Title page

Social development

Thesis statement: Providing adequate after-school socializing opportunities to youth will minimize the prevalence of crimes.

The argument claims that by social development of middle-school students will reduce future crimes. It claims that youth involved in less supervises socializing activities after schools exhibit high risks of building offensive behaviors in future. Compared to this student getting adequate coaching in after-school programs will manage to overcome negative behavior attributes including aggression, hatred and violence. Theories on criminology state that youth that engages in the unstructured and unsupervised social environment are more likely to commit offences in future. Their deviant behavior is apparent in their crimes and substance use. Provision of an adult-supervised environment contributes towards positive social development of youth.

After school programs have a significant role in the social development of the children. The purpose of these programs is on minimizing the risks of developing deviant behavior. Free after-school program provides a practical solution for establishing positive attitudes that will strengthen the youth's ability to rejecting deviance. The programs focus on familiarizing students with their social responsibility.

According to the micro-dynamic principle of sociology, the personal experiences of the poor and deprived groups create a situation of hopelessness. The negative attitudes and feelings are the result of individual encounters with these people with other subgroups and institutions. They are well aware of the resources they lack making them more eager to earning money. Their desires to improve their quality of life is another aspect of leading them to crimes and human trafficking. The theory of sociology explains that these people are unable to trust the society or the institutes and blame them for their deprivations. They believe that their sufferings and miseries are the product of social inequality and injustice. The behavioral capacities define the role taken by these people. The behavioral capacity defines their ability to adapt to the new culture and society becoming visible in their decisions of engaging them with negative activities. Their choices are their response to the social situation where opportunities for earning are limited (Turner, 2010).

Through after-school programs, it would be possible to provide better social development opportunities to children. Poverty influence the behaviors of poor children and studies depicts the association of high-quality programs with behavioral development among poor children. Effective programs are appropriate for dealing with the behavioral issues among African- American children that include the reduction of stress and aggression.

Socializing programs generate significant influence on the lives of children and adolescents that influence their development. The children lacking the benefits of such programs exhibits high risks of building negative attitudes. Effective programs can focus on resolving issues faced by youth and provide them with opportunities for becoming better citizens. The children in the US and all across the world that belong to poor backgrounds are disadvantaged children as they suffer the consequences' of social injustice. Evidence suggests significant “relationship between the amount of time adolescents and young adults spend in unstructured socializing in the absence of authority figures and growth in delinquency and substance use” (Cross, Gottfredson, Wilson, & Rorie, 2009). This indicates that the probability of offensive behaviors can be reduced by indulging youth in development activities. After school programs lead to better behavioral skills that improve the adaptation of children to different environments.

Socializing opportunities act as an indicator of behavioral development. Children that encounter the issue of problem behaviors also exhibit them in adolescence and adulthood. The evidence depicts that schools and education shape the behavior of youth by resolving problems. The most effective tool that results in learning of individuals is their involvement in structured programs. Positive environments are likely to promote positive behaviors among poor children. High-quality caregiving experiences lead to positive developments in youth.

Well- trained professionals and staff can provide better structured and supervised socializing activities that improve the chances of social development. Trainers will guide them to avoid spending unstructured time with friends on hanging out or on watching violent films. Common activities of the socialization programs include; indulging youth in art, craft, creativity and recreation. Similar encouraging them to join clubs or spend time in sports like basketball, soccer or baseball also provides the opportunity for getting rid of negative behaviors. The programs are focused on engaging youth in constructive activities that eliminate the chances of developing delinquent behaviors in future (Cross, Gottfredson, Wilson, & Rorie, 2009). These programs explain students the adverse impacts of unstructured activities such as wasting time on hangouts. They are provided better substitute such as art or sport that they find attractive. Consistent adult monitoring is essential for effective supervision in after-school programs. When students are not supervised in activities like sport or recreation, they exhibit risks of developing negative attitudes. To make programs more attractive for children they must be innovative and offer an element of excitement. Boring programs can be ineffective because they fail to persuade youth.

The argument states that crimes can be reduced if the youth is provided opportunities for overcoming offensive behaviors through structured and supervised programs. There is a need for hiring professionally skilled trainers who can provide better supervision to youth in after-school programs offering free after-school programs for socialization attract more students. The argument explains that the states and schools can promote positive attitudes and socializing skills among students that will minimize the probability of becoming deviant in future.

References

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