. Building trust between youth workers and children
   b. **Promoting awareness of family members' needs**
   c. Maintaining programs for at least two years
   d. Helping parents create a financial plan for the future
   e. Promoting good family choices about what TV programs to watch

8. Which of the following are good examples of family assets associated with adapting to challenges?
   a. **Management of daily commitments-Family members effectively navigate competing activities and expectations at home, school, and work.**
   b. Family meals – family members are able to eat meals together most days of the week
   c. Problem solving-Family members work together to solve problems and deal with challenges.
   d. **Democratic decision making-Family members have a say in decisions that affect the family.**
   e. All of the above
9. Rigid families are able to alter their expectations of rules, roles or routines of family life to accommodate changing needs. True or **False**
10. With regard to family functioning, which statement describes a "balanced" family?
    a. Two parents
    b. **Are adaptable to altering expectations to accommodate changing needs**
    c. Have at least one stay at home parent
    d. Are concerned about maintaining equilibrium in the face of uncertainty
    e. None of the above

18 Youth Engagement, Voice, and Opportunities for Decision-Making

1. Youth engagement describes experiences in which youth agency is promoted. **True** or False
2. Which of the following are types of engagement described in The Rings of Engagement Model?
   a. **Participation**
   b. Agreement
   c. Novelty
   d. Discourse
   e. None of the Above
3. Youth engagement requires a two way relationship between youth and adults. **True** or False
4. Which of the following is not a key element of the Developmental Relationships Framework?
   a. Express Care – Show me that I matter to you
   b. Challenge Growth – Push me to keep getter better
   c. Reward accomplishment – Ensure that I always achieve at a winning level
   d. Share Power – Treat me with respect and give me a say
   e. Expand Possibilities – Connect me with people and places that broaden my world
5. Passionate engagement is when doing an activity is rewarded by others (e.g., approval, money, or power), because of the positive outcome. True or **False**
6. Youth voice is best promoted in
   a. Programs that provide opportunities for musical artistry
   b. Programs that include more youth than adults
   c. **Programs that provide opportunities for youth to express their ideas and have input**
   d. Programs that are led by passionate adults who provide strong leadership and direction
   e. Programs that reward youth for high levels of achievement
7. There are two possible types of collective action between youth and adults: Clearly defined authority for youth and adults controlling decisions and outcomes. True or **False**
8. Youth engagement represents a group of techniques to be practices vs. a lifestyle or a way of doing business. True or **False**
9. According to the Rings of Engagement Model, when selecting staff for a youth program that will work directly with adolescents
   a. Youth should be involved in developing criteria for the type of staff that should be hired
   b. Youth should have voice in choosing who should be interviewed
   c. Youth should be involved in interviewing prospective staff
   d. Youth should have voice in who should be hired
   e. **All of the above**
   f. None of the above
10. Choose the most true pair below
    a. Passion = Pregnancy
    b. **Passion = Sparks**
    c. Passion = High skills
    d. Passion = Proposal
    e. Passion = Consistency

19 The Role of Culture in Out-of-School Time Settings

and

20 Culturally Responsive Organized Activities: Lessons Learned from Latinx Families Living in the U.S.

1. Define and differentiate between the terms race and ethnicity.
   - Race is a social construct developed by the dominant culture to categorize people based on socially defined physical characteristics such as skin color, hair texture, or facial features.
   - Ethnicity refers to a group of people that share common characteristics such as history, national origin, religious belief, language, clothing, and traditions.
   - Race and ethnicity are both socially constructed terms that carry significant meaning in U.S. culture.
   - Race is a socially constructed concept based on socially defined physical characteristics and historical ideological understandings, whereas ethnicity is based on shared social and cultural identities. As an example of how these concepts are not mutually exclusive, consider an African American whose ancestors have lived in the U.S. for centuries, a Somali American immigrant, and a Black Colombian all have different ethnicities, yet in the U.S., each of these individuals is classified as Black.
2. Define and differentiate among the terms stereotype, prejudice and discrimination.
   - *Stereotypes* are overgeneralizations about a specific group of people. Stereotyping people based on distorted and inaccurate information that is accepted as fact can foster prejudice, racism, and discrimination. Many times, stereotypes are based on race, ethnicity, age, gender, sexual orientation (and potentially many other characteristics), and are learned through interactions with parents, peers, and mass media. Thus, stereotypes become part of our everyday lives. Some stereotypes may seem positive (e.g., Asians excel in math), but instead they create unrealistic and narrow expectations and in most cases result in negative impressions about a group of people. Ultimately, stereotypes can be harmful by fostering prejudice, biases, and discrimination.
   - *Prejudice* is usually based on stereotypes, and refers to the thoughts, feelings, attitudes, and beliefs that someone holds about a particular group. Ultimately, having prejudicial thoughts and feelings are harmful because they can lead to biases and discrimination. However, note that people can have prejudicial thoughts without deliberate intent to take action on those thoughts. Stereotypes and prejudices are so ingrained in our society that they become very difficult to change because they are maintained and reinforced by our biases.
   - *Discrimination* occurs when people act on biased perceptions and prejudices and undertake differential treatment of people based on characteristics such as age, gender, disability, race, ethnicity, religion, national origin, and sexual orientation. Discrimination can take on many forms, for example, consciously not hiring an individual because she is Mexican American. In the U.S., we have legal protections against overt discrimination under the Equal Employment Opportunity Act. Unfortunately, many acts of discrimination can be covert as well (Pager & Shephard, 2008).

3. What is cultural competence? Feel free to use a diagram. Identify three principles that are helpful in achieving cultural competence.

Cultural Competence Continuum	
Cultural Proficiency	Systems and organizations hold culture in high esteem, as a foundation to guide all of their endeavors
Cultural Competence	Systems and organizations that demonstrate an acceptance and respect for cultural differences.
Cultural Pre-competence	Awareness with systems or organizations of their strengths and areas for growth to respond effectively to culturally and linguistically diverse groups.
Cultural Blindness	Expressed philosophy of viewing and treating all people as the same.
Cultural Incapacity	Lack of capacity of systems and organizations to respond effectively to the needs, interests and preferences of culturally and linguistically diverse groups.
Cultural Destructivenss	Attitudes, policies, structures, and practices with a system or organization that are destructive to a cultural group.

- Principle 1: Awareness of Bias—Examine one's own biases regarding race/ethnicity, especially as they relate to prejudice, racism, and discrimination.
- Principle 2: Knowledge Acquisition and Understanding—Acquire knowledge in order to understand youths' worldview related to their racial/ethnic background, daily lived experiences, family background, and personal fears and aspirations.
- Principle 3: Foster Cultural Responsiveness—As a professional, empower youth, their families and communities by delivering programs and services that recognize and honor the cultural needs of youth and families.

4. Youth have similar experiences in activities regardless of their race, ethnicity, and culture. True or **False**
5. Activities can be universally planned in similar ways for all youth regardless of their race, ethnicity and culture. True or **False**
6. Program planners can safely assume that youth of similar race, ethnicity or culture will show similar preferences for the way activities are offered or presented. True or **False**
7. Teaching about ethnic culture can easily be incorporated in all activities. True or **False**
8. When giving guitar lessons to a first-generation Mexican youth living in the United States, one can safely assume that pieces from Mexico will be appreciated. True or **False**
9. People who identify as being from Hispanic or Latin origin may be of any race. **True** or False
10. Youth have similar experiences in activities regardless of their race, ethnicity, and culture. True or **False**
11. Activities can be universally planned in similar ways for all youth regardless of their race, ethnicity, and culture. True or **False**
12. Program planners can safely assume that youth of similar race, ethnicity or culture will show similar preferences for the way activities are offered or presented. True or **False**
13. Teaching about ethnic culture can easily be incorporated in all activities True or **False**
14. When giving guitar lessons to a first generation Mexican youth living in the United States, one can safely assume that pieces from Mexico will be appreciated. True or **False**
15. Which of the following is not true about defining culture.
    a. Culture is a framework through which individual characteristics are filtered.
    b. **Culture is a rigid set of behaviors to which members adhere.**
    c. Culture is shared knowledge passed from one generation to another.
    d. People can belong to a number of different cultures or subcultures.

16. Which of the following terms is associated with this definition: *a system of beliefs, behaviors, and actions that combines stereotypes, prejudices, and discrimination to disproportionately disadvantage members of one racial/ethnic group.*
    a. **Racism**
    b. Bias
    c. Power
    d. Social construction
17. An individual who is a gay Puerto Rican immigrant youth who has a physical limitation is an example of which of the following concepts?
    a. Identity confusion
    b. Identity diffusion
    c. **Intersectionality**
    d. Influentiality
18. Which of the following is not part of social youth justice?
    a. Equitable access and opportunity for all
    b. Reduce or eliminate systems and structures than produce disparities
    c. Encourage all sectors of a community to be responsive of the needs of all youth
    d. **Encourage the legal system to employ better judges**

21 Leisure and Recreational Sport among Immigrant Adolescents

1. Identify and describe three constraints likely to affect immigrant youths' participation in out-of-school activities?
   - Lack of familiarity with certain activities and sports
   - Lack of language proficiency
   - Lack of freedom in terms of how, when, and with whom they participate
   - Lack of approval from their families
   - Lack of monetary or other resources
   - Discrimination
   - Parents' and/or siblings undocumented status
   - Lack of access to culturally sensitive recreation opportunities
   - Neighborhood crime
2. Define the following terms: first -generation child, one-and-a-half generation child, second-generation child.
   - First-generation child – a child born outside the country to which he or she immigrated.
   - One-and-a-half generation child – a child who was born abroad but was raised in the United States. For example: a child who was born in Mexico, but was brought to the United States at a young age and was raised in the United States.
   - Second-generation child - a child who was born in a country to which a family has immigrated and who has at least one foreign-born parent.
3. Discuss three benefits immigrant children receive by participating in out-of-school time sport and recreational activities.
   - Fun, safe and supportive environments
   - Transferable life skills
   - Increase feelings of social inclusion and making new friends
   - Increase feelings of competence
   - Help learn new language in a fun way
   - Provide orientation to new culture
   - Develop positive self-identity, self-esteem and self-concept
   - Provide opportunities to exercise control over environment and events that happen in their life
4. Discuss this statement: Cultural background and identity influence leisure time activities of immigrant youth. Additionally, through involvement in recreation and sport, youth can learn about their culture, preserve cultural traditions, and assert their place in the destination communities.
   - There are certain important differences in preferences for leisure activities and in the styles of participation based on youths' cultural backgrounds.
   - Latino(a) immigrants in the U.S. show a preference for sedentary activities (such as family picnics and events), usually spend time in large, multigenerational (e.g., grandparents, aunts, cousins), family-oriented groups, and play soccer more often than other sports. In general, there is a strong family orientation in leisure among Latino(a) immigrants. *Familismo* or familism which refers to feelings of solidarity, loyalty, and reciprocity, is a cultural value that is considered central to many Latino cultures.
   - Different preferences for leisure activities and styles of leisure engagements are often passed through generations and largely shape leisure patterns of immigrant youth.
   - Parents may expect youth to engage in certain sports because "this is what our people do" or, conversely, channel them away from participation in others.
   - While adopting the culture of the new country helps them "fit in" within the local peer group, maintaining their culture of origin allows them to retain close connection to their families and ethnic communities; instills pride in their heritage; teaches them about their cultural traditions; serves as a buffer from the experiences of discrimination; and provides an array of other important benefits.

- Youth may preserve their ethnic culture by maintaining fluency in their native language, wearing traditional clothing, celebrating traditional holidays, eating ethnic food, listening to traditional music, continuing to perform religious ceremonies, and socializing with teens from the same ethnic group.
- For many immigrant youth, the "ideal leisure" often incorporates elements of their traditional culture and community and the new opportunities provided by the host society. They frequently desire to strike a balance between preserving their ethnic traditions and being open to the new ways of spending free time.

5. Most children of immigrants who reside in the U.S. were born abroad. True or **False**
6. The majority of first- and second-generation immigrant youth who reside in the U.S. are of Latino background. **True** or False
7. OST activities of immigrant children who reside in the U.S. legally are not affected by the undocumented status of their parents. True or **False**
8. Role reversals in immigrant families happen when children are more familiar with English language and the U.S. culture than their parents. **True** or False
9. Leisure activities of immigrant youth often incorporate their cultural traditions and new opportunities provided by the host society. **True** or False
10. Which of the following concepts can lead to channeling immigrant youth into some sports, such as football?
    a. Racism
    b. Discrimination
    c. **Stereotyping**
    d. Bias
11. Which of the following is not a strategy a person or family can use during the process of acculturation?
    a. **Facilitation**
    b. Assimilation
    c. Integration
    d. Separation
    e. Marginalization
12. Which of the following statements about immigration is not true?
    a. Immigrant children born outside of the U.S. are less likely than native-born children to be covered by health insurance are.
    b. Assuming current trends continue, immigrants and their children are projected to account for the great majority (88%) of U.S. population growth through 2065.
    c. It is difficult to approximate how many undocumented immigrants live in the U.S.
    d. **Undocumented immigrant children do not have the same access to K-12 education as their documented peers do.**
13. Which of the following is not true about the effect of cultural change on immigrant youth and their families?
    a. There is a marked difference in recreation and sport behavior among young immigrants of difference acculturation levels.
    b. Changes that occur in youth's leisure as a result of a cultural shift often lead to conflict between youth and their family members.
    c. **Most immigrant parents, regardless of level of acculturation, want their children to participate in the same leisure activities as their non-immigrant peers.**
    d. Some immigrant children feel embarrassed by their family's ethnic culture.

22 Out-of-School time Programs and Resistance to LGBT Oppression

1. As of 2011, it was estimated that there were approximately
   a. 21M individuals who are LGBT in the United States
   b. 9M individuals who are LGBT in the United States
   c. 3M individuals who are LGBT in the United States
   d. 15M individuals who are LGBT in the United States
2. Oppression of individuals who are LGBT relates to the inhibition of people's ability to (circle all that apply)
   a. **develop and exercise their capacities**
   b. **express their needs**
   c. **express their thoughts**
   d. **express their feelings**
   e. None of the above
3. Oppression of individuals who are LGBT mainly occurs in schools. True or **False**
4. Among the consequences of school-based oppression are:
   a. **2/3 of students who are LGBT avoid extra curricular activities**
   b. 10% of students who are LGBT report verbal harassment
   c. 5% of students who are LGBT report physical harassment
   d. None of the above
   e. All of the above
5. OST practitioners must show a commitment to resistance when working with individuals who are LGBT. **True** or False
6. Gay-Straight Alliances are a way to increase conversion of individuals of LGBT individuals to more traditional sexual values and behaviors. True or **False**
7. A good example of resistance is policies at camps for adolescents that expressly prohibit romantic relationships between adolescents individuals who are LGBT. True or **False**
8. What are best practices with regard to improving organizational practices with regard to individuals who are LGBT (circle all that apply)
   a. **Organizational non-discrimination policies**
   b. **Inclusion of individuals who are LGBT in marketing materials**
   c. **Creating safe spaces for individuals who are LGBT**
   d. **Improved staff training about LGBT issues**
   e. **Improving staff responses to bullying and harassment**
9. Resistance practices include individuals who are LGBT, program staff, and other program participants. **True** or False
10. LGBT stands for L_____, G_____, B_____ T_____

23 Including Youth of All Abilities

1. Identify and describe three constraints to inclusive programming
   - Attitudes: Attitudinal barriers reflect assumptions and myths that result in stereotypes about youth with disabilities. For instance, when OST professionals plan and organize a recreation program for youth under the assumption that youth with disabilities will not be participants, they are a product of an attitudinal barrier.
   - Pervasiveness of the medical model with its long history of segregated services: In the medical model, people with disabilities are viewed as a diagnosis or problem, and experts are needed to help "fix" the disability. This in turn creates the need for specialists and special services, different from those offered to typical community members.
   - Continuum approach was designed to help move young people to the "least restrictive environment." It has three major pitfalls: Readiness assumption, fostering lack of self-determination, the false assumption that the change needs to come from the individual.
   - Characteristics of the built, natural, and social environment: Lack of accessibility, poor design, narrowly interpreted policies, and rigid programming practices can all prevent inclusion.
   - Overreliance on the compliance approach has created at the least a sense of disempowerment and perhaps worse, resentment toward making changes to be more inclusive.

2. Identify three principles to structure positive social interaction based on Contact Theory and give one example for each principle.

Principle	*How to Implement – Example Activities*
Provide frequent and consistent opportunities to get acquainted.	• Provide ice-breaker activities (e.g., introductions, share favorites) • Break into small groups; do activities in small groups • Arrange seating to promote social interaction • Use pairs or partners; have one partner introduce other partner to group • Mix up groups often • Wear name tags
Maintain equal status; work carefully to structure the recreation activity and situation so each participant has equal status in the group, including the participant with a disability. Equal status reduces negative stereotypes, communicates respect, and is fair.	• Include everyone in the decision-making process • Mix up groups and responsibilities • Change the format in which information is given; provide alternative formats • Ask different group members to demonstrate • Assign roles in activities – everyone gets to try a role • Break down activities and skills to enable everyone to try • Make sure all participants are paying participants – no "special" breaks, no "special" volunteers, and no "charity cases"
Set mutual goals.	• Accentuate teamwork to reinforce equal status • Clearly set mutual goals; set the tone for cooperation • Ask the group to set mutual goals • Verbalize and reinforce mutual goals • Allow everyone a chance to play; rotate positions • Instill a spirit of camaraderie • Give feedback to the whole group on progress toward goals

Support cooperation and interdependence to enhance the feeling that each individual's successes depend on the successes of the other group members.	• Assign duties or tasks, all of which are needed to successfully complete the activity • Have participants sit in a circle or around a table • Cultivate team spirit and group identity • Use team nicknames, t-shirts, or other group identifiers • Keep verbal communication clear • Use a cooperative structure, where each person completes a part of the whole task
Provide accurate information about the participant with a disability; structure the recreation activity so that all participants receive information about the participant with a disability that is accurate and that doesn't perpetuate stereotyped beliefs about the disability.	• At the initial session, explain the disability or supports and accommodations the individual needs • Let the individual determine what should be shared with group • Have the individual demonstrate how to use a communication device or piece of adaptive equipment • Create an environment of open communication • Do ice breakers that focus on similarities and differences • Assume a "can-do" attitude • Draw attention to the participant with a disability when s/he is doing something very well
Create and reinforce fair and tolerant norms that promote caring behavior and celebration of diversity on the part of the leaders, participants, and spectators.	• Don't patronize or "over help" • Model positive, accepting behavior • Rotate positions, roles, and tasks • Accent positive attributes and skills • Emphasize teamwork • Get diverse input from all group members • Reinforce rules and fairness • Equal out or balance skill levels among participants

3. For each of the following phrases, offer an alternative phrase that uses inclusive language.
   [Instructor note that acceptable answers are provided under Alternative Phrase column.]

Instead of...	*Alternative Phrase*
Mentally retarded	Person with intellectual or developmental disability
Handicapped parking	Accessible parking
Birth defect	Congenital disability
Normal people	People without disabilities
Wheelchairbound	Uses a wheelchair

4. Lack of appropriate funding is the first and biggest barrier to universal design. True or **False**
5. Programmers must be careful because research has found that youth without disabilities do not like including youth with varying abilities in programs. True or **False**
6. Making activity adaptations is not a best practice as it makes the participant with a disability feel inadequate. True or **False**
7. Which of the following is not one of the ways the World Health Organization conceptualized functionality and ability?
   a. Body functions and structure
   b. Personal characteristics
   c. **Access to health insurance and adequate medical care**
   d. Social and environmental factors

8. Which of the theories is best characterized by the statement: *If a change occurs within a community, it will affect individuals as well.*
    a. Contact theory
    b. Social construction theory
    c. **Ecological theory**
    d. Self-determination theory
9. Which of the theories is best characterized by the statement: *Interactions between and among people with differences across all sectors of society tends to influence changes in attitudes toward others.*
    a. **Contact theory**
    b. Social construction theory
    c. Ecological theory
    d. Self-determination theory
10. Which of the theories is best characterized by the statement: *One is happier and healthier when one is in control of one's actions.*
    a. Contact theory
    b. Social construction theory
    c. Ecological theory
    d. **Self-determination theory**
11. Which of the theories is best characterized by this example: Youth associate the use of a wheelchair by someone with cerebral palsy to reflect independence of participation.
    a. Contact theory
    b. **Social construction theory**
    c. Ecological theory
    d. Self-determination theory
12. Which of the following is not an example of inclusion?
    a. **Providing equal number of programs for youth with differing abilities as for those without differing abilities.**
    b. Providing out-of-school time facilities that are accessible to all, regardless of ability level.
    c. Providing acceptance and appreciation for everyone, regardless of ability level.
    d. Providing the same choices and opportunities for participation in out-of-school time activities.

24 So, You Would Like to Be a Youth Professional

1. Quality youth work is something almost anybody can do. All you need is common sense, a good heart, and a willingness to interact with youth. True or **False**
2. In studies identifying youth worker competencies, which of the following were seen as *critical* for youth workers to have: (circle all that apply)
   a. **Knowledge about cross-cultural competency**
   b. **Knowledge about guidance and mentoring**
   c. Knowledge about youth celebrity interests
   d. **Knowledge about creating youth friendly spaces**
   e. **Knowledge about youth empowerment**
3. Funding for youth programs is not an issue. Plenty of grant funding is available. Youth workers just need the skills to identify and apply for funding. True or **False**
4. Currently youth work can be categorized as having
   a. Stable funding sources
   b. Adequate compensation for most people to make youth work a career.
   c. Adequate pre-service and in-service trainings
   d. **Limited career paths**
   e. Low staff turnover
5. It has been argued that youth workers should take the steps necessary to have youth work viewed as a profession. What was one advantage listed in the chapter of seeing youth work as a profession? _____ **((a) legitimacy to the field helping it gain value and recognition in society; (b) improved wages and work conditions; and (c) better quality of the practice thereby strengthening client outcomes.)**
6. Youth workers hired after a program begins often miss out on
   a. Getting to know the participants
   b. Being paid as much per hour as other employees
   c. **Proper training and orientation**
   d. Achieving full recognition as a youth professional
   e. Both a and b