

Youth Development Questionnaire Handbook

Questionnaire Overview

The Youth Development Questionnaire covers twelve questions based on Te Whare Tapa Wha, Circle of Courage and Strengths based models. This questionnaire should be used for a range youth development programmes and is holistic and general in its questioning. This questionnaire focusses on mental and physical health as well as positive connections and leadership.

Who is the questionnaire designed for?

<p>Sector/activity Sector/Activity refers to the broad area within the YMCA that the assessment will be used. For example, youth development, education</p>	Youth Services
<p>Overall aim for this group The broad long term changes intended by the service/activity</p>	<p>Reach potential Improve holistic wellbeing Develop community-minded Rangatahi Provide a platform for youth voice and advocacy</p>
<p>Specific outcomes for this group The specific positive changes expected to be achieved from the service/activity</p>	<p>Building resilience for Rangatahi engaged in the programme. Develop transferable life skill. Communication and presentation skills Build confidence, a sense of belonging and social connection</p>
<p>The activities/ Services/Programmes list that this questionnaire could be used for Aligned programmes at the YMCA that this particular assessment should be used for.</p>	<ol style="list-style-type: none"> 1. Raise Up 2. Youth mentoring programmes 3. Peer to Peer education mentoring programme 4. Youth advisory board
<p>Minimum activity/programme length (in weeks) for this assessment to be of value</p>	Youth 12 weeks and longer
<p>Primary audience Who is the assessment designed for first and foremost, general characteristics (e.g. disenfranchised youth, second chance learners, NEETs, girls etc)</p>	All youth engaged in listed programming for more than 12 weeks
<p>Age range (average)</p>	12 - 24
<p>Academic description of this group What is the status of the young people who are in this group?</p>	School students and young adults who are transitioning from childhood to adulthood.

Questionnaire and extra notes

Foundational Concept/Model	Question Intent or purpose	Questions in ImpactStar®	Facilitator Notes
<i>Opening Question</i>	<i>Not steps of change and no data collected on this question. This is enquiry only as scene setting and to gauge young person and therefore the rest of the questions</i>	<i>How are you feeling today?</i>	<i>Scene setting, but also to assess mood before starting.</i>
Mindfulness – Health and Wellbeing (physical, mental, emotional)	<i>To understand if the young person feels better over the course of the programme</i>	<i>How have you been feeling recently?</i>	<i>Take into consideration the young person's mood. For example what if the young person disclosed they had an argument with their best friend before the evaluation. In that case, this is likely to impact how they feel mentally at the time of assessment. Reference the incident within your notes. Refer the question to the past few weeks as opposed to that day.</i>
Mindfulness – Health and Wellbeing (physical, mental, emotional)	<i>To understand whether improved sleeping, diet and exercise habits have been implemented over the course of the programme</i>	<i>Do you have good habits for sleeping, diet, exercise?</i>	<i>If the young person is unsure or there are inconsistencies in the sleeping, exercise and dietary behaviours, encourage the young person to use a journal to record patterns and understand the relationship between mental and physical well-being, sleep, exercise, and dietary behaviours.</i>

<p>Mindfulness – Health and Wellbeing (physical, mental, emotional)</p>	<p>Measures the ability to self-care</p>	<p>Do you know how to look after your mental health and/or emotional wellbeing?</p>	<p>Encourage young people to understand their trigger points, and what they do to manage stress and strain. Examples exercise spending time with friends, cooking, movies etc? Equally, young people may reference harmful self-care, some examples using alcohol and other substances, unhealthy relationships and self-harm. Make sure you take notes, discuss with your manager.</p>
<p>Social Connection - Quality relationships and positive connections</p>	<p>Measuring a young person’s ability to create, grow and maintain positive relationships with peers/friends/mentors/role models</p>	<p>How would you rate your ability to make quality relationships?</p>	<p>Ask the young person to provide examples</p>
<p>Social Connection – Difficult Relationships</p>	<p>To measure a young person’s ability to navigate and manage difficult relationships and social situations</p>	<p>How do you deal with conflict within a relationship or social situation?</p>	<p>Ask the young person to provide examples of when they have dealt with conflict well and poorly. Then, list a couple of positive outcomes of managing conflict positively.</p>
<p>Social Connection - Teamwork</p>	<p>Assesses a young person’s ability to be a part of a team, to collaborate effectively with others</p>	<p>How do you feel about your ability to help and support other team members?</p>	<p>Draw upon Raise Up experiences ideally</p>
<p>Mindfulness - Identity</p>	<p>Measuring a young person’s ability to understand their own strengths and areas they need to grow – not specifically measuring strengths and weaknesses</p>	<p>How well do you know your strengths and areas of growth?</p>	<p>Encourage young people to be reflective, valuable tools to support personal mindfulness include journals,</p>

<p>Wellbeing – Mental/Emotional</p>	<p>To measure a young person’s ability to care and demonstrate care. Can include topics of empathy, emotional intelligence, diversity, racism, discrimination.</p>	<p>How do you feel about caring for people and things other than yourself?</p>	<p>Ask the young person to provide examples and give an explanation of how they felt when supporting others. Possible examples: Raise Up community outreach projects, supporting new crew members, and helping another student at school. Enquire if the young person has witnessed racism or minority groups being bullied, and if so, how did that make them feel?</p>
<p>Engagement - Youth Participation</p>	<p>Measuring level of participation in local community</p>	<p>Do you do anything to support your community?</p>	<p>Including community outreach activities external to the Raise Up programme also.</p>
<p>Community Impact - Influence</p>	<p>To gauge empowerment level of the young person. Their desire to do something or change something outside of the Youth Development Programme and affect the lives of others</p>	<p>Do you feel you can make a change in your local area?</p>	<p>Ask the young person what they have done or could do to get involved in projects they are passionate about and would like to advocate on behalf of.</p>
<p>Mindfulness – Identity</p>	<p>To check how a young person is progressing towards independence and adulthood, checking mental wellbeing in relation towards adulthood</p>	<p>How do you feel you are progressing towards being comfortable and equipped to transition from schooling life to adulthood?</p>	<p>Enquire what some of the steps they have taken to support the transition are. Be mindful some young people may be overwhelmed and experience anxiety considering the transition.</p>
<p>Skill Development - Leadership</p>	<p>to measure a young person’s ability to lead and be a leader against the programme definition of leadership. (For example – role modelling behaviours, taking initiative, making</p>	<p>Do you consider yourself a leader?</p>	<p>Encourage the young person to explain why they feel that way. Young people can display leadership qualities in a variety of ways, including.</p> <ul style="list-style-type: none"> • Role modelling good behaviour

change or taking a stand against poor behaviours

- *Showing initiative*
- *Supporting crew members*
- *Challenging poor behaviours*
- *Supporting a team member leading a project*

If you are a Youth Worker, please discuss which questionnaire to use for your young people with your manager. This is to ensure the questionnaires is being used consistently for specific groups.

It is important that the correct questionnaire is used, otherwise distance travelled data will not be able to be aggregated effectively.