Engaging Youth in Creating a Healthier Future for Themselves and Their Communities

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The Importance of Engaging Youth

The Healthy Lifestyle Initiative has a strong commitment to community members of all ages, assisting in developing environments that support access to healthy food and opportunities for physical activity. In conjunction, the HLI is dedicated to ensuring that youth have a strong voice and are empowered to participate as a member of their community. The participation of and engagement of youth in today's communities has become widely acknowledged as an integral part of creating the next generation of positive, healthy individuals. When youth are given the opportunity to be a part of the decision-making and planning process of initiatives and programs, they are allowed the responsibility and independence to become empowered individuals in their community.

Through engaging youth as community builders, HLI can give a voice to issues that youth are facing on a daily basis, as well as find solutions to these problems. Encouraging youth to participate within communities expands our collaborations with local governments, local food and farm groups, churches, and schools. It is easier to identify the needs of each community and develop community plans when all ages are included and contributing in the process.

What is Positive Youth Development?

Positive Youth Development (PYD) is the “ongoing process in which all young people are engaged in meeting their physical, personal and social needs and building a set of skills and competencies that seem useful in their present lives and in the future.”

-Karen Pittman, The Forum for Youth Investment

PYD is an approach that rejects labeling young people as “at risk” for a host of social, emotional, and behavioral problems and instead embraces a philosophy that views youth as capable individuals striving to achieve their full potential: an ‘asset-based framework.’\(^1\) The traditional view of youth as victims of their social and physical environments has been replaced by one that instead views them as assets that can create and contribute to community change.\(^2\)

Positive Youth Development means ALL of these feelings listed below are present in every aspect of the children’s learning experience:

- Inclusivity
- Involvement
- Understanding
- A sense of belonging

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Developing A Framework for Youth Development

1. What are our basic long-term goals for youth?
2. What are the critical development milestones or markers that tell us young people should be able to realize these long-term goals?
3. What do young people need to achieve these developmental milestones?
4. What must change in key community settings to provide enough of these supports and opportunities to all youth that need them?
5. How do we create the conditions and capacity in communities to make these changes possible and probable?

There are 2 other main approaches to working with youth:

• **Prevention**
  - Prevention programs are intended to eliminate or reduce future problems. This approach grew out of the realization that it can be more cost-effective and efficient to prevent problems from occurring initially than to treat them after they are established. The two key strategies in the prevention approach are:
    - Reduce or eliminate risk factors that are associated with negative outcomes
    - Increase or promote protective factors that mitigate risk
  - Prevention programs may also enhance strengths, skills, or competencies of the target group so they are better able to cope with the stress that may result from future problems.

• **Education**
  - Education focuses on building competencies in individual learners. The goal is to bring about changes in knowledge and skills by building on a learner’s existing capacity.

*When these two approaches are combined with PYD, stronger programs are created.*

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Engaging Youth In Creating More Sustainable And Healthy Environments For Themselves

Engaging Your Child in Healthy Eating & Exercising

Since the 1980s, childhood obesity has more than tripled in the U.S. Currently nearly 1 in 3 young people are overweight or obese and addressing this epidemic among children and adolescents has become a top public health priority (U.S. Department of Health and Human Services, 2012). Childhood obesity results in a higher risk of serious health problems, such as type 2 diabetes, hypertension, heart disease, stroke, asthma, and some forms of cancer (Centers for Disease Control and Preventions, 2012). Engaging youth in the fight against obesity can be challenging as we often find resistance from kids when it comes to trying new foods and cutting out the processes ones. Encouraging youth to empower each other and work together to learn about the importance of eating healthy and exercising gives them an opportunity to attain responsibility over their own lives and futures. With the implementation of programs such as PhotoVoice Missouri and Farm to School, youth are not only hearing and visualizing what healthy eating and exercising means, but they are being engaged in a hands-on approach that allows them to work together while using all of their senses and creativity.

Thousands of young people are taking the fight against obesity into their own hands while acting as researchers, organizers, activists, trainers and educators. The Alliance for a Healthier Generation believes that youth play a crucial role alongside adults in creating healthier places to live, learn, work and play. Since “there is no single cause and no single solution for childhood obesity” (Alliance for a Healthier Generation), it is important to examine the various contributing factors and solutions in order to most effectively work to reduce the nationwide prevalence of childhood obesity among our youth.

Various Contributing Factors to Childhood Obesity:¹
- Sugary drinks & less healthy foods on school campuses
- Advertising of less healthy foods & Media
- Lack of daily, quality physical activity during and/or after school
- Limited access to healthy affordable foods (food deserts)
- Increasing portion sizes
- Genetics

Strategies to Combat Obesity:
What States and Communities can do...
- Assess retail food environment to better understand the current landscape and differences in accessibility to healthier foods
- Provide incentives to existing supermarkets and farmers’ markets to establish businesses in low-income areas or to sell healthier foods.

¹ http://www.cdc.gov/obesity/childhood/problem.html
• Expand local produce programs to schools
• Create and maintain safe neighborhoods for physical activity and improve access to parks and playgrounds.

What Parents/Caretakers can do...
• Be supportive; Children’s feelings about themselves often are based on their parents’ feelings about them, and if you accept your children at any weight, they will be more likely to feel good about themselves. ²
• Limit TV and video time
• Serve healthier foods and drinks by providing plenty of fruits and vegetables and limit foods high in fat and sugars,
• Work with schools to limit foods and drinks with added sugars, fats and salt
• Make sure youth get physical activity every day

View full list and resources here:
http://www.cdc.gov/obesity/childhood/solutions.html

Engaging Your Child in Nature & Outdoors

Every year the percentage of youth being raised within cities is growing and for many this means spending a large amount of time, if not all their time, indoor and disconnected from nature. Richard Louv, child advocacy expert, first coined the term nature deficit disorder in his book Last Child In The Woods, which directly links the lack of nature in the lives of today’s youth to current negative childhood trends such as the rise in childhood obesity, attention disorders, and depression. Nature deficit disorder is a disconnection with the environment that stems from the current generation’s tendency to focus on built and engineered entertainment rather than the natural world. A recent study reports that youth between the ages of eight and eighteen spend an average of seven hours thirty-eight minutes each day with electronic media, totaling almost fifty-three hours each week. (Rideout, V., Foehr, U., & Roberts, D. Generation M²: Media in the lives of 8- to 18-year olds).

According to the National Environmental Education Foundation, children living within 2/3 mile of a park with a playground can be five times more likely to have a healthy weight and even a 20-minute walk in nature can help children with attention deficit hyperactive disorder (ADHD) concentrate better. Howard Frumkin, a former director of the National Center for Environment Health in the U.S. Centers for Disease Control has found that evidence suggests children and adults benefit so much from contact with nature that land conservation can now be viewed as a public health strategy.

Helping Adults Get Kids Outside (Facts & Resources)

In a typical week, only **6 percent** of children ages 9-13 play outside on their own (children and Nature Network, 2008) and kids 8-18 spend an overwhelming **53 hours a week** using entertainment media (Kaiser Family Foundation).

“Getting kids back outside is more important than ever- for the sake of the kids and the future of our planet. Spending time outdoors at a young age is critical to fostering a healthy conservation ethic.” **The Nature Conservancy** website is a great resource for finding ways to reconnect with nature. Discover inspiring stories, tips, photos, and quizzes to combat nature deficit disorder here → **Reconnecting Families and Nature**

**A nationwide poll from The Nature Conservancy conducted from July 28th-August 4th 2011 asked 602 kids between the ages of 13 and 18 about their attitudes toward nature, outdoor activity and environmental issues....**

**Topics included:**
- Reasons youth do no spend more time in nature
- Words and phrases used by youth to describe nature
- Attitudes toward preserving nature and on other environmental issues of the day

- **80%** said it was uncomfortable to be outdoors due to things like bugs and heat
- **62%** said they did not have transportation to natural areas
- **61%** said there were not natural areas near their homes

Youth who say they have had a personal experience with nature are almost **twice** as likely to say they prefer spending time outdoors and more than twice as likely to strongly agree that protecting the environment is cool.

**Nature in Schools:**
- **3 quarters** of the respondents reported they had little if any access to nature through their schools
[Combating this: The LEAF program works with a network of partner environmental high schools to engage urban youth in conservation activities and help foster future leaders in environmental stewardship. Created by the Nature Conservancy, working to support environmental education inside and outside the classroom.]

- Despite lack of access to nature, America’s youth **DO** have an over-riding concern with environmental issues and are optimistic that their generation can find solutions to the world’s toughest environmental problems.

- The majority states that previous generations have damaged the environment and left it to their generation to fix. Roughly **76%** of youth today
strongly believe issues like climate change can be solved if action is taken now.

• The poll suggests that the best way to get kids more involved in nature may be through peer pressure – 91% said that if a friend encouraged them to spend more time outdoors they would listen

• 90% of kids who spend time outside said being in nature and taking part in outdoor activities helped relieve stress

Youth Gardens
Getting kids outside and involved in a garden or a farm is not only a fantastic way for them to get some fun exercise, but it also gives them an opportunity to learn about where their food comes from and community support through local food.

Garden-Based Nutrition Education
Children are more likely to eat something when they make it themselves. From the seed to the kitchen, eating food that they made with their own hands influences behavior more than anything else. Combine that with a variety of hands-on educational activities and repetition of positive experiences involving fruits and vegetables, and their children will be more likely to try food they have never tried before. In addition, there is an added bonus of the impact of time outside in the garden on the child’s physical and emotional health. The opportunities for children to grow with the garden are endless. There is a sense of pride and accomplishment for every step of the way, from germination to harvest.

Steps to Creating a Youth Garden (adapted from Kids Gardening.org)
1. Building The Case
   To rally support from administrators, teachers, volunteers, and funders, you need to build your case. Why do you need a garden? How will it benefit the youth in your community? Point to research-based evidence and anecdotes that illustrate how the hands-on nature of gardening can enrich the curriculum, will improve students’ interest in learning, encourage them to eat well, and develop social skills.

Youth gardens are important because they help...

- Build an understanding of and respect for nature and our environment
- Motivate kids to eat and love fruits and vegetables
- Provide opportunities for hands-on learning, inquiry, observation and experimentation

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4 Retrieved from www.youthgardeningcoalition.org

5 Retrieved from: www.kidsgardening.org/node/5267
• Promote physical activity and quality outdoor experiences
• Teach kids to nurture and care for other living things while developing patience

2. Gathering Support: Who will be involved in the garden program?
• *Involve* the children in every step along the way. Educators across the country report that when students are involved in all stages of the process, they are more invested in the project's success, and are inspired to care for and respect their gardens.
• *Obtain* buy-in from administrators. Make sure you have solid investment from the top down. Supportive administrators can provide valuable help in finding the time and resources needed for a successful garden project.
• *Recruit* parents, staff and community volunteers for a garden team. Many hands are needed to ensure a successful, sustainable garden program.
• *Create* a team or committee that is actively involved results in the best garden plan possible, and it broadens your reach into the community for resources, adds extra hands for installation, helps prevent volunteer burnout during maintenance, and ensure long-term sustainability.

3. Planning the Program
What will your garden accomplish? Define goals and objectives for the garden once it is completed. To have the most impact, school gardens should be integrated into the curriculum, and community youth gardens should be crafted to meet local needs. A purposeful garden will be a worthwhile and long-lasting garden.

4. Designing the Garden
Plan big, but start small. A large project can exhaust the enthusiasm of your students and volunteers. Let them get excited about the success of a bountiful, enjoyable, small garden, then expand as your confidence and experience increases.

There are many different design options depending on the space and time you have. A traditional outdoor garden is planted in the ground. Unless the area has been cultivated before, you will need a tiller to break the compacted soil before you begin planting.

Another common option is to use raised beds. These are framed structures, typically 9 inches (on soil) to 2 feet (on paved surfaces), made of rot-resistant wood (like cedar), concrete blocks, or recycled plastic planking and filled with soil. Although they require more initial investment than a traditional in-ground garden, the benefits of raised beds pay off in the long run: they're easier to cultivate; you don't have to worry about toxins in the soil, such as lead; there are fewer weed and drainage problems; and the raised soil and plants are protected from crushing footsteps. Plus, design is flexible – you can build them to be handicap accessible, and to fit the space available, whatever the shape or size. For more information about raised beds, check out [Making a Raised Bed Garden](#).
Another outdoor option is to plant in containers. Typically, garden containers are pots and troughs made of clay, plastic, or wood, but plants aren’t fussy – they’ll grow in anything that holds soil and has drainage holes. Experiment with whatever is at hand, from discarded 5-gallon buckets to an old bathtub! Window boxes and hanging baskets are great if you have little or no ground space.

By adding handles or wheels, or placing containers on wheeled platforms, you can make your garden mobile, and can move plants around the space to where they’ll grow best as the season advances or as conditions change (e.g., the angle of the sun shifts slightly each day). If threat of vandalism is extreme, you can move containers to sheltered or locked area.

No room outside? Try an indoor garden. This is a good option for schools/youth organizations in areas where winters are long and growing seasons are short. The simplest form of indoor gardening is to place plants in front of windows that receive a decent amount of light. Windows that face south and west are best they usually receive enough light to grow leaf and root vegetables (beets, carrots, lettuce, onions, and radishes) and herbs. East- and north-facing windows do not receive as much light, are a good place for houseplants. Spend a few days monitoring your window space to determine how much light is available for an indoor garden.

Once you have selected what type of garden you want to plant, it’s time to focus on designing your space.

Key things important to remember:
  •  A children’s garden should be fun and functional
  •  Incorporate sustainable practices
  •  Keep it simple

Extensive design details can be found here:
  Designing a Youth Garden
  Planning Sustainable School Gardens: Part 2: Place

5. Searching For Resources
Finding the resources you need to begin and maintain a children’s garden is always a challenge, but it doesn’t need to be a roadblock. Think of your funding search as an opportunity to allow other community members to participate in an extraordinary youth program. You can find donations, apply for grants, host fundraisers, start a youth garden business – get together with your committee and the kids and get creative! Think of it as a search for people and organization that can share in your success. To start your brainstorming, check out:

  NGA Grant Opportunities
  A Wealth of Wisdom: Funding School Garden Projects
  Strategies for a Growing Business

6. Digging In
It’s time to get your hands dirty and work up a sweat! Although the installation processes vary greatly with each design, typically this stage requires you to address:

- Weed and grass removal
- Soil preparation, including bringing in soil or amending existing soil
- Planting of seeds or plants
- Facilitating basic maintenance including watering, weeding, mulching, and harvesting.

7. Maintaining And Sustaining The Garden
Make plans for maintenance before there is a garden to maintain. Consider long-term costs and volunteer recruitment before you put your first plant in the ground.
Ages and Stages

While every child is unique and develop at their own pace, most of the behavior that youth display at each age and stage in their development is quite normal. Ages and Stages is a term used to broadly outline key periods in the human development timeline. During each stage, growth and development occur in the primary developmental domains including physical, social, emotional, and intellectual. The chart below outlines these basic developmental domains in various age ranges and how a parent and/or caretaker can best deal with these developments.

**Characteristics: 6-8 Year Olds**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>What it means for caretakers/parents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical</strong></td>
<td>Physical</td>
</tr>
<tr>
<td>• Better control of large muscles than small muscles</td>
<td>• Provide opportunities for active play, allowing them to use their bodies</td>
</tr>
<tr>
<td>• Period of slow, steady growth</td>
<td>• Aid them in practicing known skills &amp; advancing them</td>
</tr>
<tr>
<td><strong>Social</strong></td>
<td>Social</td>
</tr>
<tr>
<td>• Still focused on self</td>
<td>• Provide activities that help them understand other people’s points of view</td>
</tr>
<tr>
<td>• Beginning to empathize for others</td>
<td>• Use role-play activities</td>
</tr>
<tr>
<td>• Have many best friends at same time</td>
<td>• Allow them to experience the outside world and how everything works</td>
</tr>
<tr>
<td>• Are still family oriented</td>
<td>• Are still family oriented</td>
</tr>
<tr>
<td>• Are becoming increasingly more aware of peer opinions</td>
<td>• Are becoming increasingly more aware of peer opinions</td>
</tr>
<tr>
<td>• Better observer of people around them</td>
<td>• Better observer of people around them</td>
</tr>
<tr>
<td><strong>Emotional</strong></td>
<td>Emotional</td>
</tr>
<tr>
<td>• Egocentric</td>
<td>• Give positive encouragement</td>
</tr>
<tr>
<td>• Seek parental approval but becoming emotionally steadier and freer from parents</td>
<td>• Avoid harsh criticism</td>
</tr>
<tr>
<td>• Act in ways to avoid punishment</td>
<td>• Provide opportunities in which everyone is viewed as a winner</td>
</tr>
<tr>
<td>• Fairness is viewed as being kind to others so they are kind in return</td>
<td>• Be open to discuss fears</td>
</tr>
<tr>
<td>• Get children involved in clubs or other groups to give them sense of belonging and security</td>
<td>• Get children involved in clubs or other groups to give them sense of belonging and security</td>
</tr>
<tr>
<td><strong>Intellectual</strong></td>
<td>Intellectual</td>
</tr>
<tr>
<td>• Are developing a sense of cause and effect</td>
<td>• Plan activities that focus on the process more than the product</td>
</tr>
<tr>
<td>• Generalize from own experiences</td>
<td>• Give them opportunities to use their senses to make things more concrete</td>
</tr>
<tr>
<td>• More interested in the process than product of their activity</td>
<td>• Engage them in science activities</td>
</tr>
<tr>
<td>• Base thinking in reality and</td>
<td>• Base thinking in reality and</td>
</tr>
<tr>
<td>Characteristics: 9-11 Year Olds</td>
<td>Characteristics</td>
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<tr>
<td>--------------------------------</td>
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</tr>
<tr>
<td>Physical</td>
<td>• Have boundless energy</td>
</tr>
<tr>
<td></td>
<td>• Increase in strength, balance, and coordination</td>
</tr>
<tr>
<td></td>
<td>• Improving in their small motor coordination</td>
</tr>
<tr>
<td></td>
<td>• Girls are maturing at a faster rate than boys</td>
</tr>
<tr>
<td>Social</td>
<td>• Generally see adults as authority</td>
</tr>
<tr>
<td></td>
<td>• Focus on rules and fairness</td>
</tr>
<tr>
<td></td>
<td>• Feel loyalty to a group or club</td>
</tr>
<tr>
<td></td>
<td>• Use reasoning skills to solve problems, negotiate and compromise with peers</td>
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<tr>
<td></td>
<td>• Prefer to work cooperatively, not independently</td>
</tr>
<tr>
<td>Emotional</td>
<td>• Admire and copy older youth behavior</td>
</tr>
<tr>
<td></td>
<td>• Beginning to question parental authority</td>
</tr>
<tr>
<td></td>
<td>• Developing decision-making skills</td>
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<tr>
<td></td>
<td>• Look to adults for approval</td>
</tr>
<tr>
<td></td>
<td>• Do not like being compared to others- it hurts their self-confidence</td>
</tr>
<tr>
<td></td>
<td>• Express emotions by using words, rather than always using actions</td>
</tr>
<tr>
<td></td>
<td>• Emphasize similarities between self and peers</td>
</tr>
<tr>
<td>Intellectual</td>
<td>• Interests differ greatly between children</td>
</tr>
</tbody>
</table>
- Have increased attention span but interests change rapidly
- View things in absolutes, there is not much middle ground
- Have interests in collections and hobbies
- Eager to try new things
- Beginning to think symbolically

- Encourage goal setting
- Have opportunities for them to learn “real-life” skills

**Characteristics of 12-14 Year Olds**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>What this means for caretakers/parents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical</strong></td>
<td></td>
</tr>
<tr>
<td>- Rapid changes in physical appearance</td>
<td>- Accept that physical appearance is very important</td>
</tr>
<tr>
<td>- Hands/feet/nose/ears may grow faster than arms and legs and face causing concern for appearance and clumsiness</td>
<td>- Avoid activities that could cause embarrassment about bodies</td>
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<tr>
<td>- Wide range of development between genders</td>
<td>- Plan activities that do not rely on physical prowess</td>
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<td></td>
<td>- Be patient with grooming behaviors that may seem excessive</td>
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<tr>
<td><strong>Social</strong></td>
<td></td>
</tr>
<tr>
<td>- Look more to peers than adults for approval</td>
<td>- Provide opportunities for genders to mix in groups</td>
</tr>
<tr>
<td>- Interested in opposite sex</td>
<td>- Engage them in setting own rules and consequences</td>
</tr>
<tr>
<td>- Look for role models</td>
<td>- Help them find information and resources</td>
</tr>
<tr>
<td>- Question authority and family values</td>
<td>- Encourage involvement in teen councils and planning boards</td>
</tr>
<tr>
<td>- Tend to reject ready made solutions from adults in favor of their own</td>
<td>- Encourage youth to speak out about policies that are negatively affecting them</td>
</tr>
<tr>
<td>- Seek acceptance and trust</td>
<td></td>
</tr>
<tr>
<td><strong>Emotional</strong></td>
<td></td>
</tr>
<tr>
<td>- Compare themselves to others</td>
<td>- Help them develop own standards to assess improvement</td>
</tr>
<tr>
<td>- Concerned about physical development and emerging sexuality</td>
<td>- Avoid putting them on the spot whether commending or criticizing</td>
</tr>
<tr>
<td>- See selves as always on center stage</td>
<td>- Provide opportunities to practice independence within structured limits, such as community service</td>
</tr>
<tr>
<td>- Concerned about peer acceptance</td>
<td>- Do not use put downs or “in your face” behaviors with them</td>
</tr>
<tr>
<td>- Seek privacy from parents/adults</td>
<td>- Let them decide when and if to be on stage</td>
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<tr>
<td>- Want to be part of something important</td>
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<tr>
<td>- Body changes and differences can cause situations of</td>
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<tr>
<td>Characteristics of 15-18 Year Olds</td>
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<tr>
<td><strong>Characteristics</strong></td>
<td><strong>What this means for caretakers/parents</strong></td>
</tr>
<tr>
<td><strong>Physical</strong></td>
<td><strong>Physical</strong></td>
</tr>
<tr>
<td>• Concerned about body image</td>
<td>• Provide opportunities to learn how to make selves feel attractive</td>
</tr>
<tr>
<td>• Range of size and maturity narrowing</td>
<td>• Avoid comparing or critical statements about appearance</td>
</tr>
<tr>
<td>• Have realistic view of limits to which body can be tested</td>
<td></td>
</tr>
<tr>
<td><strong>Social</strong></td>
<td><strong>Social</strong></td>
</tr>
<tr>
<td>• Want intimacy</td>
<td>• Provide opportunities to talk about beliefs</td>
</tr>
<tr>
<td>• Want respect</td>
<td>• Encourage them to plan own activities</td>
</tr>
<tr>
<td>• Test sexual attractiveness</td>
<td>• Offer leadership opportunities</td>
</tr>
<tr>
<td>• Want adult-like leadership roles</td>
<td>• Give them lots of time to hang out with friends</td>
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<tr>
<td>• Renegotiate relationships</td>
<td>• Involve them in service groups, community service, etc.</td>
</tr>
<tr>
<td>• See adults as fallible</td>
<td>• Provide activities to test out interactions with opposite sex, such as trips and dances</td>
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<tr>
<td>• Able to commit and follow through</td>
<td></td>
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<tr>
<td>• Apt to reject goals set by others</td>
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<tr>
<td><strong>Emotional</strong></td>
<td><strong>Emotional</strong></td>
</tr>
<tr>
<td>• Desire respect</td>
<td>• Plan opportunities that allow teens to try different roles</td>
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<tr>
<td>• Want to be seen as individual</td>
<td></td>
</tr>
<tr>
<td>while conforming to certain peer standards</td>
<td>• Encourage involvement in making a program or community better, such as community service</td>
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<td>---------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• Gain autonomy</td>
<td>• Be willing to be wrong</td>
</tr>
<tr>
<td>• Want to determine what happens in their world</td>
<td></td>
</tr>
<tr>
<td>• Beginning to accept and enjoy own uniqueness</td>
<td></td>
</tr>
<tr>
<td>• Develop own set of values and beliefs</td>
<td></td>
</tr>
<tr>
<td>• Can see self from viewpoint of others</td>
<td></td>
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<tr>
<td>• Can initiate and carry out tasks without supervision</td>
<td></td>
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<tr>
<td>• Search for career possibilities</td>
<td></td>
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<tr>
<td>• Look for confidence of others in their decisions</td>
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<table>
<thead>
<tr>
<th>Intellectual</th>
<th>Intellectual</th>
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</thead>
<tbody>
<tr>
<td>• Mastering abstract thinking</td>
<td>• Encourage them to plan and carry out those plans</td>
</tr>
<tr>
<td>• Enjoy demonstrating acquired knowledge</td>
<td>• Plan times they can discuss ideas and abstract concepts</td>
</tr>
<tr>
<td>• Develop theories to explain and make sense of things</td>
<td>• Offer chances to explore vocational and citizenship skills</td>
</tr>
<tr>
<td>• Create new possibilities from information</td>
<td></td>
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<tr>
<td>• Consider issues from many perspectives</td>
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<tr>
<td>• Grow impatient with meaningless activity</td>
<td></td>
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<tr>
<td>• Can imagine impact of present behavior on future</td>
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Jefferson County Delinquency Prevention Council; helpingkidsnow.com
It’s Good For Youth...
- Youth are more likely to have good self-esteem, think and act in socially responsible ways, avoid risky behaviors, and have good problem-solving skills.
- Activities help youth develop coping skills, communication skills, and acceptance of people who are different from themselves.

Youth/Adult Partnerships Benefits of YAPs:
- Youth & adults take equal roles
- Leadership is shared
- Doing with youth, not merely for youth
- “Nothing about us, nothing without us”

It’s Good For Adults...
- When young people serve in organizational governance roles, adults behave better and learn new skills.
- They view young people as responsible and legitimate contributors to activities.
- Adults get better at working in teams.
- They improve their coaching skills.

It’s Good For Communities...
- Programs have resulted in youth tutoring children, organizing community cleanups, running food banks, repairing buildings, building homes, planting and harvesting community gardens, and contributing to countless other community improvements.
- One study found the healthiest are those in which youth are engaged in structured and purposeful activities with unrelated adults.

It’s Good For Organizations...
- Engaging youth in organizational governance helps organizations raise more money.
- With young people on board, organizations make better informed decisions.
- Youth in decision-making helps organizations foster the integration of new ideas, commitments, possibilities, and actions.

Adapted from Youth-Adult Partnerships: A Training Manual, Innovation Center for Community and Youth Development, 2004
Diversity

*Diversity is the art of thinking independently together.*

In order to encourage diversity, it is important to create an atmosphere that is tolerant, accepting, and caring. Practicing tolerance and acceptance both inside and outside of school provides youth with the ability to be comfortable with themselves. It also helps them let go of preconceived biases and teaches kids to learn more about character and what’s inside a person instead of judging them by their outsides.¹

It is important to teach youth to appreciate, rather than fear, differences and to recognize bias and stereotypes when they see them. **The following suggestions are designed to help teach youth about the value of diversity and how to resist prejudice and discrimination:**²

1. Teach children to be critical thinkers, specifically about prejudice and discrimination. Critical thinking is when we strive to understand issues through examining and questioning. Young children can begin to develop these skills, to know when a word or an image is unfair or hurtful.

2. Respond to children’s questions and comments about differences even if you’re not sure what to say. Children often interpret a lack of response to mean that it’s not acceptable to talk about differences. If you’re unsure about what to say, try: “I need to think about your question and talk to you later.” Or, you can always go back to a child and say: “Yesterday you asked me a question about... Let’s talk about it.” Another useful response: “I don’t really like what I told you this morning. I’ve given it some more thought, and here’s what I really should have said.”

3. Listen carefully to what children are saying. Ask a few questions before answering to get a clearer idea of what they really want to know and the ideas they already have on the subject.

4. Shape your response to the child’s age and personality. Generally, children want to know why people are different, what this means, and how those differences relate to them. Remember that children’s questions and comments are a way to gather information about aspects of their identity and usually do not stem from bias or prejudice.

5. Share with families and colleagues ideas for responding to children’s questions. You’ll gain new ideas and insights as you exchange experiences, and you can clarify what works best for you and your children.

6. If children are nonverbal, observe and respond to their curiosity. For example, if a child is staring at or patting the head of a child whose hair is very different from hers, you can say, “He has straight hair, and you have curly hair.”


² Janet Gonzalez-Mena & Dora Pulido-Tobiassen *Article from Scholastic: Early Childhood Today*
7. Model the behaviors and attitudes you want children to develop. Pay particular attention to situations that can either promote prejudice or inhibit a child’s openness to diversity. Make sure your program reflects diversity in books, magazines, dolls, puzzles, paintings, music, etc.

8. Don’t let racist and prejudice remarks go by without intervening. It’s important to let children know from a very early age that name-calling of any kind, whether it’s about someone’s religion, race, ethnic background, or sexual orientation, is hurtful and wrong.

9. Try to create opportunities for children to interact and make friends with people who are different from them. As you know, children learn best from concrete experiences.

10. Involve families in sharing their traditions. In fact, instead of deciding yourself which tradition you would like to expose children to, ask families what they would like to share.

11. Try to expose children to role models from their own culture as well as to those from other cultures. Remember: Seeing adults developing positive relationships with people who are different offers an important model and teaches children to value such relationships.

Teaching cultural diversity

- The best way to teach youth about cultural diversity is to let them see adults being accepting and tolerant of each other. In many cases, a child’s actions represent how they see the adults in their environment acting. If you are open to other people, and make an effort to learn more about the different cultures, your child will eagerly want to do the same.

- We all look different on the outside, different colors of hair, eyes and skin. We all have different belief systems. Pointing out those differences and using those differences as reasons to not talk to someone is never acceptable.

http://www.more4kids.info/589/teaching-kids-cultural-diversity/

Applying Diversity To The Classroom

Potato Activity

www.agsci.psu.edu

Purpose: The goal of this activity is to help youth eliminate stereotyping and recognize the uniqueness of each individual.

Time: 20-30 minutes

Materials:
A brown paper bag, one potato for each student in the class, and one potato for the teacher
**Procedure:**
Select one potato for your demonstration and have a story in mind to describe your potato to the class. Hold up your potato in front of the class and say, “I have here a potato. I don’t know about you, but I’ve never thought that much about potatoes. I’ve always taken them for granted. To me, potatoes are all pretty much alike. I wonder if potatoes aren’t a lot like people.”

Pass around the bag of potatoes and ask each student to take one potato. Tell each student to “examine your potatoes, get to know its bumps, scars, and defects and make friends with it for about one minute or so in silence. Get to know your potato well enough to be able to introduce your ‘friend’ to the group.

After a few minutes, tell students that you’d like to start by introducing your “friend” to them. (Share a story about your potato and how it got its bumps.) Then tell students that the class would like to meet their friends. Ask who will introduce their friend first. (Ask for several, if not all, to tell the group about their potatoes.) When enough students have introduced their “friends” to the class, take the bag around to each person. Ask them to please put their “friends” back into the bag.

Ask the class, “Would you agree with the statement ‘all the potatoes are the same’? Why or why not?” Ask them to try to pick out their “friend.” Mix up the potatoes and roll them out onto a table. Ask everyone to come up and pick out their potatoes. After everyone has their potatoes and you have your “friend” back, say, “Well, perhaps potatoes are a little like people. Sometimes, we lump people of a group all together. When we think, ‘They’re all alike,’ we are really saying that we haven’t taken the time or thought it important enough to get to know the person. When we do, we find out everyone is different and special in some way, just like our potato friends.”

**Discussion:**
Ask students to think about groups at school or in the community that we tend to lump together: If they have trouble thinking of groups, you may want to prompt them with some of the following groups:
- Kids in band
- Kids who live in the trailer park
- Kids of a certain religion
- Kids in the gifted class
- Kids in special education classes
- Kids from a certain racial or ethnic group
- Kids who live in rural settings
- Kids who live in the city
- All of the girls
- All of the boys

Use groups that are relevant and meaningful for the school/community you are addressing.
Discuss answers to the following questions:

1. When we lump everyone from the same group together and assume they all have the same characteristics, what are we doing? What is this called?
2. Do you know a lot of people from the groups we tend to lump together? Do they all fit the stereotypes?
3. Why are stereotypes dangerous?

**Garden Diversity Activities (For Youth & Community Gardens)**

**Purpose:** To show the importance of a diverse garden and how that can relate to the importance of diversity in people.

**Discussion:** How diverse is our garden? How many different kinds of fruits/vegetables/herbs can you find? How are the vegetables different from each other?

**Cultural Foods & Dance**
Promoting diversity, healthy eating, and physical activity.
Experiential Learning

Aristotle once said, “For the things we have to learn before we can do them, we learn by doing them.” Learning by doing is the mantra for experiential learning, which also involves helping youth reflect upon and apply what was learned to other situations.\(^1\)

Experiential learning engages learners:\(^2\)
- Through direct, hands-on activities or projects
- By using open-ended questions that invite further discussion and interaction
- Through the use of active reflection and discussion
- By making connections to real-world examples of learned concepts or skills
- By applying learning to one or more independent situations

Some advantages to experiential learning:
- Multiple teaching/learning methods can be integrated
- It is learner-centered
- Process of “discovery” builds self-esteem

**Open-ended Questions**

Open ended questions allow for a wider variety of responses than its counterpart, the close-ended question. Closed questions are useful for gaining specific facts, limiting the range of responses, or focusing on situations that have only one correct or acceptable answer. Open-ended questions are useful in gaining information when that information is based on an individual’s own experience, reactions, feelings or thoughts. With an open-ended question there is typically no “correct” answer. Open-ended questions also help with critical thinking.

For example:
- What does being healthy mean to you?
- In what ways can kids make a difference in their community?
- What do you think the impact of a new playground would be to our town?

More Examples:

<table>
<thead>
<tr>
<th>Open-ended:</th>
<th>Closed-Ended:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was your day like?</td>
<td>Did you have fun at school today?</td>
</tr>
<tr>
<td>How did the interview go?</td>
<td>Are you mad?</td>
</tr>
<tr>
<td>What are you feeling?</td>
<td>Did that help you?</td>
</tr>
<tr>
<td>How did that help?</td>
<td>Do you like ice cream?</td>
</tr>
</tbody>
</table>

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1. 4-H Youth Development Academy

2. University of California 4-H Youth Development Program. Retrieved from: [http://4h.ucanr.edu/About/Mission/EL/](http://4h.ucanr.edu/About/Mission/EL/)
It is helpful to try and ask follow-up questions. Start off with narrow questions and then begin to broaden and open up. If you are struggling to get the person to open up with broad open-ended questions, try narrowing the questions first and then make them broader after getting them into the conversation. Follow up a closed-ended question with “Why?” or “How?” to get more specific information and a lengthier answer.

**Photovoice**  
Engaging youth in hands-on learning and giving them the opportunity from a young age to participate in decision-making and empowering activities is important to all aspects of the young generation’s current and future health both physically and mentally. A great example of experiential learning is the strategy Photovoice has implemented. Photovoice is a method mostly used in the field of community development, public health, and education which combines photography with grassroots social action. Participants represent their community or make a statement by taking photographs, writing narratives for their photos, and discussing them together.⁴

**Photovoice Missouri**  
Photovoice Missouri works with participating middle and high schools/students across the state in taking photographs relevant to healthy food and access to exercise. The students then compete and choose three winning photos from a group of finalists each year. PVM is organized by the MU Health Communication Research Center and the MU Extension Healthy Lifestyle Initiative. So far they have seen very positive results; noting that students who typically do not participate in class are responding to Photovoice Missouri and they are excited about advocating for a healthier community.

**Non-Traditional Educational Settings**  
Photovoice Missouri can also be incorporated into non-traditional educational settings such as 4-H and YMCA.

**4-H**  
4-H is currently involved in several activities in which photography is utilized, including Photovoice. 4-H programs in states such as New York, Georgia and Missouri have successfully implemented Photovoice projects. Along with the H's of Head, Heart and Hand, Photovoice Missouri specifically tends to the fourth 'H' of Health. Youth involved in 4-H would be able to gain leadership experiences, as well as practice in promoting positive social change in their communities through Photovoice Missouri.

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YMCA
The areas of focus for the YMCA include youth development, healthy living and social responsibility. These are the same areas of focus for Photovoice Missouri. An example of a successful YMCA Photovoice project is that of Lauderhill Community YMCA working with students from Lauderhill Middle School to bring about positive social change in Lauderhill, Florida. Many times, groups and organizations will partner up with their local YMCA in order to reach a larger number of people. The YMCA is a great community resource when working with Photovoice.
The Experiential Learning Model:

Experience: Hands-on, before being told or show how. Leaders watch Provide the time for the discovery experience.

Share: Ask questions about activity and experience after they have completed it. What did you do? What happened? What did it feel like to do (whatever)?

Process: Identify what was most important (the life skill) of the project work. What did you learn about yourself by doing this project?

Generalize: Relate what was learned and/or done to own everyday experiences. What did the experience mean to you personally? Where have you face similar challenges?

Apply: This step emphasized the life skill practiced rather than the subject matter skill. How can you use what you learned in another situation or other parts of life?
Applying *Experiential Learning*

**Reading Label Activity: What snack is the best?**

(Grades 6-12) [www.pecentral.org](http://www.pecentral.org)

**Purpose of Activity:** To provide students with the knowledge of how to determine the nutritional information within snacks. Students will identify different parts of labels as well as compare snacks.

**Materials Needed:**
Snack wrappers of commonly eaten snacks at your school
Cones
Variety of exercise equipment depending on exercises chosen to utilize: exercise mats, jump ropes, step boxes, medicine balls, weight bars etc.

Begin lesson with reading labels power point or discussion. Be sure your students are able to determine where to find specific nutritional information. Set up 10 stations (or more) identified by cones. At each station have a station card that has a snack wrapper and label attached to it. On the station cards give instructions as to what nutritional information you want the students to identify and couple an exercise to go with that information. Examples might include:

1. **Cheese-its.** Identify the CALORIES PER SERVING in one serving of Cheese-its. Perform one jump-rope for each calorie in the snack!
2. **Skittles.** Identify the amount of SODIUM in ONE serving of Skittles. Perform one sit up for each gram of sodium.
3. **Grandmas Cookies.** Identify THE NUMBER OF SERVINGS that are in one package of Grandmas Cookies. Jog one lap for every serving.
4. **Snickers.** Locate the TOTAL FAT GRAMS that are in one Snickers bar. Perform one box step up for every gram of fat.
5. **Fruit-Snacks.** Identify how many GRAMS OF SUGAR are in ONE serving of Fruit-Snacks and perform the same number of jumping jacks.
6. **String Cheese.** Identify the number of CALORIES FROM FAT in one serving in one serving of string cheese and perform the same number of pushups.
7. **Capri Sun.** Identify the PERCENTAGE OF VITAMIN C in ONE serving of Capri Sun Juice and perform one body weight squat for each percentage.
8. **Lays Chips.** Identify the GRAMS OF CARBOHYDRATES in ONE serving of Lays Potato Chips. Perform one weight bar exercise for each gram of carbohydrate.
9. **Yoplait Yogurt.** Identify the amount of PROTEIN GRAMS in ONE serving of Yoplait Yogurt. Perform one pull up (or pull up hang) for each gram of protein.

10. **Chocolate Milk** (the type the cafeteria gives with lunch). Identify the daily percentage of VITAMIN D in ONE serving of Chocolate Milk. Perform one medicine ball exercise for each percentage.

Close the lesson with the youth which allows them to process, share, and generalize. In order for youth to apply to their lives, ask them to go home and find a healthy snack in their pantry and bring the label with them to the next class/meeting, ready to discuss why they consider it to be healthy.
Youth Councils

Organizing youth councils can help in addressing problems that youth are confronting daily and realize potential solutions for these issues. Dedicated youth can work with local government agencies and concerned adults to address the needs of their local peers. Young leaders are given the opportunity to organize programs and projects to enhance their communities and the well-being of other youth in their communities.

Members of Youth Councils learn the value of teamwork, respect for self and others, a strong work ethic and what it means to be a responsible citizen. Youth Councils provide a creative outlet for the youth of the community. The focus is not to replace any existing youth group, but to allow collaboration and serve as one united voice for all local youth.

The Purpose of Youth Councils...

1. To be the voice of youth in the community and serve as a line of communication between youth and adults of the area
2. To provide an organization in which youth can organize and supervise programs for the benefit of area youth and the community.
3. To serve as an advisory committee on youth affairs to the local government. This goal is generally met by staying in touch with elected and governmental officials, bringing them ideas and concerns of youth that are within their realms of operation.
4. To provide an opportunity for youth to share in local government matters and to learn to become responsible citizens.
5. To encourage city and county planning agencies to invite youth to serve on city and county committees and contribute to community planning.

Missouri Democratic Youth Council

The Democratic Youth Council of the State of Missouri was established in 2007. The DYC is an independent agency and operated and ran by high-school and college students.

The DYC acts to promote the true values of democracy and the Democratic Party to the youth and community of the State of Missouri. The DYC is dedicated to representing and building a lasting Democratic majority by empowering the next generation of Progressive and Democratic leaders of the State of Missouri. The goal of the DYC is advocating youth with integrity and purpose back with the voice to shape the future of Missouri. The DYC works to promote youth voice in public planning and policy as well as specialize in youth development, mentorship, education reform and initiatives, community stabilization and community empowerment.

Dycmissouri.wordpress.com/about/

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1 Adapted from Youth Advocacy and Involvement Office www.doa.state.nc.us/yaio/councils.aspx
The Missouri State 4-H Council
The Missouri State 4-H Council is a youth-adult partnership of the University of Missouri’s 4-H Center for Youth Development and Lincoln University Extension. Missouri 4-H youth in every county are represented by their peers on the State 4-H Council. The Missouri State 4-H Council is comprised of 4 Officers, 4 State Representatives, and 28 Regional Representatives. Elected from each region at State 4-H Congress, the State 4-H Council assists in planning and implementing statewide 4-H programs, advises on 4-H program and policy issues, and works to address the issues and concerns important to Missouri 4-H youth.
4h.missouri.edu/go/getinvolved/council/
Overcoming Barriers in Engaging Youth at Meetings

• *Experience Barriers:* Adults need to remember to recognize that young people have valuable skills and knowledge and make room for different kinds and levels of experience.

• *Shyness Barriers:* Getting youth to speak and voice their opinions can be challenging in meetings especially when they are out-numbered by adults. In order to make sure youth receive an opportunity to speak out, there are a few different ways to approach this.
  - Set respectful ground rules that everyone agrees upon
  - Practice active listening and discuss what it means to be an active listener
  - Before moving on to another topic, ask if people who haven’t spoken yet have any additional questions or comments

• *The Appeal:* It can be challenging making meetings and events appealing to young people. When attempting to engage youth in an aspect of a meeting or program, brainstorm strategies to achieve this goal. Since many teens are looking for meaningful things to add to their resumes, let them know how this experience will help and assign real projects to lead and contribute to.
Missouri 4-H Center for Youth Development is committed to inspiring youth to become contributing, passionate members of their communities. They envision a world in which youth and adults learn, grow and work together to create a positive change. Youth-adult partnerships are an important focus of 4-H as it interconnects 4-H youth development with community development.¹ Through the use of youth-adult partnerships, also known as YAP, youth are recognized as integral to the development of a healthy community, they are viewed as assets to their communities as much as adults, and they are placed in equal roles with adults in planning, implementing, and evaluating programs that shape their development, as well as the development of their communities. Lastly, youth are given the opportunity to learn leadership, citizenship, and life skills through shared leadership with adults and youth in community settings.² Missouri 4-H uses research-based programming and draws on the expertise of the University of Missouri and Lincoln University in their initiatives.

The Missouri 4-H Homegrown Community Leaders Program (MOHOCOLA) is one example of a community service and leadership program organized by the Missouri 4-H. This program aims to provide leadership opportunities engaging rural youth in the development of their communities. The project has partnered with Barton, Dade, and Oregon County to create a pipeline for rural youth leadership development. Through participation in this program, youth are given the opportunity to gain skills in: leadership, action planning, community decision-making, long-term goal setting, preparation for college, skills for hometown civic and entrepreneurial leadership. Over the course of two to five years, youth-adult teams from each community will tackle a single public issue they identify, creating a ripple effect of continuing discovery, learning, and dissemination.

Another program created by Missouri 4-H and the University of Missouri Extension that supports youth-adult partnership decision-making and civic engagement, is the Extension Council Youth Leadership (ECYL). This program aims to support extension councils in engaging youth, ages 15-17, in non-voting capacities, support extension councils in engaging more young adults, ages 18-25, in voting positions, and lastly, integrate youth-young adult participation into ongoing council leadership development. Through ECYL, councils gain fresh ideas, new energy, and generational insights from youth and young adults. Having young people serving on councils leads to enhanced dialogue and decision-making, and increases council linkages to other youth and adults in the community.³ ECYL has already had promising results; councils have reported an increase in diverse membership, enhanced dialogue on community issues, and improved relations between youth and adults in the community. Youth have reported

¹ Missouri 4-H Youth-Adult Partnerships Retrieved April 4th, 2013 from 4h.missouri.edu/programs/yap/
² ibid
³ ibid
feeling increasingly stronger ties to their communities and aspire to continue serving in the future.

- resources that were sent from Steve:
  
  Youth Civic leaders summit
  - youth engaged as citizens - what can be done?
    Civic Engagement;
  - youth hungry at school - what can be done?
    - various approaches to attacking child hunger in schools
  - youth ready for science - what can be done? (maybe)

  Issue Forum Process
  - Organizing a Forum; recruiting, defining purpose, location, audience, moderator, record keeper

  Moderating a Forum
  - 4-H building leadership among youth. Example: Maddie Grant currently serving her 2nd year as her 4-H club’s president. She is also the Columbia FFA secretary for the 2013-2014 school year
Risk Management

Risk Management exposes potential problems, harm, and challenges. While it’s important for youth to have the opportunity to play a role in the decision-making and planning process of programs and initiatives in their communities, the adults need to take responsibility for ensuring the safety of our youth as well. Without effective risk management in place, the safety of our kids can be threatened. In order to ensure our youth are safe, it is necessary to create a solid plan to prevent issues and how to deal with them if they do happen.

Areas of Risk Management

General Operations:
- Emergency plan
- Cell phone
- First Aid Kit
- Age appropriate activities
- CPR certified

Personnel:
- Adequate ratios
- Recruiting volunteers
- Background checks
- Volunteer orientation
- Expectations/code of conduct
- Adult health forums

Participants:
- Consent form
- Medical releases/health forms
- Photo releases
- Code of conduct

Material (property, buildings, financial):
- Equipment and tools
- Facility
- Handling $$
**First Aid Kit Contents**

Check the kits regularly. Replace missing items or medicines that may be expired.

- First Aid instruction booklet
- Absorbent cotton balls
- Acetaminophen and ibuprofen (refer to health form before administering)
- Adhesive bandages in several sizes
- Adhesive tape (to hold gauze bandages in place)
- Antibiotic ointment, such as bacitracin (to dab on cuts and scrapes to prevent infection while healing. For fresh cuts and scrapes, wash first with cool, running water. Soap can irritate wounds, but mild soaps may be used to gently clean the area around the wound. Once the wound is clean, dab on a little antibiotic ointment and cover with a sterile bandage.)
- Antiseptic wipes (for disinfecting wounds or cleaning hands)
- Baking soda
- Butterfly Bandage
- Calamine lotion (to treat the itching and irritation of poison ivy, poison oak, or insect bites)
- Cold pack or ice bag (to bring down swelling from sprains or insect bites. The newer ones developed for emergency kits don’t need to be frozen ahead of time; you just squeeze them to start the cooling reaction.)
- Cortisone cream (Cortisones are anti-inflammatory drugs useful for soothing rashes. Any 1 percent hydrocortisone cream can be bought without a prescription and relieve itching and redness, and is generally safe for infants and children when used in moderation.)
- Cotton-tipped swabs
- Elastic wrap bandages (to use for sprains, slings or to wrap larger injuries.)
- Expired credit card
- Hydrogen peroxide 3% (or rubbing alcohol for disinfecting and cleaning superficial wounds. Alcohol can be useful to sterilize tweezers or a needle used to remove splinters.)
- Latex gloves (as a precaution against infection.)
- Rolls of sterile gauze bandages
- Rubbing alcohol
- Safety pins (to hold splints in place or fasten large bandages.)
- Scissors (with rounded tips for cutting adhesive tape, gauze, or clothing.)
- Soap
- Sterile eye pads (dressings in rolls and two-inch and four-inch pads to clean up scrapes and stop bleeding.)
- Sterile gauze pads (dressings in rolls and two-inch and four-inch pads to clean up scrapes and stop bleeding.)
- Sterile cloth tape (dressings in rolls and two-inch and four-inch pads to clean up scrapes and stop bleeding.)
- Thermometer (To be safe, choose one that’s digital rather than mercury-filled glass.)
- Tongue depressors
Tweezers (for removing splinters, shards of glass, ticks, and so on. Invest in a pair with a narrow point and solid grip.)

Important Information to keep
- Emergency consent forms
- Phone numbers taped to the inside of the first aid kit:
  - Local poison control center or US national poison control center at 1-800-222-1222
  - Closes hospital
  - Local fire and rescue squad (911 should also work)
# Event/Activity Incident Report

This report is to be used by organization/club leaders, project leaders, activity leaders and resource leaders and event/activity coordinators to document facts and actions regarding participants or staff who may become ill, are injured, who may break the rules, who have lost valuables or who might have an additional issue of concern.

<table>
<thead>
<tr>
<th>Participant’s Name</th>
<th>Time of Incident</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Reporting</td>
<td>Nature of incident</td>
<td></td>
</tr>
</tbody>
</table>

Witnessed by (other adults consulted or involved):

Identify the nature of the incident or problem:

Observations by others regarding the incident:
<table>
<thead>
<tr>
<th><strong>Action(s) taken (in order, detailed description)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td><strong>If parents were contacted, describe conversation, noting names, date and time)</strong></td>
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<tr>
<td></td>
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<tr>
<td><strong>Disposition of Problem</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Medical treatment that may have been necessary</strong></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Date</strong> (month, day, year)</th>
<th><strong>Signature of Person Filing Report</strong></th>
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<table>
<thead>
<tr>
<th><strong>Date</strong> (month, day, year)</th>
<th><strong>Signature of Witness/Reviewer</strong></th>
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<table>
<thead>
<tr>
<th><strong>Date</strong> (month, day, year)</th>
<th><strong>Signature of Participant</strong></th>
</tr>
</thead>
</table>
Event Risk Management Plan

Name of Event: ____________________________________________________________

Date of Event: __________________________________________________________________________________

Location: __________________________________________________________________________________________

Number of Participants Anticipated: _________________________________________________________________

Number of Volunteers needed based upon number of anticipated participants: __________

Emergency Numbers

Fire Department ______________________________________________________________________________________

Police Department __________________________________________________________________________________

Ambulance Service __________________________________________________________________________________

Youth Specialist ______________________________________________________________________________________

Who will take a child to the hospital or travel with them if taken by ambulance: (Be specific, list names, address and phone number)

______________________________________________________________________________________________

Check List (This list will vary depending upon the event or activity. The following are only suggestions)

☐ Youth Health forms
☐ Parental Consent forms
☐ Parent Phone Numbers
☐ Other

Evacuation Plan: In case of severe weather or other dangerous situations
**HLI Community Youth Involvement**

Media – Pictures & Videos of youth in each community  
Projects and initiatives for youth involving youth as integral role

**Blue Springs County:** Karen Elliott: elliottk@missouri.edu *(emailed about photovoice)*(Follow-up sent)  
- GrowKC

**Lafayette County:** Marsha: corbinm@missouri.edu *(emailed about photovoice)* *(Follow-up sent)* *(Received reply)*  
- Live Healthy Live Well: Blender Bike  
- Sidewalk program → Connectivity  
- Fit Flyer  
- Youth Fun Run 5k

**Ralls County/New London:** Jim Meyer *(photovoice)* *(Follow-up sent)* *(Received reply)*  
- ProStart Program: Culinary Competitions & Cooking Classes Sponsored by National Restaurant Association  
  http://beefbites.org/category/cookoff/  
- New playground equipment  
- Funded equipment for PE teachers (basketball hoops, weights, tennis rackets)

**Shelby County:** Wendy Brumbaugh *(Follow-up sent)*  
- Bethel Youth Fiddle Camp:  
- Relay 4 Life  
- Youth Excel  
- Summer Reading Program  
- Teen Center → Youth Community Center

**Scott County/Sikeston:** Maude Harris  
- Cooking Matter Program  
- 4-H Food Preservation Class (sometime in summer)

**Schuyler/Scotland/Putnam/Adair:** Lancaster: Darla Campbell *(Follow-up sent)*  
- Farm to School (R-1) in Scotland  
- Youth Gardening Program in Kirksville  
- Garden N Grow in Adair and Scotland  
- Master Gardeners Program  
- Future Farmers of America (FFA) → youth learn agriculture  
- Scotland County Tiger Team Trail

**Mercer County**
Organizational Support
For Youth Engagement

**PURPOSES**

This tool is designed to assess the level at which your organization/program actively supports youth engagement in decision making. Specifically, the tool asks about:

- **Degree of Youth Engagement in Decision Making**
  Numbers and diversity of youth in decision-making roles

- **Leadership and Support for Youth in Decision Making**
  How much adults and youth in the organization/program support youth engagement; how much the organization/program has structures to support it

- **Outcomes of Youth Engagement in Decision Making**
  How much youth in decision-making is helping the organization/program do its work

- **Functions Where Youth are Engaged in Decision Making**
  Areas of the organization/program where youth are engaged in decision-making; how much youth are involved in decision-making in those areas

By “youth engagement in decision-making,” we mean the integration of youth (aged 12-21) into the ongoing planning and implementation of policies and programs in groups (i.e., organizations, programs, coalitions, etc.).

By “youth-adult partnerships,” we mean that youth and adults work together as equitable partners to make decisions that benefit the organization/program, or coalition and its programs.

**GENERAL INFORMATION**

Your gender: _____ male _____ female

Your age: _____ under 18 _____ 18-24 _____ 25 or older

You are: _____ a program member _____ a staff member _____ a volunteer

About how long have you been with this program? _____ years and _____ months

Name of the specific program being assessed: ______________________________________
PART 1: DEGREE OF YOUTH ENGAGEMENT

Numbers and diversity of youth in decision-making roles

1. Please estimate the total number of youth who are currently members of your program. __________

2. Of those youth, please estimate the total number of current members who are regularly engaged in decision-making. __________

3. Compared to last year, are there more, the same number, or fewer youth engaged in decision-making in your program? (Circle one response below.)

   Many fewer   Somewhat fewer   The same number   Somewhat more   Many more
   1           2               3                     4              5

4. Are you satisfied with the number of youth who are involved in decision-making in this program? (Check one response below.)

   _____ I am not satisfied. We need more youth to be involved.
   _____ I am satisfied. The number of youth involved is about right.
   _____ I am not satisfied. There are too many youth involved.

5. Are you satisfied with the diversity of the youth who are engaged in decision-making here? (Check one response below)

   _____ I am not satisfied. We need more diverse youth to be involved.
   _____ I am satisfied. The quality of diversity of youth involved is about right.
   _____ I am not satisfied. There is too much diversity of youth involved.
**PART 2: LEADERSHIP & SUPPORT FOR YOUTH ENGAGEMENT**

*How much adults and youth in the organization/program support youth engagement*

*How much the organization/program has structures to support it*

Indicate the degree to which you agree with the following statements.
Circle one response for each statement.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Mostly Disagree</th>
<th>Disagree a Little</th>
<th>Agree a Little</th>
<th>Mostly Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>n/a</td>
</tr>
</tbody>
</table>

6. There are enough written policies in this program that speak to the importance of engaging youth in decision-making.

7. These policies are known and understood by all youth and adults in this program.

8. The adults in this program view youth as equal partners with adults in decision-making.

9. The youth in this program view themselves as equal partners with adults in decision-making.

10. All of the adults in this program believe that a high level of youth engagement is critical to the success of this group/organization.

11. The staff at top levels of this program are good role models for how to engage youth in decision-making.

12. The staff here make sure that the issue of youth engagement is a frequent focus of discussion.

13. The youth and adults get enough training and support to work effectively with each other.

14. (Additional question can be added here)
### PART 3: OUTCOMES OF YOUTH ENGAGEMENT

How much youth in decision-making is helping the organization/program do its work

Indicate the degree to which you agree with the following statements. Circle one response for each statement.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Mostly Disagree</th>
<th>Disagree a Little</th>
<th>Agree a Little</th>
<th>Mostly Agree</th>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>n/a</td>
</tr>
</tbody>
</table>

15. This program makes better decisions because of the participation of youth in decision-making.

16. This program is better at reaching its goals because of the participation of youth in decision-making.

17. The youth here in this program have done work that has made a significant and visible contribution to the larger community.

18. This program has a good reputation among youth in the community as a place where youth can make a difference.

19. When youth or adults leave the program, we can always find good replacements to fill their roles.

20. (Additional question can be added here)
### PART 4: Functions Where Youth Are Engaged in Decision Making

Areas of the organization/program where youth are in decision-making. How satisfied you are with how involved youth are in those areas.

For each of the following group functions, please indicate the degree to which you are satisfied with the current level of youth engagement in decision-making. Please circle one response for each group function.

<table>
<thead>
<tr>
<th>Group function</th>
<th>The current amount of involvement is:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Way too little</td>
</tr>
<tr>
<td>21. Board of Directors</td>
<td>1</td>
</tr>
<tr>
<td>22. Key Advisory Groups</td>
<td>1</td>
</tr>
<tr>
<td>23. Staff Hiring Committees</td>
<td>1</td>
</tr>
<tr>
<td>24. Fundraising/Proposal Writing</td>
<td>1</td>
</tr>
<tr>
<td>25. Budgeting/Allocating Funds</td>
<td>1</td>
</tr>
<tr>
<td>26. Program Planning</td>
<td>1</td>
</tr>
<tr>
<td>27. Implementation Work Teams</td>
<td>1</td>
</tr>
<tr>
<td>28. Community Outreach/ Public Relations</td>
<td>1</td>
</tr>
<tr>
<td>29. Community Training/ Workshops</td>
<td>1</td>
</tr>
<tr>
<td>30. (Additional function can be added here)</td>
<td>1</td>
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</tbody>
</table>
SCORING
(Optional. Please calculate your scores for each section if you are interested in figuring out your own individual scores.)

Leadership & Support for Youth Engagement
Add your responses to questions 6-14 for total. ______ Divide total by 8 for average. ______ (Divide by 9 if a question was added.)

Outcomes of Youth Engagement
Add your responses to questions 15-20 for total. ______ Divide total by 5 for average. ______ (Divide by 6 if a question was added.)

Functions Where Youth are Engaged in Decision Making
Add your responses to questions 21-30 for total. ______ Divide total by 9 for average. ______ (Divide by 10 if a question was added.)

Thanks
# Resources for HLI Youth Engagement

<table>
<thead>
<tr>
<th>Name of Organization</th>
<th>Program</th>
<th>Contact Info</th>
<th>County/Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>CANFIT</td>
<td>Mo Youth E-Advocates</td>
<td><a href="mailto:info@canfit.org">info@canfit.org</a></td>
<td>State-wide</td>
</tr>
<tr>
<td>CANFIT</td>
<td>Youth Engagement info</td>
<td><a href="mailto:info@canfit.org">info@canfit.org</a></td>
<td>State-wide</td>
</tr>
<tr>
<td>Southern Boone Learning Garden</td>
<td>Garden club &amp; During class</td>
<td><a href="mailto:jkgrabner@yahoo.com">jkgrabner@yahoo.com</a></td>
<td>Ashland, MO</td>
</tr>
<tr>
<td>Youth Community Coalition (YC2)</td>
<td>YC2</td>
<td>Ryan Worley</td>
<td>State-wide</td>
</tr>
<tr>
<td>Community Initiatives Network PedNet</td>
<td>CIN Safe Routes to School</td>
<td><a href="mailto:monte_roulier@communityinitiatives.com">monte_roulier@communityinitiatives.com</a></td>
<td>State-wide</td>
</tr>
<tr>
<td>Missouri 4-H</td>
<td>Programs</td>
<td>Information</td>
<td>State-wide</td>
</tr>
<tr>
<td>MoCAN</td>
<td>Missouri Farm to School</td>
<td><a href="mailto:mofarmtoschool@missouri.edu">mofarmtoschool@missouri.edu</a></td>
<td>State-wide</td>
</tr>
<tr>
<td>Missouri Youth Services Institute</td>
<td>Livable Streets</td>
<td><a href="mailto:livablestreets@missouri.edu">livablestreets@missouri.edu</a></td>
<td>State-wide</td>
</tr>
<tr>
<td>BJC HealthCare School Outreach &amp; Youth Development</td>
<td>Summer Food 4 Kids</td>
<td><a href="mailto:info@mysiconsulting.org">info@mysiconsulting.org</a></td>
<td>State-wide</td>
</tr>
<tr>
<td>KC Healthy Kids</td>
<td>MYSI</td>
<td><a href="mailto:SchoolOutreach@bjc.org">SchoolOutreach@bjc.org</a></td>
<td>St. Louis, MO</td>
</tr>
<tr>
<td>Midwest Center for Media</td>
<td></td>
<td>on the website</td>
<td>Kansas City, MO</td>
</tr>
<tr>
<td>Lincoln University</td>
<td></td>
<td><a href="mailto:info@mwcml.org">info@mwcml.org</a></td>
<td>St. Louis, MO</td>
</tr>
<tr>
<td>St. Louis Urban Impact Center</td>
<td></td>
<td>Patrice G. Dollar</td>
<td>St. Louis, MO</td>
</tr>
<tr>
<td>ComoKids</td>
<td></td>
<td><a href="mailto:dollarp@lincolnu.edu">dollarp@lincolnu.edu</a></td>
<td>Columbia, MO</td>
</tr>
<tr>
<td>MidMo Kids Guide</td>
<td></td>
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<tr>
<td>Rainbow House</td>
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<tr>
<td>Boys &amp; Girls Town</td>
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<td></td>
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<tr>
<td>Big Brothers Big Sisters of Central MO</td>
<td>BBBS</td>
<td><a href="mailto:bigs@bigsofcentralmo.org">bigs@bigsofcentralmo.org</a></td>
<td>Central Missouri</td>
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<tr>
<td>Alliance For a Healthier Generation National Environmental Education Foundation</td>
<td></td>
<td>through website</td>
<td>National</td>
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<tr>
<td>The Edible Schoolyard Project Kids Gardening</td>
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<td>National</td>
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<tr>
<td>Active Living By Design</td>
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<tr>
<td>Show Me Youth Media!</td>
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</tbody>
</table>

## Additional Resources
- **Active Living By Design (ALBD)**
  - **Children & Nature Initiative**
  - [http://edibleschoolyard.org/](http://edibleschoolyard.org/)
  - [www.kidsgardening.org](http://www.kidsgardening.org)
  - **ALBD**
  - [www.healthiergeneration.org](http://www.healthiergeneration.org)
  - [health@neefusa.org](http://health@neefusa.org)
  - **administrations@great-circle.org**

## Contact Information
- **info@showmeyouthmedia.org**
- **info@activelivingbydesign.org**
- **info@showmeyouthmedia.org**
## Resources for HLI Youth Engagement

<table>
<thead>
<tr>
<th>Name</th>
<th>Link</th>
<th>Contact Information</th>
<th>Location</th>
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<tbody>
<tr>
<td>Fun City Youth Academy</td>
<td><a href="http://funcityyouthacademy.org/">funcityyouthacademy.org</a></td>
<td><a href="mailto:Consuela.funcity@yahoo.com">Consuela.funcity@yahoo.com</a></td>
<td>Columbia, MO</td>
</tr>
<tr>
<td>Photovoice Missouri</td>
<td>PV MO</td>
<td><a href="mailto:photovicemissouri@gmail.com">photovicemissouri@gmail.com</a></td>
<td>State-wide</td>
</tr>
<tr>
<td>Slow Food Katy Trail</td>
<td>Harvest of the Month</td>
<td><a href="mailto:slowfoodkatytrail@yahoo.com">slowfoodkatytrail@yahoo.com</a></td>
<td>Columbia, MO</td>
</tr>
<tr>
<td>Chef Ann Cooper</td>
<td><a href="http://www.chefann.com">www.chefann.com</a></td>
<td></td>
<td>National</td>
</tr>
<tr>
<td>Centro Latino</td>
<td>Kids in the Kitchen</td>
<td><a href="mailto:latino.centro@gmail.com">latino.centro@gmail.com</a></td>
<td>Columbia, MO</td>
</tr>
<tr>
<td>Child Development Lab</td>
<td>Garden &amp; Daycare</td>
<td><a href="mailto:cdl@missouri.edu">cdl@missouri.edu</a></td>
<td>Columbia, MO</td>
</tr>
<tr>
<td>Citizen Education Clearing House Youth</td>
<td></td>
<td></td>
<td>State-wide</td>
</tr>
<tr>
<td>Missouri Foundation For Health</td>
<td></td>
<td></td>
<td>State-wide</td>
</tr>
<tr>
<td>Think Outside</td>
<td>State Park Youth Corps</td>
<td><a href="mailto:ThinkOutside@ded.mo.gov">ThinkOutside@ded.mo.gov</a></td>
<td>State-wide</td>
</tr>
<tr>
<td>University of Missouri Extension</td>
<td>Child Development</td>
<td></td>
<td>State-wide</td>
</tr>
<tr>
<td>Edible Schoolyard</td>
<td></td>
<td></td>
<td>National</td>
</tr>
<tr>
<td>Columbia Farmers Market</td>
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<td></td>
<td>Columbia, MO</td>
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<tr>
<td>&quot;Blind&quot; Boone Community Center</td>
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</tbody>
</table>

### Articles

Resources for HLI Youth Engagement

Affiliated w/ HLI  Contacted  Replied

No

Yes

No

Yes

Yes

Yes

No
## Resources for HLI Youth Engagement

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