



Volume 7, Number 2
Summer 2012

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Feature Articles

The Influence of Competitive Personality Orientation on Adolescent Emotional Intelligence [Article 120702FA001] Page 5

Scheer, Scott D.; Harrod, Nicholas; Lekies, Kristi S.

Emotional intelligence (EI) is related to life success and everyday social interactions. The extent to which competitive personality orientation (CPO) may influence emotional intelligence among adolescents is unknown. The objective of this investigation was to determine the relationship between adolescent competitive personality orientation and emotional intelligence and if competitive personality orientation predicts emotional intelligence while controlling for demographic variables. Participants were 200 students (91 females, 109 males, *M*age=17.24 years) from three Midwestern high schools. An inverse relationship was discovered between competitive personality orientation and emotional intelligence. Higher competitiveness was associated with lower levels of EI and this relationship was maintained when demographic variables were statistically controlled. As well, females scored significantly higher for EI and lower for competitive orientation than males. The findings potentially have implications for youth organizations to consider the level of emphasis placed on competitive programming and for including activities whereby youth work cooperatively with each other for promoting EI development.

Understanding Youths' Experiences in a Holistic Weight Management Program [Article 120702FA002] Page 15

Spassiani, Natasha A.; Jeffery-Tosoni, Sarah; Fraser-Thomas, Jessica; Kuk, Jennifer

Given elevated levels of overweight/obesity among today's youth (Centre for Disease Control and Prevention, 2008), and associated negative physical, emotional, and psychological consequences (e.g., Faith, et al., 1997; Must & Anderson, 2003), weight control programs must be critically examined. The purpose of this study was to gain understanding of youths' experiences in a commercially available weight management program with a holistic approach. Participants included four purposefully sampled male and female youth aged 10-18, engaged in a 16-week program. Participants engaged in a semi-structured interview exploring their experiences within the program. Results indicated youth experienced positive development in the areas of physical, psychological and social skills, and highlighted specific mechanisms by which the program facilitated this development including the holistic approach, parent and peer engagement, and the required work ethic. Youth also reported negative experiences due to lack of autonomy, not reaching weight loss goals, and low enjoyment. Practical implications and future research directions are discussed.

Opportunities to Develop Programs and Engage Amish Youth in Safety Education

[Article 120702FA003] Page 27

Jepsen, S. Dee; Donnermeyer, Joseph

Understanding and designing appropriate educational youth safety programs for the Amish requires an appreciation of their history, their distinctiveness in an American society built on economic, social and cultural change, and how the Amish themselves have changed over the years. The qualitative research study highlighted in this paper sought to determine culturally and age-appropriate curricula useful to community educators interested in youth safety programs for Amish and other conservative Anabaptist groups. Researchers identified rural safety topics of interest to Amish families to include lawn mowers, string trimmers, chemicals, water, livestock, confined spaces, tractors and skid loaders. Parents regularly involved children in daily farm chores, where they made assignments based on the child’s physical development, maturity, interest in the task, and birth-order. Findings suggest opportunities for cooperative extension professionals to develop and engage Amish children in safety education programs.

Program Articles

Urban Conflict Resolution: An Evidence-Based Approach

[Article 120702PA001] Page 40

Chauveron, Lisa M.; Tompkins, Amanda C.

As demand for youth violence prevention programs escalates, time within traditional school day schedules and budgets are increasingly unable to accommodate them. Short, effective programs respectful of financial constraints will ensure that students in need receive quality programming. The Leadership Program’s Violence Prevention Project’s (VPP) 12 session school-based preventive intervention targets urban middle (6-8 grades) and high school (9-10th grades) students. It reduces violence by increasing peer support, improving conflict resolution skills, and changing norms about using aggression and violence. Rated a promising model program by OJJDP, VPP uses engaging activities within core components to make change. Activities used and tools for maintaining quality is described.

Great Teaching: Eight Strategies to Immediately Engage Your Audience

[Article 120702PA002] Page 48

Raison, Brian

Have you ever been bored by a speaker before he finished his first sentence? What about when *you* step up to the front of a room to speak. Do you know exactly what your first words will be? Whether welcoming new students to the first class of a semester, making a presentation at a 4-H event or speaking at a conference, your introductory statement can make or break you. In fact, your first two or three words can determine a successful launch or leave you stalled-out. This paper describes eight strategies that both novice and seasoned speakers may use to successfully launch presentations.

Generating Youth Interest in Science Careers Through 4-H Health Science Explorations

[Article 120702PA003] Page 54

Hutson, Thomas; Pahlman, Sharon

Health Science Explorations is a Maryland 4-H Program for youth ages ten and older. Hospital-based multi-day summer sessions and clubs that meet regularly, enable youth to interact with health care professionals in authentic medical settings. The program introduces youth to local health career opportunities, fosters science literacy and interest in science careers, and teaches healthy lifestyle practices. The authors share strategies to guide other educators through the process of developing their own science career exploration programs.

Research and Evaluation Strategies

The Youth Relatedness Scale: Development of a New Evaluation Tool for Youth

Programs [Article 120702RS001] Page 61

D'Eloia, Melissa H.; Sibthorp, Jim

This paper examines a study to develop a reliable measure of relatedness that utilizes language appropriate for youth, is simple for staff to administer in a field-based setting, and is consistent with the Youth Outcomes Battery. Pilot instruments were distributed to three residential summer camps serving female and male campers between the ages 10-17. The results of this study indicate that the Youth Relatedness Scale is an easy-to-use measure that exhibits good evidence of internal consistency and shows good criterion evidence of validity for this population of youth. This study was a positive step towards providing a theoretically grounded, simple, and versatile measure that captures youth perceptions of relatedness and that youth program administrators can employ to evaluate their programs.

A Multi-Tiered Approach to Evaluating a Nonformal Youth Development Program

[Article 120702RS002] Page 76

Walshoski, Jill; Le Menestrel, Suzanne

It is essential for nonformal educational organizations to evaluate their programs and validate impact. However, despite recent pressures for accountability, nonformal settings often do not have shared assessment measures or expectations. Further, many nonformal programs are complex and encompass a broad range of educational settings and methods. Evaluation strategies must respond to a more learner-centered approach to education and be responsive to local needs, but they must also be designed with an appropriate level of methodological rigor. This paper describes the efforts of the National 4-H Science Initiative to develop and administer a multi-tiered evaluation that effectively documents impact through methods that reflect the unique needs and landscape of 4-H science programs.

An Experiential Model of Evaluation: Incorporating Graduate Students in the Collection and Reporting of Mixed-Method Data [Article 120702RS003]

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Deringer, Nancy C.

A graduate level course was developed which incorporated the experiential learning philosophy of "learning by doing." Students gained knowledge about program development and evaluation through using an on-line course management system as well as practicing what they learned during on-site evaluation visits. All background and supplementary reading materials, assignments, chats, and discussions were managed on-line. Students applied what they learned and collected quantitative and qualitative data while conducting site visits throughout the semester. Through this experiential learning evaluation course students made meaning from their direct experiences, took time to reflect upon their learning, and felt confident in their abilities as future evaluators. Having a number of graduate students from a variety of backgrounds added a breadth of content at little or no extra cost. This additional data can be used with program staff and stakeholders for continuous program improvement.

Assessing Rural Communities through Youth Photography

[Article 120702RS004] Page 87

Oscarson, Renee A.; Bowne, Mary T.; DeBates, Debra A.; Bell, Julie A.; Bair, Sherri S.

Despite frequent concerns about youth and young adult migration from rural to urban areas, most measures used to assess youth in rural community research have been developed by adults. Accurate understanding of youth community perceptions necessitates youth input into the research process. The participatory research strategy described here, using photography to describe community, enables youth to define community and identify what they value about their communities.

Photographs and explanations of the photographs indicated that youth value places (schools, churches, as well as locations unique to communities) and people from those communities. *Photovoice*, photography-based participatory-action research, is a feasible and engaging method for obtaining youth perspectives on community issues. Further, *Photovoice* may be adapted to the needs of different age groups and situations.

Resource Review

Together for a Better Education Program (Juntos Para Una Mejor Educación)

[Article 120702RR001] Page 93

Martz, Tracy R.; Green, Jeremy W.; Davis, Jamie M.

A new program entitled *Together for a Better Education Program* or *Juntos Para Una Mejor Educación (2011)* targets underserved and minority audiences to help build a stronger alliance with families, schools and community based youth serving agencies to help youth reach their goals for a rewarding future. The primary goal of the program is to allow the dream of college to be a reality for youth as well as their families. This six (6) session workshop series is designed so families and youth participate in activities and lessons congruently to develop and reach shared goals focused on graduating from high school and attending post-secondary education.

The Leadership Program’s Violence Prevention Project: Infusing the Arts into Conflict Resolution [Article 120702RR002] Page 96

Chauveron, Lisa M.

While the demand for youth violence prevention programs increases, the ability of the traditional school day schedule to accommodate violence prevention program time requirements has diminished. School reforms, such as No Child Left Behind, have pressed schools to focus more tightly on academics, often to the exclusion of subjects such as physical education and the arts. Viable violence prevention programs must offer components that supplement classroom curriculum as well as reduce violence and strike a balance between brevity and effectiveness. The Leadership Program’s (TLP) universal Violence Prevention Project (VPP) meets this call with a conflict resolution model for students in urban schools.

The curriculum is based on a conceptual framework derived from prevention science and positive youth development delivered through the vehicle of the arts. Utilizing an engaging hybrid prevention program, this high quality 12 session model melds fidelity and adaptation to yield effective evaluation outcomes.