Contents

Powell, Pamela; Smith, Marilyn; Black, Lynette
The National Preparedness Guidelines (2007) state, "as uniformed responders account for less than 1% of the total U.S. population, it is clear that citizens must be better prepared, trained, and practiced on how best to take care of themselves and assist others in those first crucial hours during and after a catastrophic incident." This is increasingly more evident due to recent disasters such as hurricane Katrina.

The Alert, Evacuate and Shelter (AES) program identified and trained youth/adult teams to use geospatial technology to map shelter locations and evacuation routes. Training began with team building activities to strengthen and build youth/adult preparedness partnerships. Program evaluations revealed a major shift in thinking about the positive potential level of involvement of youth in emergencies. Survey results immediately following trainings revealed statistically significant increases in participant knowledge gain regarding emergency preparedness. Follow-up evaluations indicate the success of this project in meeting community preparedness goals.

Fogarty, Kate; Terry, Bryan; Pracht, Dale; Jordan, Joy
A statewide community club evaluation (youth self-report), empirically testing a logic model of factors influencing youth life skill development is described. Results supported that the way adult volunteers manage and mentor youth and explained how 4-H program features (e.g., youth sense of belonging, safety, and support) influence life skill development.

Youth engagement in activities was also linked with life skills and organizational supports were linked with youth engagement in the model. Future directions based on the findings to be discussed include: (1) examining volunteer competencies to build upon in training; (2) use of SEM to understand the larger picture of youth programs; and (3) what the results tell us about: (a) creating quality club environments for youth; (b) providing youth with caring adult support systems; and (c) developing life and career skills through subject-matter topics.

Goldenberg, Marni; Shooter, Wynn
Skateboarding has become a highly visible and popular activity. However, many negative stereotypes remain associated with the activity and its participants (Jones & Graves, 2000). In contrast to the negative stereotypes, skateboarding seems to provide many individuals, and youth in particular, with an important outlet for physical activity, leisure, and personal development. The purpose of this study was to investigate why skateboarders chose to visit

skateboard parks, to identify outcomes of participating in skateboarding at skateboard parks, and to identify the underlying values that guide skateboarders' choice of this specific setting. The conceptual framework for the reported study was provided by a means-end model, which views values as the key force influencing an individual's decision to engage in a particular behavior (Gutman, 1982; Manyiwa & Crawford, 2002). The results indicate that this sample of skateboarders received a number of important benefits and, despite stereotypical views, may seek positive outcomes through skateboarding at skateboard parks. A socio-ecological model and a positive youth development framework provide a platform for interpreting the results and implications.

Shilts, Mical Kay; Martin, Anna C.; Townsend, Marilyn S.
Determining optimal intervention dose to meet time constraints of the teacher while maximizing behavioral impact for students has proven challenging. This study investigated the influence of intervention dose on 7th & 8th grade participants' dietary and physical activity (PA) behaviors. Participants were assigned randomly to a: 1) 6 week-12 session nutrition intervention [treatment#1], or 2) 3 week-6 session nutrition intervention [treatment#2] with data collected pre/post intervention. Using ANCOVA, measures assessed dietary and PA self-efficacy and behaviors. Ethnically diverse participants (n=107) were included in the analyses (46% male). All students set two goals: one dietary and one PA regardless of dose. Treatment#1 resulted in similar outcomes compared to treatment#2 with no significant differences between groups. As a result, we recommend that teachers using the 12 week intervention give students the option of setting new goals after the 6th lesson to maintain motivation.

Bailey, Andrew; Russell, Keith C.
Volunteer Tourism is becoming a popular topic in the travel literature. These experiences combine the adventure of travel with opportunities to serve the communities visited. This burgeoning field of tourism may provide an attractive outlet for generating positive developmental assets and for encouraging future civic engagement. This paper highlights a study which explored the relationship of wisdom and social capital and also discussed the influence of a voluntourism experience on wisdom and social capital domains. The sample consisted of 68 high school youth from the various high schools in Illinois. Results indicate that wisdom and social capital are positively and significantly related. In addition, wisdom and social capital indicators increased significantly over the course of the experience.

Royce, Sherer W.
Allowing the voiceless to have a voice is a tenet of empowerment. This paper highlights research that employed a participatory action research framework to gain a better understanding of young people's perceptions about youth empowerment and acquire their perspective (voice) about the meaningfulness of participation in out-of-school advocacy and volunteer program activities. Using Photovoice, the research provides a missing point of view in youth empowerment model development. Results indicate that the quality of a youth's participation in a community-based program is determined by 1) youth expressing themselves without censorship, 2) occasions for youth to expand their social networks with youth and adults, and 3) adults observing and valuing youth contributions. These findings raise implications for community-based, youth empowerment programs including program

philosophy, program procedures, youth empowerment content and activities, and adult leadership style. The findings may assist practitioners when designing youth empowering activities and researchers when operationalizing youth empowerment.

Tarifa, Todd; Machtmes, Krisanna; Fox, Janet E.; Johnson, Earl
Results of a study aimed at determining the factors affecting the level of inclusiveness of youth voice in the decision-making process of the 4-H youth development program are discussed in this paper. State and field level 4-H professionals identified potential factors which affect youth voice in the decision-making process. The information gathered was utilized to identify the degree to which youth voice was incorporated in the decision-making process, to better understand how to suit youth's needs, identify promising practices, and diagnose barriers towards fostering youth voice within the 4-H youth development program. This feature article presents the findings of the study, and discusses potential ramifications and remedies.

Program Articles

Taylor, Amy M.; Blackwell, Cindy
This study investigated the methods and policies associated with 4-H project judging at the county level within the Kansas 4-H Program. Extension Agents surveyed about current 4-H judging processes indicated a variety of methods used. Data collected showed that 21.8% of the counties surveyed practiced some type of project judging without the 4-H member present. In regard to feedback received by the youth in non-livestock project judging, 64.1% of counties reported both verbal and written forms of feedback, with 25.6% receiving only verbal. In livestock project judging, 93.8% reported that youth receive feedback only verbally. The majority of non-livestock projects are judged using the Danish system, while the number of livestock projects judged are split among both the Danish system and peer system of competitive judging. It was concluded that a wide-variety of judging methods are used, resulting in incongruent programs offered to 4-H members.

Francis, Dave; Jones, Deb
As the 4-H Science, Engineering and Technology (SET) Mission Mandate unfolds, robotics provides an opportunity to involve youth in SET activities. Utah 4-H utilized Lego Mindstorms Robotics kits to teach youth about robotics. Evaluations demonstrated that robots increase youth's interest in science, engineering and technology.

Resource Review

Dawson, Patricia A.
S.E.A.L.S.+PLUS is an activity book and CD-ROM featuring over 75 reproducible self-esteem and mental wellness lessons for youth ages 12-18. Topics include segments on Goal Setting, Stress Management, Health Awareness, Anger Management, Communication Skills and more. Youth professionals will appreciate this well designed, interactive resource as they engage youth in positive skill development.