

4-H Youth Development

Developing Responsible Youth

INITIATIVE PROGRAMMING GUIDE

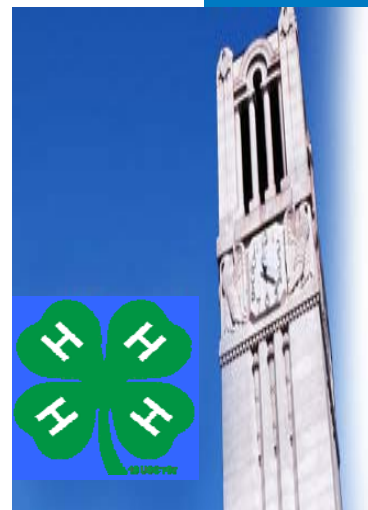
CONTENTS

Initiation Welcome and Overview.....1

Strengthening Civic Responsibility through
Leadership and Volunteerism.....6

Preparing for an Employable Future.....19

Nurturing Healthy Lifestyles.....29



4-H Youth Development

Developing Responsible Youth

Initiative Welcome and Overview

Welcome to Developing Responsible Youth, one of the five statewide program initiatives of the North Carolina Cooperative Extension Service. Although the Initiative is managed through primary program resources made available through the North Carolina 4-H Youth Development Program and the Department of 4-H Youth Development and Family and Consumer Sciences in the College of Agriculture and Life Sciences at North Carolina State University, it is designed to drive collaboration with and among all agencies, programs and organizations dedicated to the well being of young people in our state.

It provides a dynamic vehicle to productively connect research based youth development programming efforts to North Carolina Cooperative Extensions Strategic Priorities:

- To strengthen the economy through profitable, sustainable and safe food, forest and green industry systems.
- To protect the environment and material resources.
- To empower youth and families to lead healthier lives and become community leaders.

Our initiative is designed to actively engage youth, volunteers, stakeholders, and youth development professionals “to create helping relationships to enable youths to become responsible, productive citizens.” Through 4-H and other, allied youth development programs young people are empowered to invest and grow cognitive, social, physical and emotional skills to reach their full potential for becoming coping, competent and contributing participants in their friendship and peer groups, families, schools and communities.

The Initiative focuses on utilization of experiential, non-formal, community based youth development practices which recognize the worth and dignity of every individual, and believe that the development of life skills enables young people to become caring, coping and competent citizens who will build strong foundations for our future. In the spirit of this shared value, the initiative is committed to the well being of and seeks to maintain the confidence of youth, volunteers, stakeholders, the Extension System, and all youth development professionals.

The Initiative seeks to celebrate through action “The Power of Youth in a Changing World”, the National 4-H Strategic Plan and its vision: “A world in which youth and adults learn, grow, and work together as catalysts for positive change;” and its mission: “4-H empowers youth to reach their full potential working and learning in partnership with caring adults.” We also embrace that plan’s belief that if we really care about youth, if we really want them to succeed,

we must organize around them by transforming the relationships we have with youth in designing, delivering, and governing 4-H and other youth development programs to celebrate several critical dimensions of program excellence: the power of youth; access, equity, and opportunity; an extraordinary place to learn; exceptional people, innovative practices; and effective organizational systems.

Professional Youth Development Programming

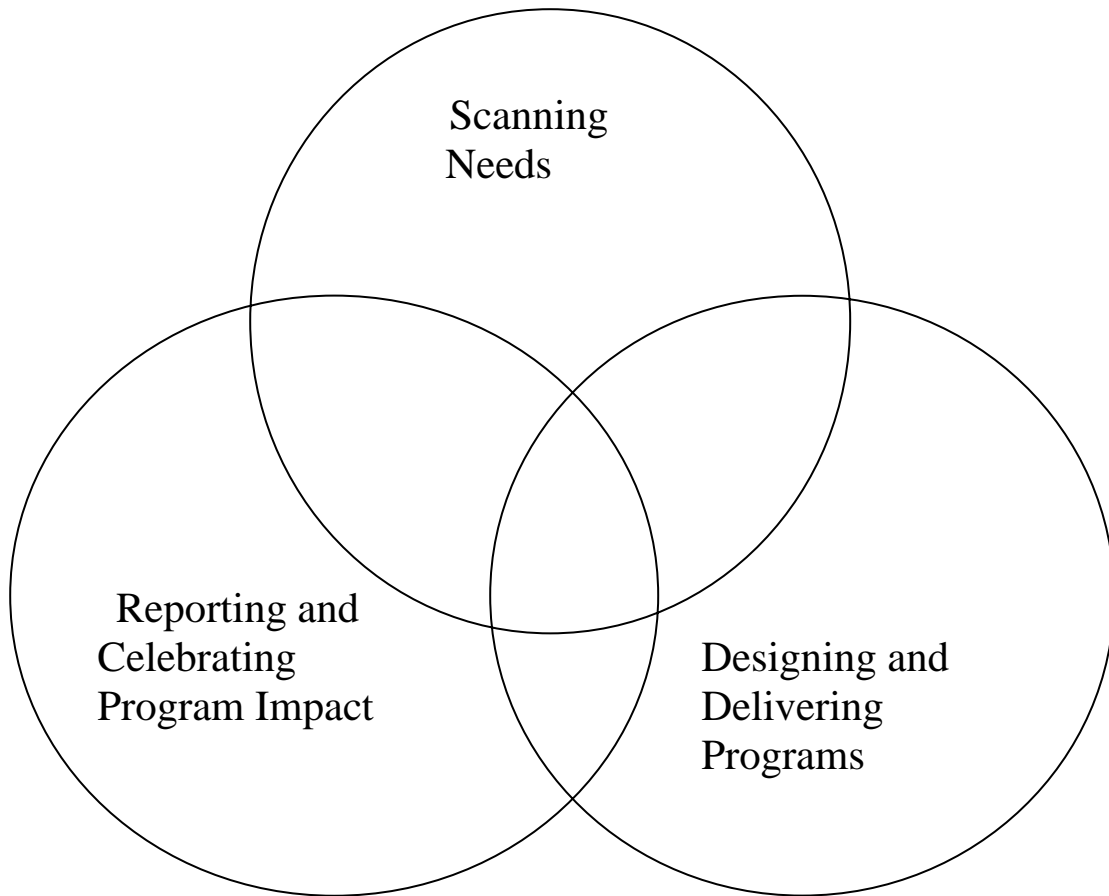
The Initiative strives to encourage both youth development program design and content validity by encouraging youth development professionals to become actively involved in three overlapping, continuing domains of professional best practice: 1) Scanning the environment for youth development needs, 2) designing and delivering quality programs and 3) reporting and celebrating program impact. Major contemporary youth development paradigms being utilized include: life skills, internal and external assets, and resilience theory. These theoretically grounded paradigms when used individually or concurrently offer youth development program staff a full range of adaptation possibilities for assessing program impacts. Program staffs are encouraged to adapt educational programs to local situations in the context of the outcomes of the National 4-H Impact Assessment Project. That project created a list of program characteristics most likely to engender positive youth outcomes when incorporated into youth programming. Those critical program characteristics are:

- A positive relationship with a caring adult.
- A physically and emotionally safe environment.
- The opportunity to value and practice service for others.
- An opportunity for self-determination.
- An inclusive environment.
- An opportunity to see oneself as an active participant in the future.
- Engagement in learning and;
- Opportunity for mastery.

Developing Responsible Youth: A Cycle of Professional Action

The objectives listed under each Long Range Focus Areas (LRFA) in the Developing Responsible Youth Initiative are accomplished by teams of youth development educators. They continuously work to accomplish three related, overlapping LRFA/objective specific processes. Each team works to build youth development professional capacity, develop and refine best professional practices and expand the rigor of impact evaluation as they:

1. Scan the environment for emerging focus area specific youth development needs.
2. Design and deliver programs responsive to those existing and emerging needs.
3. Design evaluation tools to facilitate program impacts for reporting into the Extension Reporting System.



Each Long Range Focus Area (LRFA) objective teams work is based on the following promises:

1. Each LRFA may be addressed through any 4-H delivery mode (e.g. clubs, school enrichment, special interest afterschool, and resident and day camps, depending upon an individual county's needs and asset;
2. Each LRFA may be focused upon a target learner audience depending upon an individual county's needs and assets.

The Developing Responsible Youth through Life Skill Growth and Strengthened Communities Long Range Focus Areas (LRFA's) are:

- Strengthening Civic Responsibility through Leadership and Volunteerism.
- Preparing for an Employable Future.
- Nurturing Healthy Lifestyles.

Resources

- One Mission – One Vision – One Extension, North Carolina Cooperative Extension, 2006.
- The 4-H Mission in North Carolina.
- The North Carolina Code of Ethics for Youth Development Professionals.
- The Power of Youth in a Changing world: The National 4-H Strategic Plan, 2001.
- 4-H Prepared and Engaged Youth Serving American Communities: The National 4-H Impact Assessment Project, 2002.
- North Carolina Cooperative Extension Service County Environmental Scan, 2004.
- North Carolina 2020: Report of the North Carolina Progress Board, 2001.
- North Carolina 4-H Conversations on Youth Development in the 21st Century, 2002.
- National Conversations on Youth Development in the 21st Century, 2002.

Developing Responsible Youth through Life Skill Growth and Strengthened Communities *

New LRFA's	Strengthening Civic Responsibility through Leadership and Volunteerism	Preparing for an Employable Future	Nurturing Healthy Lifestyles
Co-Chairs	Harriett Edwards Suzanne Rhinehart	Mitzi Stumpf-Downing Tracy Carter Crystal Smith	Carolyn Rudd Iris Fuller
Suggested/ Possible Objectives (these are just examples they are not set in stone)	<ul style="list-style-type: none"> • Leadership Development • Volunteerism • Youth in Governance 	<ul style="list-style-type: none"> • Career Pathways • Entrepreneurship • Life skills • Science, Technology, Engineering, & Math (STEM) 	<ul style="list-style-type: none"> • Overweight/ Obesity • Nutrition Education • Character Development • Relationship Management
Examples of Existing Programs and Curricula Supporting this LRFA	<ul style="list-style-type: none"> • County 4-H councils • County 4-H leader associations • Ambassadors • TRY-IT! • NC 4-H Leaders' Association 	<ul style="list-style-type: none"> • Application, Resume, and Interview (ARI) Program • 4-H presentations • 4-H Mini society • Career Smarts • 4-H project records • Embryology • Electricity • Biotechnology 	<ul style="list-style-type: none"> • EFNEP • Foods and nutrition curricula • Health curricula • Bicycle rodeos • Farm safety week • Foods fairs

* Based upon the following premises:

- (1) Each LRFA may be addressed through any 4-H delivery mode (e.g., clubs, school enrichment, special interest, after school, and resident and day camps) depending upon an individual county's needs and assets;
- (2) Each LRFA may be focused upon a target learner audience depending upon an individual county's needs and assets.

Based on Long Range Focus Steering Team and system wide input: Larry Hancock, Ed Maxa, Carolyn Rudd, Peggie Lewis, Robbie Furr, Harriett Edwards, Dale Safrit, Ben Silliman, Theresa Clark, Bettina Odom, Carolyn Johnson, Barbara Dunn-Swanson, Dale Panaro, Julie Landry, Millie Bruton, Joyce Watts, Jeff North, Ken Burgess, Travis Burke, Claudette Smith, Marshall Stewart, Mitzi

4-H Youth Development

Developing Responsible Youth

Strengthening Civic Responsibility through Leadership and Volunteerism

Focus Team Leadership:

Barbara Byers, Sandra Barba, April Bowman, Cathy Brown, Harriett Edwards (Co-Chair), Teresa Garland, Tovi Martin, Chad Ray, Suzanne Rhinehart (Co-Chair), Aggie Rogers, Joyce Watts.

Situation Statement

North Carolina's communities and municipalities face increasing challenges in providing adequate public programs and services for their citizens. The need and demand for human services in communities to maintain and improve quality of life continue to grow, especially in very rural and large urban areas. More citizens must assume active leadership roles through community service if the quality of community life is to be maintained and improved. Current budget deficits and resulting cutbacks in state human and community service programs have increased demands on local governments to assume responsibility for a wider range of human and community service programs; consequently, human and material resources are extremely limited at all levels of government. However, local governments have neither the mandate nor the resources to provide the levels of services necessary to alleviate social problems.

The need for active citizen engagement in North Carolina's communities through civic participation, leadership, volunteerism and community service, continues to grow in direct response to increasing population and social needs, and decreasing budgets and governmental services. Only through grassroots participation will human and government agencies, not-for-profit organizations, community-based organizations and citizen groups, and individual citizens successfully identify and address the issues facing our state. To maximize local human and financial resources, it is vital to encourage local citizens to become involved in the provision of human and community services. Beyond these services, there is a need to involve citizens as leaders in the many and varied activities that contribute to the quality of community life.

North Carolina's 4-H Youth Development program has as its immediate mission the development of our state's youth (ages 5-18) through community-based, volunteer-led experiential programs targeting critical issues facing these youth. Programs are delivered through targeted methods depending upon the youths' targeted needs and their immediate community's assets, resources and interests. However, the ultimate goal of such community-based, volunteer delivered programs is stronger holistic communities of engaged youth and adults working together to improve their communities. Thus, youth and adult volunteer leadership in 4-H is not only a means to an end, but an end in itself.

Because of the broad scope of this LRFA, defining the relevant terminology is important upon entering the literature review. For purposes of this process, the following definitions have been applied.

- **Civic Responsibility:** addressing social problems in an informed, committed and positive manner; includes voting, obeying laws, and other concepts such as social responsibility, participatory democracy and citizenship for democracy (Constitutional Rights Foundation, 2000): a sense of personal responsibility to uphold obligations as part of any community (Holkeboer & Hoeksema, 1998)
- **Social Responsibility:** the duty or obligation of an individual or group to society as a whole, suggesting an identification with and sense of obligation to a common good that includes oneself, but stretches beyond one's own self-interest (Sherrod, Flanagan, & Syvertsen, 2006)
- **Leadership:** a group process designed to bring about change; includes use of critical thinking, problem solving, written and oral communication, and teamwork (Holkeboer & Hoeksema, 1998): the art of mobilizing others to want to struggle for shared aspirations (Kouzes & Posner, 1995): "individuals (both adults and adolescents) who think for themselves, communicate their thoughts and feelings to others, and help others understand and act on their own beliefs; they influence others in an ethical and socially responsible way." (van Linden & Fertman, 1998, p.17)
- **Volunteerism:** Giving time, energy, talents and/or resources of one's own free-will, not primarily for financial gain, and for the common good (Safrit & Merrill, 2000); freely given action that directly or indirectly benefits a recipient, whether a person, a cause, an organization, or society in general (Metz, 2006)

Objectives

Objective 1: Youth and adults will address social problems, issues and/or challenges through leadership and volunteerism.

Measures of Progress

1. **Volunteerism:** Number indicating *knowledge gained* regarding volunteerism
Number youth increasing knowledge
Number adults increasing knowledge
2. **Volunteerism:** Number indicating *positive attitude change* regarding volunteerism
Number youth changing attitude
Number adults changing attitude
3. **Leadership:** Number indicating *knowledge gained* regarding leadership
Number youth increasing knowledge
Number adults increasing knowledge
4. **Leadership:** Number indicating *positive attitude change* regarding leadership
Number youth changing attitude

Number adults changing attitude

5. **Leadership:** Number indicating *knowledge gained* regarding effective teen/adult partnerships

Number youth increasing knowledge

Number adults increasing knowledge

6. **Leadership:** Number indicating *positive attitude change* regarding effective teen/adult partnerships

Number youth changing attitude

Number adults changing attitude

Impact Indicators

1. Number of *youth* serving in additional or expanded

_____ 4-H volunteer roles

_____ non-4-H volunteer roles

_____ 4-H leadership roles

_____ non-4-H leadership roles

_____ Teen/Adult partnerships

2. Number of *adults* serving in additional or expanded

_____ 4-H volunteer roles

_____ non-4-H volunteer roles

_____ 4-H leadership roles

_____ non-4-H leadership roles

_____ Teen/Adult partnerships

Objective 2: Youth will increase knowledge of political processes and will increase involvement in policy-making, political, and/or civic systems.

Measures of Progress

1. **Civic Engagement:** Number indicating *knowledge gained* regarding political/election processes

Number youth increasing knowledge

2. **Civic Engagement:** Number indicating *positive attitude change* regarding political/election processes

Number youth changing attitude

Impact Indicators

1. *Youth* Civic Engagement

_____ Registered to vote in North Carolina elections

_____ Attending county board and/or commission meetings

_____ Presenting at town/city/county board and/or commission meetings

_____ Writing to elected officials or public staff to advocate for any cause

- _____ Meeting with legislators to advocate for any cause
- _____ Seeking elected office in clubs or schools for the first time
- _____ Seeking election to higher office in clubs/schools (expanded involvement)
- _____ Published letters to the editor
- _____ Service on policy-making and/or advisory boards or councils
- _____ Participating in new or expanded roles in the election process

Supporting Research

Numerous studies have highlighted teens' desires and initiatives to work together with peers and adults as leaders in addressing the serious issues facing us as a society (Auck, 1999; Independent Sector, 1992, 1994, 1996, 1998, 2001; Safrit & King, 1999; Youth Service America, 1994). In return, they both experience intrinsic satisfaction and expect extrinsic rewards that enable them to be successful today and into the future. Safrit, Scheer, and King (2001) provided a discussion of how to develop meaningful service opportunities for engaging teens in their communities, taking into account teens' unique developmental characteristics. According to the authors, "teens are more willing to actively engage in mixed gender groups and seek greater responsibility/decision making in what volunteer projects to conduct" (p. 19) as active partners in community-based programs. The concern for youth civil disengagement continues to be addressed by differing agencies, inclusive of government, national associations, school systems, organizations and the public, at large. The "New Millennium Project" conducted by the National Association of Secretaries of State (NASS), in 1999, found that youth lack knowledge, interest and trust concerning American politics and public life, in general (Branson, 1999). Research suggests disengagement occurs, most often, when those who are affected by the decisions, are not included in the decision-making and implementation processes (Fredericks, Kaplan & Ziesler, 2001). Most often, however, adults are making decisions about resources and programs in the community, which ultimately affect the youth, without input from young people.

Collins and Branham (1999) suggested creating collaborative opportunities, inclusive of youth and adults, as being an essential avenue toward enhancing youth civic engagement, which influences the betterment of the entire community. The "New Millennium Project" reported youth's belief that utilizing a participatory approach to teaching government courses would encourage youth involvement in the community (Branson, 1999). By participating in a communal process of decision-making, the sense of ownership and empowerment through self-fulfillment increases through the understanding of its outcomes (Kothari, 1996). Gardner (1995) also concurred that young people need to be a part of the decision-making process. Developmentally, providing youth the opportunity to participate fulfills the needs for belonging, self-esteem and independence (Kothari, 1996).

Young people participating in community service or volunteer activities benefit from volunteering in that a meaningful service experience can foster a sense of personal identity and can help them make personal decisions about the kind of adult they would like to become (Metz, 2006). It can provide marketable skills and valuable, practical work experience while also building self-confidence and character. This is also a time during development and growth that young people begin to see themselves as citizens, so volunteer activities can contribute to teaching the youth about personal social responsibility in a sustainable democracy. By offering

volunteer programs for young people that don't just deliver services to young people, but rather empower young people to take on critical roles in addressing community issues, youth are in positions to develop skills and competencies that will transfer into their lives in other ways.

Community-based organizations (including volunteer and service based programs) are excellent learning laboratories for teen citizens to demonstrate their advocacy capacities, amplify voices of concern, and become engaged in volunteerism and service. Chambers and Phelps (1994) argued that community-based organizations have contributed a great deal to the development of youth actively engaged in their communities. The authors stated that the organizations provided opportunities for youth to “test their judgment under pressure in the face of opposition” and “to exercise responsibilities and perhaps to try out one or another of the skills required for leadership” (p.53). Youth engaged in social activism through volunteerism and service also increased cultural and social awareness and personal and social skills. Many organizations and school systems have implemented youth/adult collaborative experiences within local communities.

Engaging teens in meaningful leadership roles has become a major focus of many contemporary not-for-profit organizations. Today's cultural and political climates demand that community-based organizations approach youth not as mere recipients of programs, nor even as mere resources in program development, but rather as valued and equal partners in the holistic program development, implementation and evaluation process. As Long et al (n.d.) noted:

[There is ample] evidence that weaving the work of youth development, civic development, and community development makes sense for three important reasons: First, young people who make up 26 percent of the population, possess vision, creativity and energy that is largely untapped. They have much to contribute to organizations and communities. Second, young people, when called to action, contribute to their own development, as well as to the development of the common good. And third, constructive action and involvement are always and everywhere the best defense against school failure, drug and alcohol abuse, teen pregnancy, crime, and violence – pathologies society cannot afford to remediate, even if it knew how to. (p.3)

However, many not-for-profit administrators and program leaders often experience frustration and encounter unforeseen obstacles as they seek to design, implement and manage community based programs involving teens as partners and volunteers (Safrit, 2002). First, as adults, it is often challenging to even approach teens; societal stereotypes tell adults that teens are, by definition, rebellious and nonconforming and have little sincere interest in anything but themselves and their immediate needs. Secondly, even if the initial invitation is extended and accepted, there is often an expectation that the teens will fail in following through on their responsibilities and commitments, again assuming that they will redirect their energies and attentions to anything that is more immediate and more exciting for them personally. And, finally, even if teens are successfully invited and involved in joining the programs and have followed through on their commitments, there is a resistance to delegate true power and authority to perform, instead constantly shadowing their efforts and suggesting alternative methods and options based upon “our experiences as adults.”

There is an abundance of literature that, both pragmatically and conceptually, addresses the topics of positive teen development and leadership within not-for-profit settings. Lofquist (1989) first brought attention to the fact that teens should be approached as valuable resources (and not mere recipients of programmatic action) in addressing issues facing them and their communities. Bronfenbrenner (1989) approached adolescent development within the context of the individual teen's larger real-world settings and environments. His bioecological theory identified four distinct systems encompassing the individual teen's critical interactions with others and the environment: the microsystem (the setting in which the teen lives and where most direct interaction occurs, such as the family, peer groups, school groups, etc.); the mesosystem (entailing the teen's direct interactions as a member of respective interacting microsystems); the exosystem (the overall social setting and culture in which the individual teen lives; while the teen may not have an active role in this system, it still affects the individual teen); the macrosystem (involving daily interactions between the three previously described systems); and the chronosystem (the sociohistorical patterns of environmental events and transitions over the life of the teen that may affect her/him, such as divorce, working mothers, etc.).

The Iowa Life Skills Model (Hendricks, 1998) allows individuals developing programs addressing or involving teens to incorporate the development of targeted life skills into the program, skills that will prove beneficial to teen participants. A life skill is defined as any ability "individuals can learn that will help them to be successful in living a productive and satisfying life" (p.4). The model identifies four categories of critical life skills: thinking/managing (including ten individual skills); relating/caring (encompassing nine skills); working/giving (including seven life skills); and being/living (addressing nine separate life skills). Finally, the Search Institute's (2001) assets-based approach to teen development provides a strength-based approach to developing programs that effectively engage teens, rather than focusing on adolescent problems, deficits and dysfunctions. The model identifies 40 critical factors for a young person's positive growth and development, organized into 20 external assets (that teens receive from people and institutions in their lives) and 20 internal assets (internal qualities to teens that guide the choices they make and create a sense of centeredness, purpose, and focus). The external assets include the four categories of support, empowerment, boundaries, and expectations; the internal assets include commitment to learning, positive values, social competencies, and positive identity.

As youth gain knowledge and skills to increase their capacities as leaders and volunteers, communities are strengthened through a more engaged citizenry. Youth activists, seeking to make positive changes, will impact their communities through activities that result in growth, development and renewal in ways that will help everyone, not just a few (Lesko & Tsourounis, 1998). Active citizenship in a democracy is about creating change and improving things that are valuable to many people (Bass, 2005). By working with young people to identify challenges and needs within their communities, and to develop thoughtful solutions can help youth gain skills and aspire to become more involved in the processes that govern their lives daily. This increased involvement can result in citizens willing to be actively involved in the election process, to seek public office and to become a part of the solution in their communities.

The influence of peers upon each other also affects youth activism. Syverston and Flanagan (2006) indicate that peers influence each others political development in at least three ways: they

influence each other's values and decisions; they take on political themes that dominate their culture and their generation; and they create bonds and identities based upon participation in peer-oriented school and community organizations. Helping youth develop skills to positively influence other youth will create stronger communities, a more empowered and participatory citizenry, and a stronger voice for youth in creating positive change.

In summary, research confirms that youth who are more engaged in their communities have a more positive view of government. By creating meaningful service opportunities for young people, we are insuring a more involved citizen for the future.

Target Audiences

North Carolina 4-H Youth Development has a long and rich history and tradition of nurturing youth and adults to contribute their time, energies, and talents to community-based programs focused upon positive youth development. Focused around two primary program objectives, our vision is to serve as a catalyst in transforming the hugely diverse human capital of our state into social capital through 4-H sponsored and directed community leadership, volunteerism, and service educational opportunities. We seek to build bridges between caring individuals and the youth who could benefit from that caring; between teens and adults who seek to work together to address the issues facing them and their peers; between Extension and other agencies and organizations who share the values of:

- Volunteerism as an effective strategy to build a stronger society;
- Youth as equal partners in educational endeavors;
- Citizen engagement in political processes to impact communities;
- Individual rights and responsibilities to advocate for improvement and/or change within any level of government;
- Teamwork that interconnects people, programs and educational events;
- Effective and meaningful collaborations between county and state programs;
- Programs that nurture strong and meaningful youth/adult partnerships; and
- Programs that empower and engage youth and adults as volunteers in service to their communities.

Specific target audiences include:

- Current 4-H members;
- All types of current 4-H adult volunteers (including club leaders, school enrichment volunteers, afterschool volunteers, episodic volunteer, etc.);
- Other youth and adults who are potential volunteers and participants; and
- All North Carolina youth and adults interested in establishing meaningful and sustained partnerships.

Teaching Points and/or Curricula (examples)

Youth and Adults

- Parliamentary Procedure
- Growing in Communities
- Public Adventures
- Flag Etiquette and Flag Retirement Ceremonies
- Mini-Society
- Leadership Concepts/Step Up to Leadership
- Decision-Making Skills
- Group Processes
- Teen/Adult Partnerships
- Responsible Citizenship
- Volunteerism and Community Service
- Service Learning
- Kids Voting USA
- Community Voices
- Voices with Vision
- Discovering Citizenship
- Citizenship Adventure Kit, Citizenship Guide's Handbook
- Character Education
- Mini Society
- Career Smarts
- Public Adventures
- Public Speaking
- Teens Against Tobacco Use
- SPACES
- SIMM Town
- Prudential Youth Development
- Asset mapping
- Community Mapping

Staff and Experienced Volunteers

- Volunteer Management
- Others listed above

Program Delivery Strategies (examples)

Youth

- Citizenship Event (North Carolina and/or Washington, DC)
- NC and National 4-H Congress
- National 4-H Conference
- TRY-IT retreats
- Teen Retreats
- County Events
- County Council

State Council Conference
ARI
4-H & Youth Program Committees
County Trainings
Curriculum Camp
Ambassadors
Teen Conferences/Summits
Web-based Educational Modules
NC Big Sweep
Make a Difference Day
DARE programs
Community Forums
4-H Clubs
Afterschool Programs
STOMP
Multi-County Programs
Hugh Shelton Leadership Camp
MLK Day of Service
Mentoring Programs
Shadowing Programs
County Government Leadership Programs
NC Page Program
Teen Court
Restitution and community Service Programs
Youth in Governance – appointment to councils, boards, etc.
Meet the Candidate Forum
4-H International Programs – outbound and hosting opportunities

Adults

Citizenship Event (North Carolina and/or Washington, DC)
Volunteer Leaders' Conference
Southern Region Leaders' Forum
District Volunteer Training Events
County Volunteer Training Events
Master Volunteer ACE Program
4-H & Youth Program Committee
In-Service Training

Programming Resources

Potential Partners (Training, Funding, Other support)

NC Commissioners Association
APPCNC (Adolescent Pregnancy Prevention Council of NC)
DJJDP
Tobacco Free Schools
JROTC

Community Colleges
Communities in Schools
Chambers of Commerce
Faith-Based Organizations
EMC's at local levels
NC Civic Education Consortium
Duke Endowment
Toastmasters
Boards of Election
Coalition for Community Education
NC Youth Advocacy
UNC School of Public Health
Operation Military Kids
Kellogg Foundation
NC Council of Governments
Civic Clubs
NC Kids Voting
Robert Wood Johnson Foundation

Publications/Printed Resources

General

- Benson, P.L., Galbraith, J. P& Espeland, P. (1998). *What teens need to succeed: Proven, practical ways to shape your own future*. Minneapolis, MN: Free Spirit Publishing.
- Bronfenbrenner, r. (1989). Ecological systems theory. In R. Vasta (Ed.), *Annals of child development (Vol. 6)*. Greenwich, CT: JAI Press (pp. 187-249).
- Hendricks, P.A. (1998, November). Developing youth curriculum using the targeting life skills model: Incorporating developmentally appropriate learning opportunities to assess impact of life skill development. Ames, IA: Iowa State University, University Extension (pub. No. 4H-137A).
- Lofquist, W.A. (1989). The spectrum of attitudes: *Building a theory of youth development*. New Designs for Youth Development, 9, 3-6.
- Rennekamp, R., Hobson, H., & Spangler, K. (1999, October). *Youth development in the context of isolation: Challenges and opportunities*. Chevy Chase, MD: National 4-H Council.
- Swinehart, B. (1992). *Youth involvement: Developing leaders and strengthening communities*. Boulder, CO: Partners for Youth Leadership.

Volunteerism

- Auck, A. (1999). *Volunteerism, community service, and service-learning by Ohio 4-H'ers in grades 4-12*. Unpublished masters thesis. Columbus, OH: The Ohio State University.
- Digeronimo, T.F. (1995). *A student's guide to volunteering*. Franklin Lakes, NJ: Career Press.
- Ellis, S.J., Weisbord, A. & Noyes, K.H. (1991). *Children as volunteers: Preparing for community service*. Philadelphia, PA: Energize, Inc.
- Fredricks, O., Kaplan, e. & Zeisler, J. (2001). *Integrating youth voice in service-learning: Learning in the Deed issue paper*. Denver, CO: Kellogg Foundation.

- Independent Sector (1992, 1994, 1996, 1998, 2001). *Volunteering and giving among American teenagers 12-17 years of age: Findings from a national survey*. Washington, DC: Author.
- Lewis, B.A. (1995). *The kid's guide to service projects*. Minneapolis, MN: Free Spirit Publishing.
- Safrit, R.D., Edwards, H.C., & Flood, F.W. (2004). An initial assessment of an interactive web-based Extension curriculum to engage and prepare teens as volunteer teachers. *The Journal of Volunteer Administration*, 20(4), 21-26.
- Safrit, R.D., Scheer, S.D., & King, J.E. (2001). Understanding "seasons of service": Promoting volunteerism across the life span. *The Journal of Volunteer Administration*, 19(3), 15-23.
- Safrit, R.D., King, J.E., Burscu, K., & Jones-Ward, C. (1999, March). *A study of the prevalence and impact of service learning, community service and volunteerism with Ohio youth in grades 4-12: A project to link applied research with community action: Final report*. Columbus, OH: The governor's Community Service Council.
- Woods, E. & Wenk, S.L. (2000). *Start something: You can make a difference*. New York: Simon & Schuster.
- Wuthnow, R. (1995). What it means to volunteer: Lessons from America's youth. Washington, DC: Independent Sector (under a grant from Kellogg Foundation).
- Youth Service America. (1994). *National youth service: Answer the call: A resource guide*. Washington, DC: Author.

Leadership

- Brendtro, L., & Bacon, J. (1995). Youth empowerment and teamwork. In H.G. Garner (Ed.), *Teamwork models and experiences in education* (pp.55-70). Boston: Allyn and Bacon.
- Kouzes, J.M. & Posner, B.Z. (1995). *The leadership challenge: How to keep getting extraordinary things done in organizations*. San Francisco: Jossey-Bass.
- McCauley, C.D., Moxley, R.S. & Van Velsor, E (eds.) (1998). *Handbook of leadership development*. San Francisco: Jossey-Bass.
- VanLinden, J.A. & Fertman, C.I. (1998). *Youth leadership: A guide to understanding leadership development in adolescents*. San Francisco: Jossey-Bass.

Teen/Adult Partnerships

- Safrit, R.D. (2003). Developing effective teen-adult partnerships through volunteerism: Strengthening empathy, engagement, empowerment, and enrichment. *The Journal of Volunteer Administration*, 20(4), 21-26.
- Safrit, R.D. (2002, February). Engaging teens as partners in community-based programs. *The Not-for-profit CEO Monthly letter*, 9(4), 1-3.
- Zeldin, S., Camino, L., Calvert, M. & Ivey, D. (2002). *Youth-adult partnerships and positive youth development: Some lessons learned from research and practice in Wisconsin*. Madison, WI: Department of 4-H Youth Development, University of Wisconsin.
- Zeldin, S., McDaniel, L.K., Topitzes, d., & Calvert, M. (2000). *Youth in decision-making: A study on the impacts of youth on adults and organizations*. Madison, WI: University of Wisconsin-Madison and the Innovation Center for Community and Youth Development, National 4-H Council.

Civic Responsibility/Civics/Citizenship

- Chambers, T., & Phelps, C.E. (1994). Student activism: Impacting personal, institutional and community change. In M.C. Terrell and M.J. Cuyjet (Eds.), *Developing student government leadership* (pp. 45-57). San Francisco: Jossey-Bass.
- Dingerson, L. & Hay, S.H. (1998). *The co/motion guide to youth-led social change*. Washington, DC: Alliance for Justice.
- Kaye, C.B. (2004). *The complete guide to service learning: Proven practical ways to engage students in civic responsibility, academic curriculum & social action*. Minneapolis, MN: Free Spirit Publishing.
- Lesko, W.S., & Tsourounis II, E. (1998). *Youth! The 26% solution*. Kensington, MD: The Activism 2000 Project
- Sherrod, L.R. (Ed.) (2006) *Youth activism: An international encyclopedia* (vol. 1 & 2). Westport, CT: Greenwood Press.

Web Resources

General

- Alliance for Children & Families (<http://www.alliance1.org>)
- National 4-H Council (<http://www.fourhcouncil.edu>)
- National 4-H Council. (2002, January). Power of Youth. Washington, DC: Author. Retrieved January 15, 2002 from the World Wide Web: <http://www.4hcentennial.org/powerofyouth/main.asp>
- National Youth Development Information Center (<http://www.nydic.org/nydic>)
- North Carolina 4-H Youth Development (<http://www.nc4h.org>)
- Search Institute (<http://www.search-institute.org>)
- Search Institute. (nd). Developmental assets: An overview. Retrieved August 17, 2001, from the World Wide Web: <http://www.search-institute.org/assets/>
- Search Institute (nd). Forty developmental assets. Minneapolis, MN: Author. Retrieved August 17, 2001 from the World Wide Web: <http://www.search-institute.org/assets/forty.htm>
- Statistics on America's Children (<http://childstats.gov/americaschildren>)
- Youth Source Book on Sustainable Development (<http://iisd1.iisd.ca/youth/ysbk000.htm>)

Volunteerism

- America's Promise: the Alliance for Youth (<http://www.americaspromise.org>)
- City Cares (<http://www.citycares.org>)
- Energize, Inc. (<http://www.energizeinc.com>)
- Independent Sector (<http://www.independentsector.org>)
- Merrill Associates (<http://www.merrillassociates.net>)
- Points of Light Foundation (<http://www.pointsoflight.org>)
- Prudential Spirit of Community Initiative (<http://www.prudential.com/community/>)

Leadership

North Carolina 4-H Youth Development 4-H Ambassador Program. (nd). Retrieved September 25, 2006, from the World Wide Web: <http://www.nc4h.org/ambassadors/index.html>

Teens Reaching Youth through Innovative Teams (nd). Online curriculum posted on the World Wide Web: <http://www.nc4h.org/try-it>

Teen/Adult Partnerships

Center for Youth as Resources (<http://www.yar.org>)

Innovation Center for Community and Youth Development
(<http://www.theinnovationcenter.org>)

Civic Responsibility/Civics/Citizenship

Henzey, D., 2003. 2003 measures of citizenship: The North Carolina civic index. Chapel Hill, NC: NC Civic Education Consortium. [Available online: www.civics.org].

Long, R.F., Kressley, K.G., & Poulsen, S.J. (nd) Youth in community – Youth in citizenship...Weaving in a future tense: Insights from the field. Battle Creek, MI: WK Kellogg Foundation. [Available online: www.wkkf.org].

Lopez, M.H., Levine, P., Both, D., Keisa, A., Kirby, E., & Marcelo, K (2006). *The 2006 civic and political health of the nation: A detailed look at how youth participate in politics and communities*. College Park, MD: CIRCLE. [Available online: www.civicyouth.org].

The Center for Information & Research on Civic Learning & Engagement (CIRCLE)
(<http://www.civicyouth.org>)

4-H Youth Development

Developing Responsible Youth

PREPARING FOR AN EMPLOYABLE FUTURE

Focus Team Leadership: Tex Bennett, Tracey Carter (Co-Chair), Mitzi Downing (Co-Chair), Robbie Furr, Reba Green-Holley, Krista Hancock, Tammy Kelly, Arquetta Lindsey, Lori McBryde, Meg Perdue, Charissa Puryear, Melody Sikes, Crystal Smith (Co-Chair), Judy West.

SITUATION STATEMENT

Education is an inalienable right of every individual. A literate and knowledgeable populace is a basic goal of universal education. In the technological and socio-economic reality of the 21st century, however, education must do more than provide oratory, reading, writing, and arithmetic skills. It must also provide work competencies and life skills that will help every youth fulfill their human potential. Two phenomena have transformed the world of the 21st century. The first is globalization. The world is now converging more connected – technologically and economically – than ever before. The revolution in information technology, telecommunication, and other advanced technology has lowered national boundaries, creating a knowledge-based, trade-driven, market economy that spans the world (Yergin, Vietor and Evans, 2000). The second phenomenon is the persistent inequality between the rich and the poor. The poor in many parts of the world do not share in the benefits of globalization (Chen and Ravallion, 2002). Technological progress has become a powerful wedge in widening the gap between the have's and the have-nots.

The proliferation of telecommunication, networking, and computer hardware has created a digital divide in access to technology. But more importantly, it has created a cognitive divide – the capacity to analyze and use information in a knowledge-based economy. This new workplace requires a new kind of worker, one with the ability to learn continuously and adapt to new technologies and with the capacity to solve increasingly sophisticated problems that are inevitable with technological growth.

RESEARCH

Americans have become increasingly obsessed with good health. So, why is it that so many of our youth are given a daily dose of educational junk food? The American Education Diet is in dire need of assistance. What follows is a broad and detailed look at what has led us to this place and a diagnosis.

Consider these facts:

- ❖ The U.S. ranks 21st out of 29 countries in mathematics scores, with nearly one-quarter of students unable to solve the easiest level of questions (OECD, 2004).
- ❖ Mean verbal SAT scores have spiraled downward between 1972 and 2005. The trend continued in 2006, when SAT scores experienced their largest single drop in 31 years, with verbal scores falling 5 points over the previous year.
- ❖ Between 1990 and 2005, federal, state and local education spending for grades K-12 has more than doubled from \$248.9 billion to \$538 billion. In that same time period SAT scores remained flat (OECD Indicators, 2005).
- ❖ An estimated 1.2 million teenagers failed to earn a high school diploma in 2005. Among all public school students in the class of 2002-2003, the average freshman graduation rate was 73.9 percent. NC currently ranks 42nd in that nation in high school completion rate (63% of NC youth complete high school).

American schools are cracking down on sugary drinks and junk food in school cafeterias. Now it's time for a new vision for education. A vision that empowers every youth to improve the way that they learn, work and live.

THE IMPACT FELT AT HOME

Today's economy provides neither the stability nor the job security enjoyed by earlier generations of American workers. Now, the most significant indicator of potential earnings and employability is lifelong access to education and skills training. Those who fail to comprehend this are the most vulnerable to dislocation and disruption. Youth who can adapt to the changing workplace, acquire new information and skills, are most likely to find continued employability and greater financial security. Thus, today's youth must become renaissance learners.

What are the demands of the new global workplace? Rather than working on the assembly line in mass production factories characteristic of the industrial revolution, workers in the knowledge revolution participate in production teams, work on several projects/products at the same time, respond quickly to change, and have the capacity to learn as the situation requires it. Training focusing on a single skill is no longer adequate in the global workplace. Skills in communication, processing, critical thinking, and problem solving – the skills normally required of scientists, managers, designers, and engineers – are being demanded of technical workers as well. Our clear challenge is to “professionalize” the workforce by teaching youth not only technical skills, but also higher order thinking skills, such as abstraction, system thinking, intellectual inquiry, estimation, and team work (Wong and Hsueh, 1998).

There are implications for North Carolina youth. The increasingly competitive global marketplace demands the development of a highly trained and adaptable workforce. Public schools, which at one time adequately prepared vast numbers of youth for careers in low-skilled manufacturing job generated by the industrial economy, have not kept pace with the demands or the expectations of the postindustrial marketplace. North Carolina ranks 42nd in the nation in high school completion rates (63% of NC youth complete high school). In addition, the well-paying and relatively secure low-skill jobs that enabled earlier generations of marginally

educated young adults to start and support families, purchase homes, and raise their economic status have largely disappeared. Thus, too many of North Carolina's young people are under prepared and face economic frustration and insecurity.

North Carolina's competitiveness in the global economy as well as the future of local economies depends upon a workforce competent, innovative, and entrepreneurial in use of science, technology, engineering, and mathematics (STEM) skills and broader skills such as problem solving, systems thinking, and teamwork recommended by the SCANS report. Employers in the technology industry and government agencies such as the National Aeronautics and Space Administration (NASA) anticipate a shortfall in qualified engineers and scientists as "Baby Boom" employees retire and new jobs increase demand for highly skilled workers. Science and technology is the *everyday experience* of youth who employ cell phones to stay in touch with family and friends, PDAs to manage homework, jobs, and social activities, GIS to guide a road trips. Science and technology is the *future* of youth who will manage computerized inventories, monitor equipment, or operate transportation or medical systems...or design the high-tech hardware, software, and systems that increase the productivity and quality of life of others.

It is not enough for young people to gain literacy; they must develop the technological skills required to succeed in the global economy. It's not sufficient for young people to know how to operate machinery; they must be able to compose a resume and develop a business plan. It's not adequate for young people to have all of those academic and vocational skills; they need to learn to channel their emotions, dreams and talents into productive endeavors in turn creating a stronger, healthier economy and community for North Carolina.

Supporting Research

The essential capabilities for future American workers have been established by national experts and published in a landmark 1991 report by the U.S. Secretary of Labor's Commission in Achieving Necessary Skills (the SCANS Report for America 2000). The study identified three foundational skill sets and five workplace competencies identified below.

SCANS Foundation Skills

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens, and speaks

- Reading - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- Writing - communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- Arithmetic/mathematics - performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- Listening - receives, attends to, interprets, and responds to verbal messages and other cues
- Speaking - organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

- Creative thinking - generates new ideas
- Decision making - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives
- Problem solving - recognizes problems and devises and implements plan of action
- Visualizing - organizes and processes symbols
- Knowing how to learn - uses efficient learning techniques to acquire and apply new knowledge and skills
- Reasoning - discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Responsibility, self-esteem, sociability, self-management, integrity, and honesty

- Responsibility - exerts a high level of effort and perseveres towards goal attainment
- Self-esteem - believes in own self-worth and maintains a positive view of self
- Sociability - demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
- Self-management - assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- Integrity/honesty - chooses ethical courses of action

SCANS Workplace Competencies

Resources: Identifies, organizes, plans, and allocates resources

- Time - selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- Money - uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- Material and facilities - acquires, stores, allocates, and uses materials or space efficiently
- Human resources - assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

- Participates as member of a team - contributes to group effort
- Teaches others new skills
- Services clients/customers - works to satisfy customers expectations
- Exercises leadership - communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- Negotiates - works toward agreements involving exchange of resources, resolves divergent interests
- Works with diversity - works well with men and women from diverse backgrounds

Information: Acquires and evaluates information

- Acquires and evaluates information
- Organizes and maintains information
- Interprets and communicates information
- Uses computers to process information

Systems: Understands complex interrelationships

- Understands systems - knows how social, organizational, and technological systems work and operates effectively with them
- Monitors and corrects performance - distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems performance and corrects malfunctions
- Improves or designs systems - suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

- Selects technology - chooses procedures, tools, or equipment including computers and related technologies
- Applies technology to task - understands intent and proper procedures for setup and operation of equipment
- Maintains and troubleshoots equipment - prevents, identifies, or solves problems with equipment, including computers and other technologies

Youth Entrepreneurship

The workplace represents an important setting for the development of youth. Youth entrepreneurship programs represent an essential vehicle through which the economic self-sufficiency of youth may be improved. Research on this topic is relatively new, and clearly further empirical research is needed to clarify some of the mixed results in some of the studies (Rasheed, 2000).

The question of how youth entrepreneurship program affect youth development is embedded within a broader set of issues about the nature of youth development, and the growth of competence and responsibility during this phase of life (Steinberg & Cauffman, 1995). Employed teens may feel themselves to be more dependable and responsible than those who are not employed and are perceived to be more independent (Brown, 2001). In general, entrepreneurship education during adolescence has generally been felt to be a character-building exercise, and youth who work during this phase of live evidence changes in domains such as self-reliance, self-esteem, and practical knowledge, while showing reductions in problem behaviors such as delinquency and alcohol abuse. In sum, there is evidence that entrepreneurship, school-to-work and ovation programs can positively influence youth development. Such programs can promote positive economic, intellectual, social and psychological outcomes. These programs can have positive influences on academic success as a result of “hand-on” experiences which help build self-esteem, feeling of self efficacy (a sense of

being able to make a difference), leadership skills (e.g., planning and implementing projects, positive risk taking, and problem solving), interactions with others, and promoting an overall decrease in problem behaviors (Leffert, et al. 1996). Youth entrepreneurship program can also encourage career exploration, decrease overall youth unemployment, and improve self-confidence.

LRFA OBJECTIVES

Framing Statement: NC youth will develop and strengthen knowledge and life skills required for an employable future making them competitive in a global economy.

OBJ 1: Youth will gain knowledge and skills regarding career pathways.

- # of youth gaining knowledge regarding career pathways
- # of youth increasing their awareness of potential career pathways through job shadowing/internship/service learning programs.
- # of youth identifying their career aspirations (measured by a pre and post test).

- ❖ # of youth obtaining employment and/or participating in Job Shadowing/Internship/Service Learning programs. (*Behavior / Decision*)
- ❖ # of youth setting career goals. (*Behavior / Decision*)
- ❖ # of youth planning on pursuing post secondary education. (*Behavior / Decision*)
- ❖ # of youth (motivated to) staying in school. (*Behavior / Decision*)

OBJ 2: Youth will gain knowledge and skills regarding entrepreneurship.

- # of youth gaining knowledge regarding entrepreneurship (measured by a pre and post test).
- # of youth demonstrating knowledge and skills by participating in an entrepreneurship business.
- # of youth increasing their awareness of the economic and social impacts entrepreneurs have on society.
- # of youth who aspire to own their own business.
- # of youth gaining knowledge regarding financial literacy (measured by pre and post test).

- ❖ # of youth starting and entrepreneurial business. (*Behavior Decision / Social / Economic*)
- ❖ # of youth developing a business plan. (*Behavior / Decision*)
- ❖ # of youth presenting in the careers & entrepreneurship and presentation category. (*Behavior / Decision*)

OBJ 3: Youth will gain life skills.

- # of youth gaining knowledge and life skills in the following areas:
 - _____ Critical Thinking (as measured by pre and post test)
 - _____ Decision Making (as measured by pre and post test)
 - _____ Communication (as measured by pre and post test)
 - _____ Goal Setting (as measured by pre and post test)
 - _____ Problem Solving (as measured by pre and post test)

- ❖ # of youth who use more than one source of information before making a decision. *(Behavior / Decision)*
- ❖ # of youth who organize their thoughts before speaking. *(Behavior / Decision)*
- ❖ # of youth who look at all possible solutions to problems before action. *(Behavior / Decision)*
- ❖ # of youth establishing goals. *(Behavior / Decision)*

OBJ 4: Youth will gain knowledge and interest regarding current and future trends in science, technology, engineering and math (STEM) related career fields.

- # of youth gaining knowledge in the following STEAM Program areas:
 - _____ Science
 - _____ Technology
 - _____ Engineering
 - _____ Math
- ❖ # of youth aspiring a career in science related field of study. *(Behavior / Decision)*
- ❖ # of youth planning on pursuing post secondary education in a scientific field of study. *(Behavior / Decision)*

Target Audience

The target audience for this objective will include youth, Agents/PA’s and volunteers working within the 4-H Youth Development Program.

Curricula and/or Teaching Points

4-H professionals, youth and volunteers can gain access to the following:

Workforce Development Curriculum

- Be the “e”
- Get in the Act
- Mini Society
- Making a Job
- Career Smarts
- R.I.S.E. (Respect, Integrity through Skills and Education)
- Subject matter curricula

Possible Program Teaching Points

- Presentation / Public Speaking Programs
- How to complete evaluation instruments
- How data will be used to advance the 4-H program
- Future Trends
- Life Skills
- Target Audiences
- Partnership Building
- Funding WFD Programs

Program Delivery Strategies (examples)

4-H Clubs
After-School
Camps
School Voc. Programs
ARI
Teen Conferences / Summits
NC and National 4-H Congress
Teen Retreats
County Events
County Council
County Workshops/Trainings
Summer Special Interest Programs
Web-based Educational Modules, etc.

Evaluation Strategies

Evaluation will be accomplished through the administration of pre, post and in some cases a post then test to determine behavior change in youth as it relates to workplace and employability skills.

EMERGING TRENDS

One of the most pressing social issues we face in North Carolina is how to provide our youth with a solid foundation for life. The evidence that the foundation is fragile appears year after year in newspaper articles and scientific studies. That call attention to the challenge and problems facing too many youth: persistently high rates of alcohol and other drug use, teenage pregnancy, violence, school failure, and many more.¹ Simultaneously, new concerns are being voiced about whether we are building the kinds of skills and competencies needed to ensure a competent workforce and an engaged citizenry. Put simply, we are failing to offer our youngest generations the solid footing they need to grow safely and successfully into adulthood.

RELEVANCE OF TRENDS TO COUNTY PROGRAMS

The challenges and opportunities identified in this trend analysis speak to all types of youth, all types of communities, all types of families. In terms of life skill development and developmental assets, no group of youth is far better off or far worse off than other groups. No group is immune; no group is cursed. All young people – including those who “have everything” and those who have little – need society to pay more attention to their care and development.¹

Thus, the vast majority of young people are building their lives on a foundation that truly is fragile. Some – perhaps most – young people will still manage to navigate through adolescence into adulthood relatively unscathed, despite their circumstance and some of the harmful choices they make. Too many will not, however. For them, experiences in early years will leave scares that will take years to heal, if they heal at all. And some will become trapped in negative cycles

of violence, addiction, and hopelessness that will deprive them and their community of potential and contribution.

But this is not the end of the story. The mosaic of young people's lives has a hopeful theme. That hope becomes evident in the potential that life skills and developmental assets have to shape young people's choices. Intentionally working to ensure that more young people experience many of the life skills and assets offers a positive, hopeful path to a brighter future for young people and society.

SOURCES OF SUPPORTING DATA FOR USE BY COUNTIES:

<http://www.nydic.org/nydic> – National Youth Development Information center

<http://www.search-institute.org> – Search Institute: Raising Caring Responsible Children and Teenagers

<http://www.search-institute.org/norms/gg2002.pdf> –Grading Grown-Up: How do American kinds and adults relate?

<http://www.alliance1.org> – Alliance For Children & Families

<http://www.search-institute.org/hchy> – Healthy Community Healthy Youth Conference (October 23-25, 2003)

http://www.iay.org/youth_update – The Institute for the study of Antisocial Behavior in Youth

<http://www.kidscount.org> – Kids Count Data Book: State Profiles of Child Well-Being

<http://iisd1.iisd.ca/youth/ysbk000.htm> – Youth Source Book on Sustainable Development

<http://www.yar.org> – Center For Youth As Resources

<http://www.fourhcouncil.edu> – National 4-H Council

<http://www.nichcy.org> – National Information Center For Children and Youth With Disabilities

<http://childstats.gov/americaschildren> – Childstats.gov – America's Children 2002

<http://www.ces.ncsu.edu/depts/fourh> – NC 4-H Youth Development

<http://www.dhhs.state.nc.us> – NC Department of Health & Human Services

<http://www.americaspromise.org> – America's Promise: The Alliance for Youth

<http://www.cisnet.org> – Communities In Schools

<http://www.ncfy.com/resource-yd.htm> – The Administration for Children and Families

REFERENCES

Benson, P.L., J. Galbraith, & E. Espeland (1995). *What kids need to succeed*. Minneapolis: MN: Spirit Publishing Company.

Benson, P., Scales, P., Leffert, Roehlkepartain, E. (1999). *A Fragile Foundation: The State of Developmental Assets among American Youth*. A Search Institute Report. Minneapolis, MN.

Brown, B. (2001). *Teens, jobs and welfare: implications for social policy*. Child Trends, Washington, DC.

Chen, Shaohua. & M. Ravallion (2002). How did the world's poorest fare in 1990s? Working Paper# 2409. Washington, DC: World Bank Development Research Group. Available at [http://wbi018.worldbank.org/research/workpapers.nsf/0/7b824640b1ad2f1c8525692d007481b5/\\$FILE/wps2409](http://wbi018.worldbank.org/research/workpapers.nsf/0/7b824640b1ad2f1c8525692d007481b5/$FILE/wps2409)

- Education at a Glance: 2005 (Education Statistics and Indicators, 2005). Available at http://www.oecd.org/documents/34/0,2340,en_2469_34515_35289570_1_1_1_1,00.html#Howtoobtain
- Leffert, N., Sario, R.N., Blth, D.A., & Kroenke, C.H. (1996). *Making the case: measuring impact of youth development programs*. Institute on Education and the Economy, Teacher's College, Columbia University.
- Levitt, S. D. and Dunbner, S.J.(2005). *Freakonomics: a rouge economist explores the hidden side of everything*. New York, NY: Harper Collins Publishing.
- Life After High School: Young People Talk about Their Hopes and Prospects (Public Agenda, 2006). Available at http://www.publicagenda.org/research/research_repoorts_details.cfm?list=31
- NEAP 2004 Trends in Academic Progress Three Decades of Student Performance in Reading and Mathematics (Washington DC: National Center for Education Statistics, 2005). Available at <http://www.nces.ed/gov/pubsearch/pubsinfo.asp?pubid=2005464>
- Rasheed, H.S. (2000). *The effects of entrepreneurial training and venture creation on youth entrepreneurship attitudes and academic performance*. University of South Florida, Florida: College of Business Administration.
- Ravallion, Martin. 2002. "Growth, Inequality and Poverty: Looking Beyond Averages." Working Papers—Poverty. Income distribution, safety nets, micro-credit. Washington, DC: World Bank. Available at http://econ.worldbank.org/files/1419_wps2558.pdf
- Steinberg, L.& Cauffman, E. (1995). The impact of employment on adolescent development. *Annals of Child Development*, 11, p.131-166.
- U.S. Department of Labor (June 1991). *What work requires of schools: A SCANS report for America 2000*. Washington, DC: U.S. Department of Labor.
- U.S. Department of Commerce (2000). *What work requires of schools: A SCANS report for America 2000*. The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor.
- Wong, John and Yeh Hsueh (1998). "Five Models of Technical Education in the United States and Issues for China." *The World Bank Conference on Chinese Education Reform: Proceedings*. Beijing: Beijing Press.
- Yergin, Daniel, Richard H. K. Vietor and H. K. Vietor. 2000. *Fettered Flight: Globalization and the Airline Industry*. White paper. Available at <http://www.aviationglobalization.net/html/report.html>

Written by:
Mitzi Downing, Ed.D.

4-H Youth Development

Developing Responsible Youth

NURTURING HEALTHY LIFESTYLES

Focus Team Leadership: Juanita Bailey, Mandy Barnes, Carolyn Dunn, Iris Fuller (Co-Chair) Dianne Gatewood, Sherry Howlett, Susan Jakes, Lorelei Jones,,Sandra Kelly, Thearon McKinney, Linda Minges, Donna Mull, Pam Outen, Stephanie Patterson, Alice Pettitt, Natalie Rountree ,Carolyn Rudd (Co-Chair), Angela Shaver, Ben Silliman, Christine Smith, Stephanie Tatum, Sara West.

SITUATION STATEMENT

The World Health Organization defines health as "...a state of complete physical, mental, and social well-being and not merely the absence of disease and infirmity" (1). This definition suggests that health extend beyond the body itself to include feelings, values, reasoning and interpersonal relationships.

The health and well-being of youth in the United States and North Carolina has significantly changed. The 2005 National Youth Risk Behavior Survey (2) states the following areas as issues of concern, that for our purposes, have been categorized under the Long Range Focus Area "Nurturing Healthy Lifestyles" headings of "Healthy Weight", "Emotional Health" and "Safety":

HEALTHY WEIGHT

- insufficient physical activity;
- consuming excessive calories, fat and sodium; and too few fruits and vegetables and whole grain products; and
- too much screen time (i.e. television, computer, video games).

EMOTIONAL HEALTH

- involvement in violent acts, including physical fighting, bullying, weapon carrying and homicide;
- using harmful or illegal substances, including but not limited to alcohol and tobacco;
- driving while under the influence of alcohol and/or other drugs, traveling as a passenger with a driver who is impaired, driving too fast, and not using passenger restraints;
- attempting suicide; and
- engaging in sexual activity which could lead to unintended pregnancy and disease.

SAFETY

- not wearing bicycle helmets when riding bicycles;
- engaging in water-related recreation without appropriate floatation devices or supervision, or without skill in swimming and staying afloat, or while using alcohol and/or other drugs;
- not taking proper precautions to prevent fires and/or inappropriate responses to fire emergencies;
- operating an ATV or motorcycle under the age of 16, without helmets and without direct supervision (either on the vehicle or within visual supervision); and
- participating in activities or sports without proper knowledge, supervision, and/or equipment.

These leading health indicators reflect individual behaviors, physical and social environmental factors, and important health system issues that greatly affect the health of individuals and communities (3).

REFERENCES

1. World Health Organization: Constitution of the World Health Organization, Chronicle of the World Health Organization 1:29-43. 1947.
2. www.cdc.gov/HealthyYouth/yrbs/trends/2005 YRBSS National Youth Risk Behavior Survey: 1991-2005.
3. Healthy People 2010. http://www.healthypeople.gov/document/html/uih/uih_4.htm

OBJECTIVE:

Youth will adopt behaviors that will contribute to their total health and well-being.

NOTE: THIS OBJECTIVE WILL BE RESTATED IN EACH OF THE THREE ISSUE AREAS.

HEALTHY WEIGHT

RESEARCH:

Overweight and obesity have reached epidemic proportions and have become one of the most pressing health issues for our state. Overweight is an issue for all age groups, all races and all socioeconomic levels. Over sixty percent of adults in the US are overweight (1).

Overweight/Obesity is the first chronic disease whose spread looks like an infectious disease epidemic. If the present rate of increase continues, it will soon move from being the second most costly disease to being number one (2). Our children are following in our footsteps with twice as many overweight children and three times as many overweight teens today as two decades ago (3). If this trend is not slowed or reversed, it could eliminate the progress we have made in reducing the burden of weight related chronic diseases such as heart disease, stroke, diabetes and several forms of cancer (4).

The causes of overweight and obesity are multifaceted. Both behavioral and environmental factors contribute to the rise in overweight children. Poor nutrition and physical inactivity are the leading causes of overweight and obesity and represent the best opportunities for prevention (1,5). While genetics play an important role in overweight and obesity, hereditary factors are not responsible for this epidemic. Children's diets in the state and the nation are not what they should be to prevent overweight. In North Carolina children have diets that are too high in fat, sugar and calories while also being too low in fruits and vegetables. Fast food is widely available and its consumption and portion sizes continue to increase. Fewer and fewer meals are prepared and eaten at home. Vending machines selling soft drinks and high-fat snacks are common. Consumption of sugar-sweetened beverages has increased almost 500% over the past five years (6). Children start drinking soda at a remarkably young age and consumption increases through young adulthood (7). Children and youth also fail to meet physical activity recommendations. Societal changes have reduced opportunities for physical activity. There are fewer options for children to be active in their neighborhood due to safety issues or lack of parks, sidewalks or bike lanes. Physical activity in schools has been decreased to make way for more emphasis on academics. Only 64% of NC high school students report participating in vigorous physical activity for at least 20 minutes on three or more days of the week (8). Children are watching 12 to 14 hours of television a week and spending more time playing video games (9). Addressing the issue of childhood overweight is a daunting task. Preventing overweight has implications for schools, communities, society and of course families. Families are the foundation of the solution to overweight and obesity. They provide child's first learning environment and have the potential to make their environment supportive of healthy eating and physical activity patterns that prevent childhood overweight. Families can also be powerful advocates for environmental and policy change to support healthy eating and physical activity outside the home.

To fully address childhood overweight in North Carolina it will take many committed professionals and a host of organizations and agencies. Employing the socio-ecological model to implement strategies for decreasing childhood overweight in schools, communities, families, and by policy change is imperative. Guided by the NC Plan for Healthy Weight in Children (10), the NC Cooperative Extension Service is addressing this issue in collaboration with the NC Division of Public Health and other agencies and organizations. While there is no easy or quick fix for this issue, at the core are simple strategies that we must address including but not limited to,

decreasing consumption of sugar sweetened beverages, preparing and eating more meals at home, increase in physical activity in families, awareness of appropriate portion sizes, decrease in television viewing and improving the school environment with respect to healthy eating and physical activity.

REFERENCES

1. Hedley AA, Ogden CL, Johnson CL, Carroll MD, Curtin LR, Flegal KM: Prevalence of overweight and obesity among US children, adolescents, and adults, 1999-2002. *JAMA* 2004 291:2847-50.
2. US Department of Health and Human Services. The Surgeon General's call to action to prevent and decrease overweight and obesity. 2001. Rockville, MD: US Department of Health and Human Services, Public Health Service, Office of the Surgeon General.
www.surgeongeneral.gov/topics/obesity/
3. Ogden CL, Flegal KM, Carroll MD, & Johnson CL. Prevalence and trends in overweight among US children and adolescents 1999-2000. *Journal of the American Medical Association*, 2002 288:1728-1732.
4. Olshansky SJ, Passaro DJ, Hershow RC, Layden J, Carnes BA, Brody J, Hayflick L, Butler RN, Allison DB, Ludwig DS. A potential decline in life expectancy in the United States in the 21st century. *NEJM* 2005 352(11):1138-1145.
5. Nutrition and Physical Activity Work Group. 2002. Guidelines for comprehensive programs to promote healthy eating and physical activity pp. XV. Champaign, IL: Human Kinetics.
6. USDA, Continuing Survey of Food Intake by Individuals, 1994-1996.
7. Jacobson MF. Liquid Candy: how soft drinks are harming American's health.
www.cspinet.org/sodapop
8. Centers for Disease Control and Prevention. Youth Risk Behavior Surveillance System (YRBS). Fact sheet: Youth risk behavior trends from CDC's 1991, 1993, 1995, 1997, and 1999 Youth Risk Behavior Surveys. www.cdc.gov/nccdphp/dash/yrbs
9. Cresp C, Smit E, Troiana R, Bartlett S, Macera C, Andersen R, Television watching, energy intake, and obesity in US children, *Archives Of Pediatric and Adolescent Medicine* 2001 155(3): 360-365.
10. Caldwell D, Lebeur J, eds: Ammerman A, Cooke C, Dunn C, Longencker J, Matthews B, Ngue E, Samuel-Hodge C, Schwartz R, Ward D. Moving Out Children Toward a healthy Weight: Finding the Will and the Way. 2002 North Carolina DHHS, Division of Public Health, Raleigh, NC. Available online at www.nchealthyweight.com

HEALTHY WEIGHT

OBJECTIVE

Youth will adopt behaviors that will contribute to their total health and well-being.

MEASURES OF PROGRESS

- Number of youth gaining knowledge of the impact of screen time on health and well-being
- Number of youth gaining knowledge of the effect of large portion sizes on healthy eating
- Number of youth increasing knowledge of the importance of fruit and vegetable consumption (minimum of 5 –9 servings fruits and veggies per day)
- Number of youth with increased knowledge of different ways to be physically active
- Number of youth increasing knowledge of the effect of reducing sugar sweetened beverage consumption on healthy weight
- Number of youth increasing skills in preparing and eating healthy meals and snacks

Impact Indicators

- Number of youth reducing screen time (2 hours or less per day)
- Number of youth reducing portion size
- Number of youth increasing fruit and vegetable consumption (minimum of 5 –9 servings fruits and veggies per day)
- Number of youth increasing physical activity evidenced through activity log or pedometer (participating in a minimum of 60 or more minutes of physical activity per day)
- Number of youth reducing daily soft drink consumption

Curricula

4-H professionals, youth and volunteers can gain access to the following:

Note: Curricula with the designation CCS is available via the National 4-H Cooperative Curriculum System, Inc.

- **Foods Series** (CCS)
 - Six Easy Bites
 - Tasty Tidbits
 - You're the Chef
 - Food Works
 - Foods Helper's Guide
- **Microwave Magic** (CCS)
 - Bag of Tricks
 - Micro Magicians
 - Amazing Rays
 - Presto Meals
 - Microwave Helper's Guide
- **Keeping Fit and Healthy** (CCS)
 - Fitness on File

- Head, Shoulders, Knees and Toes
- **Eat Fit** (University of California)
- **Professor Popcorn** (Perdue University)
- **Color Me Healthy** (NC State University)
- **Sybershop** (NC State University)
- **Get Moving – Get Healthy** (Rutgers Cooperative Extension)
- **Keeping Fit** (Keeping Fit and Healthy Series)
- **Food, Fun and Reading** (University of Vermont)
- **Pizza Garden, An Agriculture Adventure** (University of Florida)

Resources for work in communities or schools

Winner’s Circle

Eat Smart Standards

Move More Standards

Other Resources

- **Dance, Dance Revolution**
- **Twister Dance**

EMOTIONAL HEALTH

RESEARCH:

Health risk behaviors often contribute to leading causes of morbidity and mortality among youth. These behaviors are established during childhood and adolescence and continue into adulthood. According to the 2005 National Youth Risk Behavior Survey (YRBS), many high school students engaged in behaviors that increased their chances of death (1). Almost 10% (9.9%) had driven a car or other vehicle when they had been drinking alcohol; 18.5% had carried a weapon; 43.3% had consumed alcohol; and 20.2% had used marijuana (2). In addition, during the 12 months preceding the survey, 35.9% of high school students had been in a physical fight and 8.4% had attempted suicide (2). Substantial morbidity and social problems among youth also result from unintended pregnancies and STDs, including HIV infection. During 2005, a total of 46.8% of high school students had never had sexual intercourse; 37.2% of sexually active high school students had not used a condom at last sexual intercourse; and 2.1% had never injected an illegal drug. During 2005, a total of 23.0% of high school students had smoked cigarettes during the 30 days preceding the survey (2).

VIOLENCE

The following statistics provide an overview of youth violence in the United States.

- In 2003, 5,570 young people ages 10 to 24 were murdered—an average of 15 each day. Of these victims, 82% were killed with firearms (1).

- Although high-profile school shootings have increased public concern for student safety, school-associated violent deaths account for less than 1% of homicides among school-aged children and youth (1).
- In 2004, more than 750,000 young people ages 10 to 24 were treated in emergency departments for injuries sustained due to violence (1).
- In a nationwide survey of high school students (1):
 - 33% reported being in a physical fight one or more times in the 12 months preceding the survey.
 - 17% reported carrying a weapon (e.g., gun, knife, or club) on one or more of the 30 days preceding the survey.

The Direct and indirect costs of youth violence (e.g., medical, lost productivity, quality of life) exceed \$158 billion every year (1).

In a nationwide survey of high school students, about 6% reported not going to school on one or more days in the 30 days preceding the survey because they felt unsafe at school or on their way to and from school (1). In addition to causing injury and death, youth violence affects communities by increasing the cost of health care, reducing productivity, decreasing property values, and disrupting social services (1).

TEEN PREGNANCY/SEXUAL ACTIVITY

Nationally, pregnancy rates among adolescent females have fallen steadily during the past decade, from 116.3 per 1,000 female teens ages 15 to 19 in 1990 to 84.5 per 1,000 female teens in 2000, the lowest rate reported since 1976 (3). NC ranks ninth in teenage pregnancies in the U.S. (5). In North Carolina, there were 18,143 teen pregnancies ages 15-19 in 2004 (4). The 2004 Teen Pregnancy Statistics show that North Carolina rates rose by 2.4%, an increase of 753 pregnancies from 2003. The increase follows a period of 15 years of decreasing rates across North Carolina and record low rates in 2003 (4). Everyday in North Carolina 49 teenagers become pregnant (4).

According to the 2003 NC Youth Risk Behavior Survey, seventy-four percent of high school seniors reported having sexual intercourse at least once. In addition, the number of 10-14 year olds who became pregnant in 2004 could fill 10 school buses (4). Among minority populations, Hispanic teens had the highest pregnancy rate although their rate was lower than in 2003. The 2004 pregnancy rate among Hispanic adolescents in NC was 174.2 per 1,000 girls aged 15-19, a 6.3 percent drop from the previous year's rate of 185.9. African American teens had a 2004 pregnancy rate of 86.9, compared to 86.3 in 2003. The number of pregnancies among American Indian teens and other minority groups was too low to calculate reliable rates (4).

Teen pregnancy has negative consequences for both the mother and the child (2). The vast majority of teen pregnancies (78 percent) are unintended. Data from the mid-1990s indicate that 43 percent of pregnancies to teens aged 15-19 ended in unintended births and another 35 percent ended in abortions (2). These percentages are even higher for younger teens. Mothers who do have a teen birth are more disadvantaged, on average, than are other teens and have children who face negative health, cognitive, and behavioral outcomes (2).

DEPRESSION/EMOTIONAL ISSUES/RELATIONSHIPS

In 2005, over one-quarter (29 percent) of all students in grades 9 through 12 reported feeling sad or hopeless almost every day for an extended period (two or more weeks in a row) in the last year (2). In addition, depression in youth is linked with increases in anxiety disorders, suicidal behavior, obesity, and deficits in social functioning (2). Depressed youth are also much more likely to use drugs or alcohol, drop out of school, or engage in promiscuous sexual activities than a young person who is not depressed. Feelings of sadness or loneliness not only affect teens but those around them, often causing problems in relationships with peers and family members (2). Females are more likely than males to report feeling sad or hopeless. In 2005, over one-third of the females surveyed reported having been sad or hopeless while one-fifth of males reported having felt the same way (2).

The percentage of teens who do not date at all has risen steadily since the early 1990s, reaching new highs in 2004. Among 10th graders, for example, rates rose from 28 percent in 1991 to 37 percent in 2004.

Dating, spending time with a current or potential romantic partner is viewed as a major developmental marker for teens. This is one of the more challenging adjustments that adolescents face. Dating relationships can be essential to the lives of teens and can be associated with both positive and negative developmental outcomes. Teenagers who date frequently have been found to have slightly higher levels of self-esteem and are more likely than infrequent or non-dating teens to perceive themselves as popular (2). These teens also report higher levels of autonomy than their peers (2). However, teenagers who date frequently have lower levels of academic achievement and academic motivation (2). They are also more likely than their peers to report conflict with their parents and to suffer from depression (2).

SUBSTANCE USE

Alcohol use in North Carolina teens continues to make news headlines and result in numerous health consequences. Motor vehicle crashes are the primary cause of death and alcohol is a major factor in nearly half of all teen car accidents. Alcohol results in six times more deaths for young people than all other illicit drugs combined (9). Other problems resulting from underage drinking include suicides, homicides, injuries, date rape, and unprotected sex. Young people who drink before the age of 15 are four times more likely to abuse alcohol as adults. The economic cost of underage drinking in North Carolina totaled \$1.2 billion in 1995 (8).

Nationally, 74.3% of high school students reported having had at least one alcoholic drink at some time with 43.3% reporting having a drink in the last 30 days. Over 25% had 5 or more drinks in a row in the last 30 days. Almost 29% of high school students have ridden in a car with someone drinking alcohol in the last 30 days and 9.9% had driven one or more times in the last month while drinking (1). The percentages in North Carolina are slightly lower with 42% of youth reported drinking in the last month and 23% reporting episodic heavy drinking (1). The American Medical Association reports that alcohol is the most frequently used drug by high school students. The percentage of students that drink alcohol increases with each grade. The average age of first use is 11 years for boys and 13 years for girls (9).

Marijuana is the most frequently used illegal drug. Nationally the percentage of youth using marijuana is increasing with 21.4% of North Carolina's youth ages 14-18 reporting marijuana use in the last 30 days. Eight percent of teens report cocaine use and 12% get high using inhalants (such as paint, glue, aerosol, etc.) (1). Illicit drug use is slightly higher for North Carolina teens at 6.2% compared to the national average of 5.3% (6).

Nationally and in North Carolina there has been some decline in the use of cigarettes and smokeless tobacco among youth in the past 10 years. According to the Center for Disease Control, 13.4% of high school students smoke at least one cigarette a day (1) with 23% having smoked in the last 30 days. Eighteen percent of North Carolina youth ages 12-17 reported using a tobacco product in the last 30 days with the highest prevalence seen in white and Hispanic teens (7).

REFERENCES

1. www.cdc.gov/HealthyYouth/yrbs/trends/2005 YRBSS National Youth Risk Behavior Survey: 1991-2005.
2. www.cdc.gov/mmwr MMWR Morbidity and Mortality Weekly Report Surveillance Factors, June 9, 2006/Vol. 55/ No. SS-5.
3. <http://www.schs.state.nc.us/SCHS/data/pregnancies/2004>
4. <http://www.appcnc.org/2004teenpregnancies> Adolescent Pregnancy Prevention Coalition of North Carolina ; NC DHHS State Center for Health Statistics.
5. "U.S. Teenage Pregnancy Statistics: Overall Trends, Trends by Race and Ethnicity, and State-by-State Information." The Alan Guttmacher Institute. February 19, 2004.
6. www.nccourts.org/citizens/cprograms/DTC/Youth/Default NC Youth and Family Drug Treatment Courts, 7-25-2005.
7. www.oas.samhsa.gov/states US Dept. of Health and Human Service.
8. www.schs.state.nc.us/SCHS Healthy Consequences for Underage Alcohol Use in North Carolina, September 1998.
9. www.ama-assn.org/ama/pub/catefory/3566.html American Medical Association: Fact About Youth and Alcohol, 2004.

EMOTIONAL HEALTH

OBJECTIVE

Youth will adopt behaviors that will contribute to their total health and well-being.

Measures of Progress

- Number of youth able to identify steps in appropriate decision making
- Number of youth demonstrating improved response to peer pressure in a role play or classroom setting
- Number of youth who can identify one or more positive alternatives to risk taking behavior
- Number of youth who can identify a stressor and one positive way to cope with or manage stress.
- Number of youth demonstrating positive conflict resolution skills through role play or classroom settings
- Number of groups or 4-H units using a wellness curriculum
- Number of youth increasing knowledge of alcohol, tobacco, and drugs risks and avoidance

Impact Indicators

- Number of youth reporting improved decision-making
- Number of youth reporting improved response to peer pressure
- Number of youth with an improved self-esteem (Rosenberg's 10 point scale)
- Number of youth with reduced risk taking behaviors: fighting, truancy, sexual risk taking, etc.
- Number of youth improving stress management practices (as measured by stress management checklist – needs to be developed -Ben)
 - Positive stress reactions
 - Time management and scheduling
 - Relationships and commitments
- Number of youth improving positive conflict resolution practices (as measured by the anger management checklist)

Curricula

4-H professionals, youth and volunteers can gain access to the following:

Note: Curricula with the designation CCS is available via the National 4-H Cooperative Curriculum System, Inc.

- **Health Rocks** (CCS)

SAFETY

RESEARCH:

Safety is an “attempt to minimize the risk of injury, illness, or property damage from the hazards to which one may be exposed” (Edlin et al. 1999, p. 522), and is best achieved when individuals work with schools, law enforcement, and other private and public agencies (1).

Accidents/unintentional injuries - damage to the body resulting from acute exposure to thermal, mechanical, electrical, or chemical energy or from the absence of such essentials as heat or oxygen (2), are the leading causes of death for people ages 1 – 25. Injuries sustained in accidents can often be tragic. They are reminders of our need to acquire knowledge and put into practice safety behaviors to reduce the risk of injury and/or death. Last year, accidents killed almost 8,000 children under the age of 14 and injured another 30 million (3).

According to the National Safety Council, 54 percent of injury-related deaths occur in the home or community. With more than half of all injury-related deaths taking place in and around the home, home is not the “safe haven” that it as once thought to be (4).

SOME ALARMING FACTS:

- Motor vehicle crashes are the leading cause of unintentional injury-related death among children under 14 years of age. Fifty-six percent of children ages 14 and under killed in motor vehicle crashes were not safely restrained.
- More than 20% of deaths among children 14 and under were due to a motor vehicle involving alcohol. About 64% of children killed in alcohol related crashes were in vehicles with drunk drivers.
- More than one-third of all bicyclist deaths occur among school age youth ages five to 20.
- The majority of fires that kill or injure children are residential fires accounting for 500 deaths in children ages 14 and under each year. Most of these fire related deaths are from are ignited by smoking materials such as cigarettes.
- In 2002, one child or teen was killed in a firearm-related accident, suicide or homicide every four hours.

Death rates are higher for unintentional injuries than for violence at every age, but violence is a growing problem among children. In 1997, homicide was the third leading cause of death for children ages five to fourteen. Children who witness violence are more likely to have social, emotional, and academic problems later in life than those who do not (5). An estimated 1,692,000 children live in households with loaded and unlocked firearms. In North Carolina, this figure is estimated to be 82,000, the fifth largest number in the country (6). More than 30,000 gun-related deaths occurred in the United States in 2003. More than 1,300 of these deaths were among children under 18 years old. For every gun-related death, there are more than four non-fatal gun-related injuries (6).

According to USDA Economic Research Service, there were 705 incidences of fatal injuries and 50,544 incidences of nonfatal injuries on U.S. farms in 1997 (7). Operators and family members accounted for about 72 percent of the fatal injuries and 43 percent of the nonfatal ones. In terms

of injuries per farm, operators and family members were killed at a rate of 0.27 per 1,000 farms and were injured at a rate of 11.4 per 1,000 farms. In comparison, hired laborers were killed at a rate of 0.30 per 1,000 farms reporting hired labor expenditures and injured at a rate of 44.2 per 1,000 farms reporting hired labor expenditures (8).

Education and behavior change strategies are designed to reduce the risk of accidents and/or injuries from potentially dangerous situations.

References

1. <http://www.healthline.com/galecontent/safety-2> - Healthline
2. National Committee for Injury Prevention and Control, 1989
3. <http://www.safety.com>
4. <http://www.nsc.org/news/nr060105.htm> - National Safety Council
5. <http://www.safety.com/products/child-safety/>
6. Action for Children North Carolina, Action for Children Health Brief Gun Safety, September 2006.
7. United States Department of Agriculture, Economic Research Service: The Economics of Food, Farming, Natural Resources, and Rural America, 2002.
8. <http://www.ers.usda.gov/Briefing/FarmLabor/farmsafety/>

SAFETY

OBJECTIVE

Youth will adopt behaviors that will contribute to their total health and well-being.

Measures of Progress

- Number of youth increasing knowledge and skills in water safety
- Number of youth increasing knowledge and skills in fire safety
- Number of youth increasing knowledge and skills in bicycle safety
- Number of youth increasing knowledge and skills in farm and home safety (chemical, tractor, electrical, automotive)
- Number of youth increasing knowledge and skills in outdoor adventures
- Number of youth increasing knowledge and skills in personal safety (universal precautions see CDC), etc.

Impact Indicators

- Number of youth “agency appropriate” certified in Babysitter Safety
- Number of youth “agency appropriate” certified in CPR

- Number of youth “agency appropriate” certified in First Aid
- Number of youth “agency appropriate” certified in ATV Safety
- Number of youth “agency appropriate” certified in hunter safety- shooting sports

Curricula

4-H professionals, youth and volunteers can gain access to the following:

Note: Curricula with the designation CCS is available via the National 4-H Cooperative Curriculum System, Inc.

- **Kids Easy Bike Care** (Ideals Publications)
- **Bicycle Adventures** (CCS)
 - Bicycling for Fun
 - Wheels in Motion
 - Bicycle Helper’s Guide
 - Don’t Get Stuck: Fix It Video
 - Don’t Get Stuck: Fix It DVD
- **Keeping Fit and Healthy** (CCS)
 - To the Rescue
 - Fitness on File
 - Head, Shoulder, Knees and Toes
- **Fishing for Adventure** (CCS)
 - Take the Bait
 - Reel in the Fun
 - Cast Into the Future
 - Fishing for Adventure Helper’s Guide
- **Babysitting Savvy** (University of Florida)
- **The Kid’s Guide to First Aid** (CCS)
- **4-H Shooting Sports Education Project** (CCS)
- **Outdoor Adventures Series** (CCS)
 - Hiking Trails
 - Camping Adventures
 - Backpacking Expeditions
 - Helper’s Guide
- **Forests of Fun** (CCS)
 - Follow the Path
 - Reach for the Canopy
 - Explore the Deep Woods
 - Helper’s Guide

Target Audience for Nurturing Healthy Lifestyles Programming

The target audience will include youth, Agents/PA's and volunteers working within the 4-H Youth Development Program.

Program Delivery Strategies (examples – for all issue areas)

4-H Clubs
After-School
Application, Resume' and Interview Process (ARI)
Camps
County Council
County Events
County Workshops/Trainings
North Carolina and National 4-H Congress
School Enrichment
School Vocational Programs
Summer Special Interest Programs
Teen Conferences / Summits
Teen Retreats
Web-based Educational Modules, etc.

Evaluation Strategies


Evaluation will be accomplished through the administration of pre, post and in some cases a post test to determine behavior change in youth as it relates to safety.

RESOURCE FUNDING GUIDE
“Nurturing Healthy Lifestyles LRFA”

Healthy Weight

Funding Source	Contact Name	Telephone	Address	Email
Healthy Carolinians (Statewide)	Dr. Marcus Plescia	919-707-5200 Fax: 919-870-4800	Chronic Disease & Injury NC Division of Public Health Dept. of Health & Human Serv. 1915 Mail Service Center Raleigh, NC 27699-1915	www.communityhealth.dhhs.state.nc.us/contact.htm
W.K. Kellogg Foundation (National)		269-968-1611 Fax: 269-968-0413	W.K. Kellogg Foundation One Michigan Avenue East Battle Creek, Michigan 49017-4012	www.wkkf.org/
Blue Cross/Blue Shield of NC Foundation (Local)		919-765-7347 Fax: 919-765-2433	PO Box 2291 Durham, NC 27702	foundation@bcbsnc.com http://www.bcbsnc.com/foundation/welcome.html
NC Arts Council (State)		919-807-6500 Fax: 919-807-6532	MSC #4632 Dept. of Cultural Resources Raleigh, NC 27699-4632	ncarts@ncmail.net www.ncarts.org
Kraft (National)		1-800-323- 0768 or 847-646-2000	Kraft Foods Global, Inc. Three Lakes Drive Northfield, IL 60093	http://www.kraft.com/responsibility/home.aspx
National Nutrition Network (National)		800-877-1600 ext. 5000		http://www.eatrightny.org/nutrition/nnn.htm www.nal.usda.gov/foodstamp/tguidance/FSNEPlan_Guidance_FY2007.pdf
American Dietetic Association (National)		800-877-1600	American Dietetic Association 120 South Riverside Plaza Suite 2000 Chicago, Illinois 60606- 6995 www.eatright.org	ADA Foundation 120 South Riverside Plaza, Suite 2000 Chicago, Illinois 60606 800/877-1600, ext. 4793 www.adaf.org
Kate B. Reynolds Charitable Trust (National)	John Frank Director, Health Care Division	336-723-1456 800-485-9080 Fax: 336-723-7765	128 Reynolds Village Winston-Salem, NC 27106-5123	www.kbr.org

Emotional Health

Funding Source	Contact Name	Telephone	Address	Email
R. J. Reynolds (National)				www.rightdecisionsrightnow.com www.reynoldsamerican.com/Who/comm_foundation.asp
Phillip Morris (National)		800-343-0975	Philip Morris USA Consumer Response Center P.O. Box 26603 Richmond, Virginia 23261	www.philipmorrisusa.com/en/contact_us/contact_us_by_email.asp www.philipmorrisusa.com/en/home.asp
NC Juevenile Crime Prevention Council (State)		919-733-3388	1801 Mail Service Center Raleigh, NC 27699	juvjuspio@ncmail.net www.ncdjdp.org
National Crime Prevention Council		202-466-6272 Fax: 202-296-1356	1000 Connecticut Avenue, NW 13th Floor Washington, DC 20036	www.ncpc.org
Block Grant Prevention (State)	Dr. Janice Peterson	919-715-5989	NC Dept. of Health & Human Services	
21 st Century Community Learning Centers (National)				21stCCLC@ed.gov www.ed.gov/21stcclc
NC 21st Century Learning Centers (State)	Marguerite Peebles	919.807.3300 919-807-3943 or 919-807- 3955		mpeebles@dpi.state.nc.us information@dpi.state.nc.us www.ncpublicschools.org/schoolimprovement/alternative/21cclc/
Kiwanas (National)		317-875-8755 Fax: 317-879-0204	Kiwanis International 3636 Woodview Trace Indianapolis, IN 46268- 3196 USA	kiwanismail  kiwanis.org www.kiwanis.org/ www.kiwanis.org/clubloc/ (local club locator)

Safety

Funding Source	Contact Name	Telephone	Address	Email
Alcoa Primary Metals (National)	Lanita Coley	704-422-5691 fax: 704-422-5793	USA Badin Works 293 Hwy 740, POB 576 Badin, NC 28009	lanita.coley@alcoa.com www.alcoa.com/global/en/community/info_page/foundation.asp
National Rifle Assoc. of America (National)		800-672-3888	11250 Waples Mill Road Fairfax, VA 22030	www.nra.org
Progressive Agriculture Foundation (National)		888-257-3529 Fax: 205-871-2137	P.O. Box 530425 Birmingham, AL 35243 USA	abrannon@progressiveag.org www.progressiveag.org
Progressive Farmer (National)				jodle@progressivefarmer.com www.progressivefarmer.com
Safe Kids USA (National)		202-662-0600 Fax: 202-393-2072	1301 Pennsylvania Avenue, NW Suite 1000 Washington, DC 20004	info@safekids.org usa.safekids.org

NURTURING HEALTH LIFESTYLES TEAM MEMBERS:

SITUATION

- Carolyn Dunn
- Sherry Hewlett
- Donna Mull
- Stephanie Patterson
- Carolyn Rudd

CURRICULA

- Mandy Barnes
- Sandra Kelly
- Pam Outen
- Alice Pettitt
- Christine Smith
- Stephanie Tatum

FUNDING SOURCES

- Iris Fuller
- Lorelei Jones
- Dianne Gatewood
- Angela Shaver

MEASURES OF PROCESS/IMPACT INDICATORS

- Juanita Bailey
- Carolyn Dunn
- Susan Jakes
- Thearon McKinney
- Natalie Rountree
- Linda Minges
- Ben Silliman
- Sara West