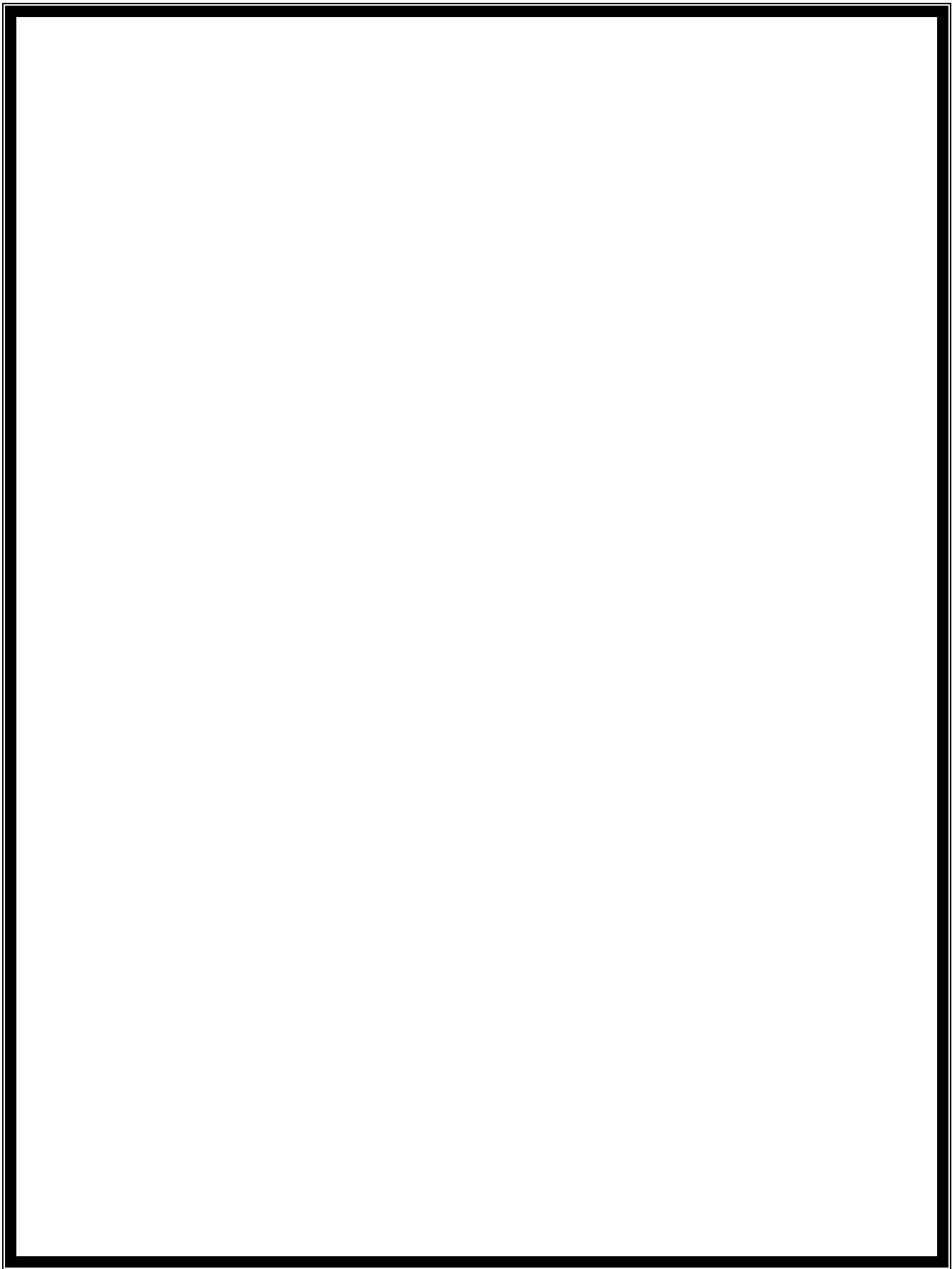


Part One

Tools for Building Your Youth Ministry Framework





Program Preparation Worksheet

Task	Person Responsible	Due Date	Done

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Program Design Worksheet

Program

Date & Time

Location

Audience

Who will be involved: Age? Number? Past experiences?

Objectives

Program Elements

- | | |
|---------------------------|----------------------------|
| ◆ Gather/Register | ◆ Community Builders/Games |
| ◆ Social Time | ◆ Content |
| ◆ Welcome | ◆ Prayer |
| ◆ Introductions | ◆ Clean Up |
| ◆ Guidelines/Expectations | ◆ Refreshments |
| ◆ Icebreaker | ◆ Evaluation |
| ◆ Announcements | ◆ Follow Up |
| ◆ Form Groups or Teams | |

Time	Action (Program Components)	Leader	Materials Needed

Sample Evaluation Questions

1. One thing I found most helpful during this program....
2. One way I can use what I learned or experienced in my life....
3. One concrete suggestion for improving this program....
4. I feel that this program was.... (circle one)
very helpful somewhat helpful not very helpful not at all helpful
5. I was pleased by/with....
6. I was disappointed by/with....
7. I learned....
8. Please rate your overall feeling after participating in this program....
[Circle the one(s) that most apply.]

Enthused Astounded Satisfied Indifferent Angry
Ambivalent Irritated Uneasy Threatened Discouraged
9. How do you feel about the mix of presentation/activities/discussion in this session?
 Too much presentation Too much discussion
 Too many activities Good mixture
10. Please rate the environment or physical facilities....
 Fine Good Okay Poor
11. Please rate the length of the program....
 Fine Good Okay Poor
12. Please rate the scheduling (time, day, month) of the program....
 Fine Good Okay Poor
13. How did you find out about the program?
14. Why did you decide to participate in this program?

Program Design Worksheet

Individualized Program or Activity

Audience (Who will be involved: Age? Number? Past experiences?)

Objectives

Timeline (Starting and ending dates? Ongoing Process?)

Location (Where will program be held or planned or maintained?)

Leadership Jobs

Resources and Equipment Needed

Publicity Plan (if needed)

Budget (What will it cost? Where will funds come from?)

Permission and Registration

(Is registration necessary? Is parental permission required?)

Evaluation Procedures

(Are periodic check-ins appropriate? with leaders? youth? parents?)

Who will track or maintain program? How will you tell if it is meeting objectives?)

Action Steps

Project Tasks (What specifically will be needed to prepare and implement this program?)	Timeline	Person Responsible	Done

Part Two

Tools for Ministry: The Youth Setting

Developmental Needs of Young Adolescents – A Checklist

Program: _____

Process

1. Review your program processes and content to ensure developmental appropriateness.
 - Using developmental needs in our program's processes
 - Using developmental needs to ensure our program's content is understandable and meaningful
 - Using developmental needs as the focus of the program's content
2. After your review make adjustments in your program to enhance its responsiveness to young adolescent developmental needs.

Developmental Needs

Opportunities for Self-Definition

opportunities to better understand, define, and accept who they are as individuals
opportunities to explore their widening social world and to reflect upon the meaning of new experiences, so that they can consider themselves participants in society
opportunities for young adolescents of ethnic cultures to achieve a positive orientation toward their own culture and white American culture; to affirm their ethnicity through observation of ceremonies, retention of native language, and reinforcement of specific attitudes, beliefs, and practices

Competence and Achievement

opportunities to find out what they are good at doing and to know what they do is valued by others whom they respect
develop and practice life skills for healthy living
opportunities that encourage the practice of new skills, public performance and recognition, and reflection on personal and group accomplishments

Positive Social Interaction with Adults and Peers

opportunities to develop interpersonal skills

opportunities to learn how to develop a relationship with their parents that is reflective of their growing autonomy and utilizes new patterns of communicating
opportunities to form positive peer relationships and support, especially through structured programs
opportunities for caring relationships with adults who like and respect them, who share their own experiences, views, values, and feelings, and who serve as role models and advisors

Physical Activity

opportunities to utilize their energy and growing bodies through activities that require physical movement or expression

Meaningful Participation in Families, Schools, Churches and Community Organizations

opportunities to participate in making decisions about activities that shape their lives *and* as active leaders or participants who can make a viable contribution to the success of those activities
opportunities to participate as valued and contributing members of the faith community, and as leaders in church ministries and programs
opportunities for exposure to situations in which they can use their skills to solve real life problems and affect the world around them, such as community service

Creative Expression

opportunities to express to the external world who they are on the inside (feelings, interests, abilities, thoughts) through a variety of activities, e.g. music, writing, sports, art, drama, cooking
activities that enable them to experience and test out new and different forms of self-expression

Structure and Clear Limits

provision of structure and guidance for young adolescents in making decisions about their behavior that involve them in the process of decision-making
provision of structure that helps them stay focused on a task, persevere in their various efforts and succeed, which leads to an increase in self-esteem
provision of structure and clear limits that helps them feel safe in their activities, which can empower them to live with joy and confidence

Personal Religious Experience

opportunities to explore “the big questions” in life, questions whose answers can only be comprehended within the context of faith and religion
opportunities for a deeper and more personal relationship with God

Developmental Needs of Older Adolescents – A Checklist

Program: _____

Process

1. Review your program processes and content to ensure developmental appropriateness.
 - Using developmental needs in our program's processes
 - Using developmental needs to ensure our program's content is understandable and meaningful
 - Using developmental needs as the focus of the program's content
2. After your review make adjustments in your program to enhance its responsiveness to older adolescent developmental needs.

Developmental Needs

Exploration and Experimentation

opportunities to experiment with a wide array of behaviors, roles, attitudes, relationships, ideas, and activities as they develop their own identity and faith identity
opportunities to explore who they are and who they can become by reflecting on self in relation to others
opportunities for youth of ethnic cultures to achieve a positive orientation toward their own culture and white American culture; to affirm their ethnicity through observation of ceremonies, retention of native language, and reinforcement of specific attitudes, beliefs, and practices

Adult Sexuality

opportunities to understand their sexual growth and integrate their sexuality into their own personality in a holistic way
opportunities to develop healthy values and attitudes regarding their own sexuality

Interpersonal Relationships

opportunities to form positive relationships and experiences with peers in a comfortable and secure environment and to develop friendship-making and friendship-maintaining skills
opportunities to learn how to develop a relationship with parents that is reflective of their growing autonomy and utilizes new patterns of communicating

Adult Mentors

opportunities to develop relationships with adult Christians who affirm their journey and struggles, explore sensitive issues with them, listen to their stories and questions, share their own faith journey, and ask questions that encourage critical thinking and reflection

Meaningful Roles in the Community and Society

opportunities to participate with other older adolescents as full members and leaders in the community, society and church
opportunities to explore, discuss, and act on local and global justice issues; to develop an active responsibility for what happens in their community and world, and to be involved in meaningful community service
opportunities to be involved in the decision-making, planning, and implementation of programs that serve them

Preparing for the Future

develop and practice life skills for healthy living
opportunities to acquire the competencies necessary for adult roles, such as goal setting, problem solving, time management, and decision making
opportunities to explore life options and plan their futures (education, career) and to help them acquire the skills, knowledge and experience for their chosen fields; to link more closely the worlds of school and work

Personal Value System and Decision-Making Skills

opportunities to discuss conflicting values and formulate their own value system
opportunities to gain knowledge and experience in making decisions and to apply Christian moral values in making moral judgments

Personal Faith

opportunities to explore and question the faith they have been given by their family and the faith community and develop their own faith identity
opportunities to explore what it means to be and live as a person of faith today
opportunities to develop a more personal relationship with Jesus Christ

40 Developmental Assets

Search Institute ©1996

Processes

- ▶ **To assess current efforts:** Review your ministry programming to determine how you promote the forty development assets. Then determine if you can make adjustments in your current programming to promote the assets more effectively and intentionally.
 - In column one check each asset you are promoting.
 - In column two rate your current effectiveness.
 - In column three list the programs and activities you currently sponsor that promote this asset.

- ▶ **To determine the need for new programs and activities:** Review the results of your assessment to determine the need for new programs or activities. Then determine if you will create a program with youth, with families, with the intergenerational faith community, and/or with the civic community.

- ▶ **To strengthen community collaboration:** Identify community programs, activities, and resources which promote the forty assets. Then determine ways to incorporate these community resources in your ministry, and/or collaborate with other community organizations to design and implement new programs or initiatives.

Developmental Assets

External Assets	Rating	Programming
Support		
Family Support: family life provides high levels of love and support	1 2 3	
Positive Family Communication: young person and her or his parent(s) communicate positively, and young person is willing to seek parent(s) advice and counsel	1 2 3	
Other Adult Relationships: young person receives support from three or more non-parent adults	1 2 3	
Caring Neighborhood: young person experiences caring neighbors	1 2 3	

Caring School Climate: school provides a caring, encouraging environment	1 2 3	
Parent Involvement in Schooling: parent(s) are actively involved in helping young person succeed in school	1 2 3	
Empowerment		
Community Values Youth: young person perceives that adults in the community value youth	1 2 3	
Youth as Resources: young people are given useful roles in the community	1 2 3	
Community Service: young person serves in the community one hour or more per week	1 2 3	
Safety: young person feels safe at home, school, and in the neighborhood	1 2 3	
Boundaries & Expectations		
Family Boundaries: family has clear rules and consequences; and monitors the young person's whereabouts	1 2 3	
School Boundaries: school provides clear rules and consequences	1 2 3	
Neighborhood Boundaries: neighbors take responsibility for monitoring young people's behavior	1 2 3	
Adult Role Models: parent(s) and other adults model positive, responsible behavior	1 2 3	
Positive Peer Influence: young person's best friends model responsible behavior	1 2 3	
High Expectations: both parent(s) and teachers encourage the young person to do well	1 2 3	

Constructive Use of Time			
Creative Activities: young person spends three or more hours per week in lessons or practice in music, theater, or other arts	1	2	3
Youth Programs: young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations	1	2	3
Religious Community: young person spends one or more hours per week in activities in a religious institution	1	2	3
Time at Home: young person is out with friends “with nothing special to do” two or fewer nights per week	1	2	3
Internal Assets	Rating	Programming	
Commitment to Learning			
Achievement Motivation: young person is motivated to do well in school	1	2	3
School Performance: young person has a B average or better	1	2	3
Homework: young person reports doing at least one hour of homework every school day	1	2	3
Bonding to School: young person cares about her or his school	1	2	3
Reading for Pleasure: young person reads for pleasure three or more hours per week	1	2	3
Positive Values			
Caring: young person places high value on helping other people	1	2	3
Equality and Social Justice: young person places high value on promoting equality and reducing hunger and poverty	1	2	3

Integrity: young person acts on convictions and stands up for her or his beliefs	1 2 3	
Honesty: young person “tells the truth even when its not easy”	1 2 3	
Responsibility: young person accepts and takes personal responsibility	1 2 3	
Restraint: young person believes it is important not to be sexually activity or to use alcohol or other drugs	1 2 3	

Social Competencies

Planning and Decision-Making: young person knows how to plan ahead and make choices	1 2 3	
Interpersonal Competence: young person has empathy, sensitivity, and friendship skills	1 2 3	
Cultural Competence: young person has knowledge or and comfort with people of different cultural/racial/ethnic backgrounds	1 2 3	
Resistance Skills: young person can resist negative peer pressure and dangerous situations	1 2 3	
Peaceful Conflict Resolution: young person seeks to resolve conflict non-violently	1 2 3	

Positive Identity

Personal Power: young person feels he or she has control over “things that happen to me”	1 2 3	
Self-esteem: young person reports having a high self-esteem	1 2 3	
Sense of Purpose: young person reports that “my life has a purpose”	1 2 3	
Positive View of Personal Future: young person is optimistic about her or his personal future	1 2 3	

Promoting Adolescent Growth An Assessment Tool

(From *Renewing the Vision*, NCCB, 1997)

Asset	We promote this asset by....
1. To guide young people in the call to holiness by developing a personal relationship with Jesus Christ by meeting him in the Scriptures and in the life and teachings of the Catholic community, and in their own prayer lives	
2. To empower young people with the knowledge and skills for active participation in the life and ministries of the Church, including a comprehensive and substantive catechesis based on the Catechism of the Catholic Church	
3. To nurture in young people positive, Catholic values of love, honesty, courage, peace and nonviolence, fidelity, chastity, generosity, tolerance, respect for all life from conception to natural death, care and compassion, service to those in need, equality, social justice, integrity, responsibility, and community	
4. To help young people apply their Catholic faith to daily life, nurture in young people a lifelong commitment to the Catholic faith, guiding them in developing a personal faith and skills for continuing their growth as Catholics	
5. To empower young people to live the moral and theological virtues and apply these virtues in making moral decisions	

6. To develop the biblical and doctrinal literacy of young people and a deeper appreciation for the importance of the Scriptures and the teachings of the Church in the Christian life	
7. To foster the development of a personal spirituality and prayer life in young people	
8. To nurture in young people an understanding of and active participation in the sacramental life of the Church, especially the Eucharist	
9. To help young people recognize that the Catholic faith calls them to work for justice and to defend human dignity	
10. To empower young people to serve those in need, to develop skills that foster social changes to secure justice and equality for every human being, and to live a life of Christian service modeled on Jesus' life	
11. To empower young people to become healers and reconcilers when conflicts arise, to pursue peace, and to become a peaceful person	
12. To promote an understanding of and respect for people who are different from the young people – different cultures, different languages, different faiths, different ages – and develop the attitudes and skills for overcoming racial and ethnic prejudices as individuals and members of society	

<p>13. To develop young people's critical thinking skills that empower them people to analyze contemporary life and culture in light of the Good News of Jesus Christ and the teachings of the Church</p>	
<p>14. To promote Catholic sexual values and attitudes and the importance of valuing chastity and sexual restraint</p>	
<p>15. To promote positive self-image in young people, including an appreciation of one's ethnic culture, a sense of self-esteem, a sense of purpose in life, a positive view of one's personal future, and an acceptance of one's self as lovable and loved by God and others</p>	
<p>16. To develop the life skills of adolescents including entering into and maintaining meaningful friendships, planning and decision-making skills, life planning skills, appreciation and understanding of a variety of cultures, and peaceful conflict resolution skills</p>	
<p>17. To help young people recognize the movement of the Holy Spirit in their lives and discern their particular Christian vocation in the world – in the workplace, in marriage or single life, in the priesthood or consecrated life, or in the permanent diaconate</p>	
<p>18. To cultivate the gifts and talents of young people, and empower them to utilize these gifts and talents in leadership and ministry in the Church and community including peer ministry and intergenerational skills</p>	

Part Three

Tools for Ministry: The Family Setting

Family Perspective Planning Form

1. **Look** at the aim of the program as currently planned or implemented.
2. **Observe** the activities or program components and **Assess** their current relationship or impact on families using the following criteria.

Place a check next to those criteria that are already incorporated into the program. Circle those items that need to be strengthened. Not all criteria apply to every program, so carefully evaluate the importance of each criteria for your particular program.

The program accounts for the different family forms represented by the families of adolescents (e.g., single-parent, blended, and dual career families).

The program accounts for the variety of ethnic groups in the parish and their particular needs.

The scheduling of the program reflects the busy and, often, complex calendar of families with adolescents.

■ The program addresses:

only the needs of the adolescent

the needs of the adolescent in relation to his or her family

the overall needs of the entire family

The program improves the capacity for families to master the family life cycle developmental issues appropriate to families with young adolescents or older adolescents.

The program has a process that helps the participating adolescents and their families deal with the change and growth the program encourages.

Parents are involved in planning, implementing, and evaluating the program.

The program improves the relationship between youth ministry and the family.

The program empowers the family to share and live the Catholic faith at home, and helps them grow together as a family.

The program provides families with resources and activities for in-home use.

The program helps families connect with other families in family groupings or intergenerational groupings to share their faith, celebrate their faith, and/or serve others.

3. Based on your assessment make of list of **Action Recommendations** for improving your program and activity. Select programs or activities that will best address your need.

4. **Select** or **Create** a strategy or activity that will incorporate a family perspective into your parish program.
5. **Revise** the activities or program components to include the strategy.

Family Activity Planning Form

Goal: _____

Audience: _____

Activity: _____

Setting: _____

Delivery System Strategy: _____

Starting Date: _ _____

Concluding Date: _____

Implementation Tasks and Timeline:

Check-in Times for Monitoring of Family Involvement:

Evaluation and Follow-up Procedures:

Resources Needed:

Program Logistics:

Communication/Publicity Plan:

Program Budget: expenses, income, fundraising, donations

Leadership Jobs:

Family Program Planning Form

Goal: _____

Audience: _____

Program or Activity: _____

Scheduling Option: _____

Dates/Times: _____

Setting/Facility: _____

Program Schedule:

Implementation Tasks and Timeline:

Resources Needed:

Program Logistics:

Communication/Publicity Plan:

Program Budget: expenses, income, fundraising, donations

Program Evaluation and Follow-up Procedures

Leadership Jobs:

Part Four

Tools for Ministry: The Parish Setting

Guide for Collaboration in the Parish

Organizations List the ministries and organizations in your parish and identify the kind of relationship you have or want to have with each of them.	Networking Which ministries or organizations do you want to share information with?	Coordination Which programs do you want to alter in order to cooperate with other ministries or organizations?	Cooperation Which ministries or organizations do you want to share resources with?	Collaboration Which ministries or organizations do you want to partner with in creating common programs or initiatives?
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

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Part Five

Tools for Ministry: The Wider Community Setting

Researching Your Community

Things to Ask About

When you are talking with community leaders ask about...

- the most critical problems facing teens
- services they provide
- who is the population being served
- resources and needs
- goals for the program or policy
- most successful programs and policies
- program or policy areas needing improvement
- gaps in services

Organizations to Research

Local programs serving youth

Look under Youth Programs or Community Organizations in the phone book, or for local branch of the United Way, Boys and Girls Clubs, YMCA, or YWCA.

Local congregations with programs for youth

Look for neighboring parishes, churches, synagogues and mosques.

Your local diocese or archdiocese

Look for the various departments in your diocesan structure that provide resources for youth.

Local social service agency serving teens

Look in the phone book under Social Services or Family Services, and in government section under those categories, as well as Health and Recreation Departments.

State-level agency for adolescent policies and programs

Start by calling the governor's office, state health department, children and youth services.

Statewide advocacy group

Ask the above contacts and the Children's Defense Fund, 25 E Street NW, Washington, DC 20001 (202/628-8787 and fax: 202/662-3510).

School Profile

School

Address

Phone

Principal

Guidance Counselor

Resource People:

1. _____
2. _____
3. _____
4. _____
5. _____

Programs and Resources offered for youth and/or parents

	Title	Length	Date	Cost
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
9.	_____	_____	_____	_____
10.	_____	_____	_____	_____

Service Programming

Counseling Services

Community Pastoral Care Resources

Name of Agency:

Address:

Phone Number:

Contact Person:

Type of Services Offered:

(Individual Services, Support Counseling Groups, etc.)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Important Information to Obtain

1. What are the agency's guidelines for accepting referrals? What information, including any forms to be completed, do they expect you to provide when making a referral?
2. Do special agreements exist between your organization and the agency? If so, what are they?
3. What suggestions does the contact person offer about how to make a referral and how to suggest referrals to adolescents and their parents?
4. What is the policy of the agency regarding confidentiality? (Adolescents and their parents may have questions about confidentiality and must be assured that this is an appropriate question.)
5. Maintain a log of your program's contact with the agency.

Community Agencies Profile

Organization

Address

Phone

Contact Person

Summary of Services

Resource People:

1. _____
2. _____
3. _____
4. _____
5. _____

Family/Parent Resources and Programs Offered:

- | | Title | Length | Date | Cost |
|----|-------|--------|-------|-------|
| 1. | _____ | _____ | _____ | _____ |
| 2. | _____ | _____ | _____ | _____ |
| 3. | _____ | _____ | _____ | _____ |
| 4. | _____ | _____ | _____ | _____ |
| 5. | _____ | _____ | _____ | _____ |

Adolescent Resources and Programs Offered:

- | | Title | Length | Date | Cost |
|----|-------|--------|-------|-------|
| 1. | _____ | _____ | _____ | _____ |
| 2. | _____ | _____ | _____ | _____ |
| 3. | _____ | _____ | _____ | _____ |
| 4. | _____ | _____ | _____ | _____ |
| 5. | _____ | _____ | _____ | _____ |
| 6. | _____ | _____ | _____ | _____ |

Guide for Community-wide Collaboration

Organizations List the organizations in your community and identify the kind of relationship you have or want to have with each of them.	Networking Which organizations do you want to share information with?	Coordination Which programs do you want to alter in order to cooperate with other organizations?	Cooperation Which organizations do you want to share resources with?	Collaboration Which organizations do you want to partner with in creating common programs or initiatives?
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