FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

YOUTH
first
of Washington County

40 DEVELOPMENTAL ASSETS: THE GAME

"Emotions" Charades

Have students break up into pairs. Give each group a bowl full of "emotions" (See attached suggestions), and have them take turns acting them out. See how many each partner can get their teammate to guess correctly without using any words or writing/using sign language—only acting and body language can be used. Depending on your time constraints, give students each 1 or 2 minutes to go through the emotions, and then have them switch. If a student gets stuck, they may pass, and then if all emotions have been selected before the time is up, they can start over with attempts to act out the ones that were missed or passed.

This can also be done in a large group setting, with a centralized bowl of emotions in the front of the room. Students would all take a turn running up to front to act out their selection and have the group guess as many as possible in the allotted time (5-7 minutes for a larger group). It is recommended to have the next actor "on deck" so that the game is fast, continuous, and multiple students have the chance to try. You can also give students a time limit—10-30 seconds to get the group to guess before moving on to the next actor.
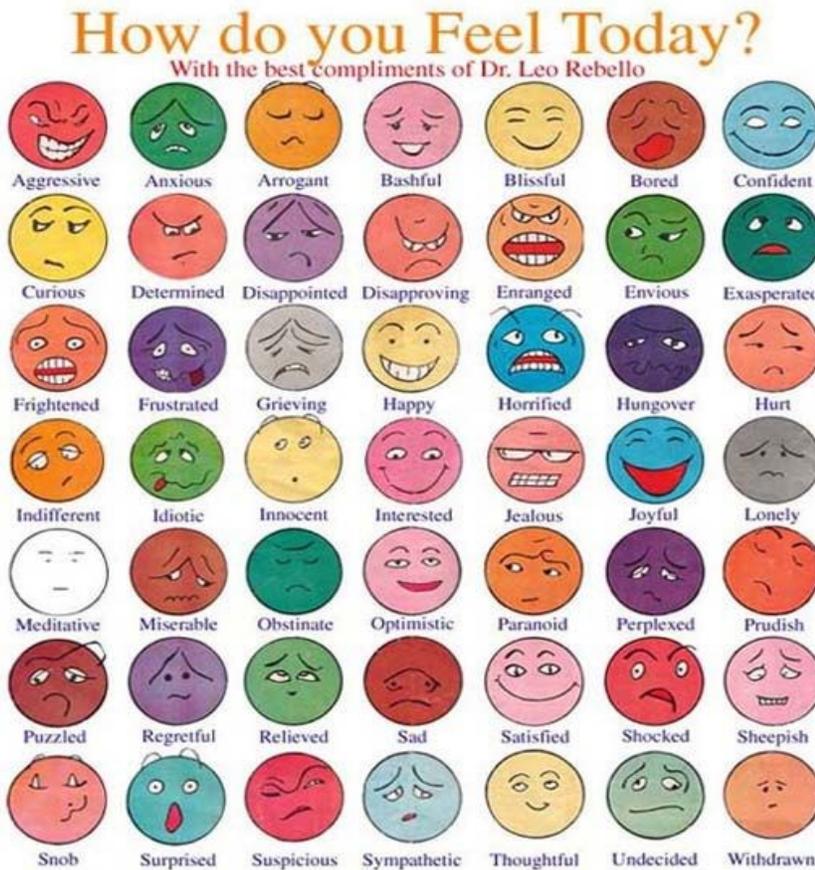
EXECUTION TIPS:

It can be helpful to appoint a score keeper for the large group setting, or a time keeper if that option is chosen.

> *Youth First encourages teachers to choose a student who may tend to show behavioral issues—these students usually crave power and a purpose, and will benefit from you entrusting them with this important task.

Know what works best for YOUR classroom—if students tend to do well with independent tasks, they may enjoy pairing off for this activity, or if you have a lot of shy students, this could be preferred.

If your group tends to require a lot of redirection, a group scenario may be easier to manage, and take less time than pairing off.

It may be helpful to have two extra cups in pairs—one to keep scoring emotions in, and one to put the passed emotions in for easy access on the next round.

How do you Feel Today?
With the best compliments of Dr. Leo Rebello

Aggressive, Anxious, Arrogant, Bashful, Blissful, Bored, Confident
Curious, Determined, Disappointed, Disapproving, Enranged, Envious, Exasperated
Frightened, Frustrated, Grieving, Happy, Horrified, Hungover, Hurt
Indifferent, Idiotic, Innocent, Interested, Jealous, Joyful, Lonely
Meditative, Miserable, Obstinate, Optimistic, Paranoid, Perplexed, Prudish
Puzzled, Regretful, Relieved, Sad, Satisfied, Shocked, Sheepish
Snob, Surprised, Suspicious, Sympathetic, Thoughtful, Undecided, Withdrawn

40 DEVELOPMENTAL ASSETS: Game Materials

Make copies, depending on if partner or large group option is chosen, cut out the emotion words, and place them in a container to draw out.

Happy	Sad	Mad	Excited
Scared	Frustrated	Silly	Sleepy
Angry	Embarrassed	Anxious	Bashful
Nervous	Cold	Lost	Confused
In Love	Aggressive	Bored	Confident
Shocked	Snobby	Determined	Frustrated
Bashful	Curious	Disappointed	Envious
Hurt	Optimistic	Guilty	Jealous
Paranoid	Indifferent	Righteous	Suspicious
Mischievous	Relieved	Joyful	Energetic
Lonely	Cranky	Emotionally	Grumpy
Crabby	Drained	Exhausted	Overwhelmed
Lazy	Horrified	Thoughtful	Courageous
Depressed	Annoyed	Hateful	Humiliated
Judgmental	Proud	Worried	Enraged

40 DEVELOPMENTAL ASSETS: THE LESSON

EXTERNAL ASSETS

EMPOWERMENT

7. **Community Values Youth** | Young person perceives that adults in the community value youth.
SHOW ME HOW TO **TAKE ACTION**

STUDENT DISCUSSION:

Just like in "Emotions" Charades, every day we have to navigate our interactions with others. One important Developmental Asset that every student should have is a COMMUNITY THAT VALUES YOUTH. But how can WE help the COMMUNITY to value you?? Give them a reason!

By being respectful, polite, and kind we can show our community how great our youth are—When we are mindful of our emotions, and our body language (just like we were in our game), it can help communicate to adults that our Youth are respectful, polite, and kind. If I were trying to get my partner in Charades to guess "happy" as my emotion, but I had my arms crossed and stomped, it might be hard for them to understand that mood!

Your CHALLENGE for the week: Next time you are at the store or out and about, make a point to make eye contact, smile, and say hello to an adult you don't know. Hold the door open for people as you enter a building. Offer your seat to an elder if they have no where to sit. Ask your mom, dad, or grandparents if you can get them a drink, say please and thank you.............. GIVE ADULTS A REASON TO VALUE OUR YOUTH—BECAUSE YOU ARE VALUABLE!

#PuttingYouthFirst

40 DEVELOPMENTAL ASSETS: THE PARENT TIPS

7. Community Values Youth

When young workers at a grocery store, drug store, or fast food restaurant wait on you, greet them in a friendly manner and compliment them on something (their good work, their unusual hairstyle).

Be patient with young workers! Don't show irritation if they make a mistake.

Celebrate a young employee's new job with a lunch date and a tour of your workplace. Talk about your job and the job he or she has been hired to do. Encourage lots of questions.

* For more on this topic, see *Empowering Youth: How to Encourage Young Leaders to do Great Things* by Kelly Curtis.

Do things with youth instead of for youth.

Too often we hear talk about the brain drain in our community and we can rattle off a list of youth who moved onto "bigger and better" things outside the Washington County lines. Think about this – if our youth grow up feeling like they are not valued by our community, what makes them want to stay or return to our county? As young people grow older, they quickly sense where they are wanted and where they aren't. So what can we do as a community to show our youth they are valued? Ask yourself these questions:

> *How often do we invite youth to express their thoughts and opinions?*
>
> *Do the young people around you have opportunities to participate, serve, lead, and make decisions within the community?*
>
> *Do these same young people feel the community supports children and youth?*
>
> *What kind of activities and entertainment options does our community have for youth?*
>
> *Are our businesses welcoming to youth as customers or employees?*

If the answer to these questions is "not always" or "not enough," it may be time to make some changes. After all, remember how you felt when you were young and the adults around you didn't listen or give you credit for your opinions? Youth are one third of our population and all of our future. Our youth are the next generation of parents, teachers, political officials, neighbors, doctors, religious leaders, volunteers, employees, customers and list continues. Take action by standing side by side with youth to tackle community issues. Instead of always do things for youth let us start doing things with youth!

The Developmental Assets®

The Developmental Assets® are 40 research-based, positive experiences and qualities that influence young people's development, helping them become caring, responsible, and productive adults. Based in youth development, resiliency, and prevention research, the Developmental Assets framework has proven to be effective and has become the most widely used approach to positive youth development in the United States and, increasingly, around the world. The framework has been adapted to be developmentally relevant from early childhood through adolescence.

Who needs them? Why are they important?

Over time, studies of more than 5 million young people consistently show that the more assets that young people have, the less likely they are to engage in a wide range of high-risk behaviors and the more likely they are to thrive. Research shows that youth with the most assets are least likely to engage in four different patterns of high-risk behavior, including problem alcohol use, violence, illicit drug use, and sexual activity. When they have higher levels of assets, they are more likely to do well in school, be civically engaged, and value diversity. The positive power of assets is evident across all cultural and socioeconomic groups of youth in the United States as well as other parts of the world. Furthermore, levels of assets are better predictors of high-risk involvement and thriving than poverty, family structure, or other demographic difference. However, the average young person experiences fewer than half of the 40 assets.