



# Healthy Living Resource Guide

Engaging youth and families  
through access and opportunities  
to achieve optimal physical, social,  
and emotional well-being.





## Acknowledgements

### NATIONAL HEALTHY LIVING TASK FORCE

#### **Authors:**

Dr. Carol Fink and Crystal Coffman\* - 4-H Youth Development, Kansas State Research and Extension

#### **Co-Chairs:**

Dr. Cheri Booth - Extension Assistant Director and State Leader for Children,  
Youth and Family Programs, Michigan State University

Dr. Daniel Perkins - Task Force Co-Chair and Professor, Family and Youth Resiliency and Policy,  
The Pennsylvania State University

#### **4-H Healthy Living Mission Mandate Leader:**

Dr. Nancy Valentine - National Program Leader, 4-H National Headquarters, NIFA, USDA

#### **Members:**

Stephanie Blake - Administrative Assistant, EFNEP, NIFA, USDA.

Dianna Campbell - Director, Corporate Relations, National 4-H Council.

Dr. Helen Chipman - National Program Leader, Food and Nutrition Education, NIFA, USDA

Alison Copeland - State 4-H Youth Development, University of Missouri.

Dr. Caroline Crocoll - National Program Leader, Family Sciences, NIFA, USDA.

Dr. Ann Michelle Daniels - Family Life, Parenting, Childcare Specialist/Associate Professor,  
South Dakota State University.

Annette Devitt - Salem County 4-H Agent, Rutgers University.

Dr. Carol Fink - Extension Specialist, Family Nutrition Program, Kansas State University.

Recia Garcia - District Family Consumer Science Supervisor, Oklahoma State University.

Dr. Shirley A. Gerrior - National Program Leader, Human Nutrition Research and Extension,  
Families, 4-H and Nutrition, USDA.

Lillianne Goeders - County 4-H Agent, 4-H CAPITAL, Texas Agri-Life Extension Service.

Dr. Deb Jones - Extension Specialist, 4-H, Utah State University.



JoAnne Leatherman - Account Manager and National Coordinator, 4-H Healthy Living, National 4-H Council.

Ruth Litchfield - Food Nutrition Specialist, Iowa State University.

Dr. Suzanne LeMenestrel - National Program Leader, Youth Development Research, 4-H National Headquarters, NIFA, USDA.

Shingi Nyamwanza - Corporate and Foundation Development Writer, National 4-H Council.

Carolyn Rudd - 4-H EFNEP Coordinator, North Carolina State University.

Nancy Schaff - Project Manager. Curriculum, National 4-H Council

Dr. Barbara Stone - Vice President, Partner Operations, National 4-H Council.

Landon Summers - Health Rocks! Program Director, 4-H Youth Development, Mississippi State University.

Cheryl Varnadoe - Extension 4-H Specialist, Marketing and Public Relations, The University of Georgia.

Bill Woodrum - Associate Director of Extension, West Virginia State University.

*\* special appointment to HL Task Force*

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## Introduction

Since its inception over 100 years ago, 4-H has become one of America's premier youth development programs dedicated to promoting healthy living among youth and their families and is a leader in addressing the importance of health and healthy behaviors. Today, 4-H Healthy Living Programs reach approximately 2.5 million youth in the United States. Furthermore, 4-H has the capacity to mobilize young people to plan and implement sustainable strategies that will create healthy lifestyles to help shape the next generation of healthy youth. This concept is being reaffirmed as one of three major program focus areas, along with Science, Engineering, and Technology (SET) and Citizenship. For more information on the major program focus areas, visit:

[www.national4-hheadquarters.gov/about/4h\\_programs.htm](http://www.national4-hheadquarters.gov/about/4h_programs.htm)

This 4-H Healthy Living Resource Guide is intended to promote and articulate common resources and strategies for staff and volunteers to support the delivery of 4-H Healthy Living Programs across the Cooperative Extension Service System. The National 4-H Healthy Living Mission Mandate Task Force has been working to support 4-H Healthy Living professional development, curriculum, strategic planning, evaluation, and marketing in order for Extension staff and volunteers to deliver high-quality 4-H Healthy Living learning opportunities. Information and programs in this guide will equip youth and families to take active roles in shaping their futures by exploring their personal interests in healthy living through curriculum that has been reviewed using the Healthy Living Curricula Checklist found within the resource guide: [www.4-h.org/b/Pages/Layouts/hlteamdocuments.html](http://www.4-h.org/b/Pages/Layouts/hlteamdocuments.html)

This guide will support Extension professionals and volunteers as they design, implement, and evaluate 4-H Healthy Living programming at the local, state, and national levels. The resources are intended to maintain the quality of current healthy living efforts and foster development of new innovative learning opportunities and experiences that meet the needs of youth and their families from a wide variety of backgrounds. Healthy Living is not a new program area but rather a way for leaders to expand, improve, and evaluate their current programs. It can be integrated into existing program delivery methods such as clubs, camps, and after-school programs as well as other subject areas.



The 4-H Healthy Living Leadership Team has drawn from a rich, diverse set of research-based curricula that provide hands-on, real world experiences that can be delivered in both non-formal and formal settings. Curricula found within the Resource Guide were submitted by State Extension staff.

Information in this Resource Guide targets 4-H youth from 7 to 19 years of age. If you are working with "Cloverbuds" or children up to 6 years of age, your state may have resources in the EFNEP (Expanded Food and Nutrition Education Program) that might be helpful. Consider contacting your local or state Extension EFNEP professionals for more information.

This guide is a living document, growing and evolving with the changes in youth development programming. There are many partners in the public and private sectors to help 4-H generate awareness and promote 4-H Healthy Living learning opportunities. By creating mutually beneficial partnerships and funding resources, the expansion of health and wellness programs will directly engage youth and families in learning experiences at the local, state, and national levels.

#### **National Government Partners:**

- National Institute of Food and Agriculture (NIFA), formerly Cooperative State Research, Education, and Extension Service (CSREES)  
[www.nifa.usda.gov/qlinks/extension.html](http://www.nifa.usda.gov/qlinks/extension.html)
- Land-Grant Universities and Colleges  
[www.higher-ed.org/resources/land\\_grant\\_colleges.htm](http://www.higher-ed.org/resources/land_grant_colleges.htm)
- 4-H National Headquarters  
[www.national4-hheadquarters.gov/](http://www.national4-hheadquarters.gov/)
- National Institute of Occupational Safety and Health  
[www.cdc.gov/niosh/](http://www.cdc.gov/niosh/)
- US Department of Agriculture  
[www.usda.gov/](http://www.usda.gov/)
- US Department of Health and Human Services  
[www.hhs.gov/](http://www.hhs.gov/)
- US Department of Labor (Laws and Safety topics)  
[www.dol.gov/dol/topic/index.htm](http://www.dol.gov/dol/topic/index.htm)



## FRAMEWORK

The work of the Healthy Living Task Force has been guided by:

### **4-H Mission**

4-H empowers youth to reach their full potential, working and learning in partnership with caring adults.

### **4-H Vision**

A world in which youth and adults learn, grow, and work together as catalysts for positive change.

### **4-H Healthy Living Mission Statement**

The 4-H Healthy Living mission engages youth and their families through access and opportunities to achieve optimal physical, social, and emotional well-being.

## 4-H Healthy Living Mission Mandate Goal

By 2014, 4-H—a recognized leader in providing hands-on, non-formal learning experiences—will expand participation from 2.5 million to 2.75 million youth and their families in a dynamic process of healthy living opportunities so they are physically, socially, and emotionally prepared to meet the challenges of the 21st century. 4-H Healthy Living encompasses a holistic approach including healthy eating habits, physical fitness, the capacity to recognize and direct emotions, and the ability to develop and maintain positive social interactions and relationships. Youth and their families engaged in 4-H Healthy Living will develop an awareness and positive attitude about healthy living while increasing their knowledge, skills, and competencies in physical, social, and emotional well-being.

The 4-H Healthy Living Strategic Framework website can be found at: [www.national4-headquarters.gov/about/4h\\_health.htm](http://www.national4-headquarters.gov/about/4h_health.htm).

For more information about outcomes and indicators for 4-H Healthy Living programming, visit the Critical Indicators of Youth Development Outcomes for 4-H National Mission Mandates at: [www.national4-headquarters.gov/library/Indicators\\_4H\\_MM.pdf](http://www.national4-headquarters.gov/library/Indicators_4H_MM.pdf).



## Healthy Living Guiding Principles

Using these four principles as guides for 4-H's work in healthy living will not only keep efforts closely aligned with 4-H's core mission, but will also set 4-H apart from other youth-serving organizations and how we approach formal education.

***Principle 1. Learning about healthy living concepts occurs in the learning environments created with youth development principles.*** 4-H must direct its resources to delivering healthy living learning opportunities that incorporate the Essential Elements of 4-H Youth Development. Experiential learning must provide youth with opportunities to master life skills such as decision-making, cultivating independence with guidance from caring adults, gaining a sense of belonging within a positive group, and sharing their spirit of generosity toward others. Healthy living curricula offers a range of engaging and challenging experiences for youth of all ages and abilities and their families, and builds healthy living literacy while meeting the fundamental developmental needs of youth.

For an overview of The Essential Elements of 4-H Youth Development, visit:

[www.4htools.cals.arizona.edu/cssSite/essentialElements.cfm](http://www.4htools.cals.arizona.edu/cssSite/essentialElements.cfm).

**Experiential learning** Takes place when a person is involved in an activity, looks back and evaluates it, determines what was useful or important to remember, and uses the information to perform another activity. The experiential learning process encourages youth involvement through dialogue and strengthens adult-child relationships. To enhance the goal of learning, an atmosphere of friendliness, trust, and unconditional acceptance is required. When the experiential learning process is used to help youth share the process of discovery, leaders will be developing them as critical thinkers who are concerned for others and who have the wisdom to function successfully in their future world.

For more information, visit: [www.4-](http://www.4-)

[hcurriculum.org/summit2007/ExperientialLearningModel\\_Text\\_Citation.pdf](http://hcurriculum.org/summit2007/ExperientialLearningModel_Text_Citation.pdf)

***Principle 2. 4-H delivers healthy living programs in a variety of program settings to diverse youth and their families in metro and non-metro (rural) areas.*** One of 4-H's strengths is the ability to offer all youth ages 5-19 a variety of program settings in which they can participate: including clubs; camps; and



after-school, special interest, and school enrichment programs. Because of the wide variety of healthy living programs and resources that 4-H already offers, 4-H has the opportunity to tailor its learning opportunities so that it can expand the number of girls and boys learning about and engaging in programs that improve their health. Therefore, 4-H Healthy Living Programs must place special emphasis on involving youth and their families, use a variety of delivery strategies, and engage a very diverse population of volunteers.

It is important to know the target audience and their physical, emotional, intellectual, and social characteristics in order to plan appropriate, tailored learning experiences. How young people change as they grow, and how these changes affect the 4-H leader and programs can be found in Ages and Stages Guides. These guides discuss the characteristics that are common to children at each age level. Although children differ as to the speed with which they develop, it is important to remember that each person is unique. Listed below are websites that will help you plan programs with consideration to age appropriateness, diversity, and cultural relevance:

- [www.ces.purdue.edu/extmedia/NCR/NCR-292.html](http://www.ces.purdue.edu/extmedia/NCR/NCR-292.html)
- [www.ohioline.osu.edu/4-H/tl7.html](http://www.ohioline.osu.edu/4-H/tl7.html)
- [www.extension.missouri.edu/fnep/LG782.pdf](http://www.extension.missouri.edu/fnep/LG782.pdf)
- [www.uwex.edu/ces/4h/pubs/showdoc.cfm?documentid=20103](http://www.uwex.edu/ces/4h/pubs/showdoc.cfm?documentid=20103)
- [www.diversityeducation.cas.psu.edu/Resources.html](http://www.diversityeducation.cas.psu.edu/Resources.html)
- <http://my.extension.uiuc.edu/documents/257071911071107/L90501k.pdf>

***Principle 3. 4-H Healthy Living Programs and their curricula are based on evidence and “best practices” within healthy living research.*** In summer 2008, the 4-H Healthy Living Task Force commissioned Washington State University researchers to conduct an exhaustive review of the literature to illuminate what is known about physical, social, and emotional well-being within the healthy living area focused. This literature review provides strong evidence of the need for programs in physical and social-emotional areas and it has also become the foundation from which the strategic framework has been created. The 4-H organization places high emphasis on moving toward evidence-based programming and establishing relevant evaluation criteria.



The National 4-H Healthy Living Mission Mandate Task Force has been working to support 4-H Healthy Living professional development, curriculum, evaluation, and marketing in order for 4-H to deliver high-quality 4-H Healthy Living learning opportunities.

Information and considerations in planning and evaluating healthy living programs can be found at: [www.national4-hheadquarters.gov/about/4h\\_health.htm](http://www.national4-hheadquarters.gov/about/4h_health.htm), such as:

- Executive summary of Healthy Living Literature Review
- Healthy Living Literature Review
- 4-H Healthy Living Strategic Framework
- 4-H Healthy Living Liaison Position Description
- 4-H Healthy Living information at 4-H.org
- Chronology of National Health Issues in 4-H
- Healthy Living Evidence-Based Programs
- 4-H Healthy Living Logic Models

[www.national4-hheadquarters.gov/about/4h\\_health.htm](http://www.national4-hheadquarters.gov/about/4h_health.htm)

Information on best practices as it relates to 4-H Healthy Living is documented in the 4-H Healthy Living Literature Review on page 19 at the website listed above.

4-H Programs of Distinction are peer-reviewed 4-H programs that are evidence or research-based and have been designated as “POD” by USDA. To find those designated within the 4-H Healthy Living Mission mandate, visit: [www.national4-hheadquarters.gov/library/programs\\_of\\_distinction.pdf](http://www.national4-hheadquarters.gov/library/programs_of_distinction.pdf)

***Principle 4. 4-H’s approach to implementing healthy living programs must include youth-adult partnerships.*** Youth-adult partnerships are integral to non-formal experiential learning and must be a part of any plans to engage youth in 4-H Healthy Living. Youth-adult partnerships facilitate youth involvement as full partners in design, implementation, and evaluation of 4-H Healthy Living learning opportunities. The role of older youth will be expanded as they provide training and support to volunteers, teach and mentor younger participants, and help to incorporate new technologies into the learning opportunities. As youth gain knowledge, they provide leadership within their communities by engaging a variety of stakeholders to improve health programs, services, and conditions in their local areas. This



expanded role for teens and young adults provides new leadership opportunities in 4-H and encourages their continued participation.

4-H is designed to support the positive and successful development of all youth. 4-H volunteer leaders are essential partners in creating a positive environment by focusing on the strengths of youth and providing positive ways for youth to meet their basic needs. For more information, visit The 4-H Youth Development Environment at: [www.national4-hheadquarters.gov/library/4h\\_environment.pdf](http://www.national4-hheadquarters.gov/library/4h_environment.pdf).

To find information on 4-H Healthy Living Chronology, visit:  
[www.national4-hheadquarters.gov/library/chronology\\_hl.pdf](http://www.national4-hheadquarters.gov/library/chronology_hl.pdf).

## WHY 4-H MATTERS

4-H is the only national youth development organization that is federally mandated to conduct positive youth development programs. 4-H youth development seeks to promote positive youth development, facilitate learning, and engage youth in the work of the land-grant universities and in their communities to enhance quality of life. Positive relationships with a caring adult, a safe environment, opportunities for youth to develop mastery (building of knowledge, skills, and positive attitudes), and the ability to demonstrate their new skills in public service are essential elements of effective programming for youth. The following information is a framework to show the approaches in a context/content program arena. It was part of a presentation by Dr. Cathann A. Kress, former Director, Youth Development, Cooperative State Research, Education and Extension Service, and USDA, and can be found at: [www.national4-hheadquarters.gov/library/transforming\\_youth\\_WI06.ppt](http://www.national4-hheadquarters.gov/library/transforming_youth_WI06.ppt).



## Approaches to 4-H Youth Development



Youth Development experiences become TRANSFORMATIONAL when we create high context environments and provide high content opportunities for young people to:

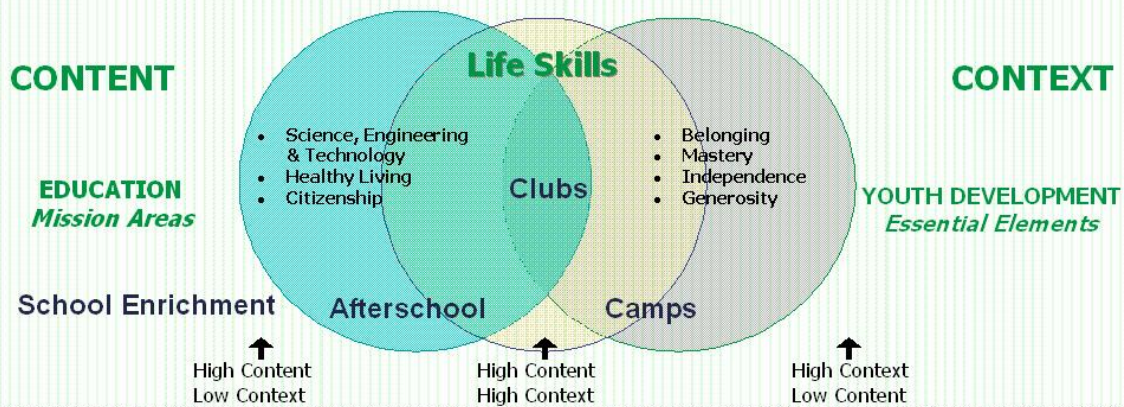
- Belong
- Master Skills through Experience
- Influence others
- Learn the meaning of service



- ♦ **CONTEXT** – circumstances and conditions which surround an event or individual; the circumstances or settings which determine, specify, or clarify the meaning of an event.
- ♦ **CONTENT** – information and experiences created by individuals, institutions, and technology to benefit audiences in venues that they value.



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Developed by Cathann A. Kress, Ph.D., Director, Youth Development, Cooperative State Research, Education and Extension Service and National 4-H Headquarters. For more information, visit <http://www.national4-hheadquarters.gov/>

[www.national4-hheadquarters.gov/library/Content\\_Context-front.pdf](http://www.national4-hheadquarters.gov/library/Content_Context-front.pdf)

[www.national4-hheadquarters.gov/library/Content\\_Context-back.pdf](http://www.national4-hheadquarters.gov/library/Content_Context-back.pdf)

## Healthy Living Resources

### 4-H HEALTHY LIVING (HL) LOGIC MODEL

Effective program evaluation does more than collect, analyze, and provide data. It makes it possible for the program stakeholders to gather and use information and to learn continually about and improve programs. The logic model is at the center of 4-H Healthy Living Program development. It displays the



sequence of actions that describe what the program is, what it will accomplish and how investments link to results. We include five core components in this depiction of the program action:

- **INPUTS:** resources, contributions, investments that go into the program,
- **OUTPUTS:** activities, services, events, and products that reach people who participate or who are targeted,
- **OUTCOMES:** results or changes for individuals, groups, communities, organizations, communities, or systems,
- **ASSUMPTIONS:** the beliefs we have about the program, the people involved, and the context and the way we think the program will work, and
- **EXTERNAL FACTORS:** the environment in which the program exists includes a variety of external factors that interact with and influence the program action.

The assumptions within the 4-H Healthy Living Logic Model illustrate:

- Youth and their families can improve their health through increased healthy living knowledge, resources, and by reducing health risk factors.
- That youth and their families have the ability to reach optimal physical, social/emotional health, and well-being.
- That youth and their families need to be involved in meaningful experiences and gain awareness of health skills, content, and career possibilities.

With those assumptions, programs and learning opportunities must meet the needs of youth and their families from a wide variety of backgrounds. To view the HL Logic Model, visit:

[www.national4-hheadquarters.gov/about/4h\\_health.htm](http://www.national4-hheadquarters.gov/about/4h_health.htm)

## Healthy Living Definitions Used For This Guide:

**Physical well-being** involves the functioning of an individual in terms of all health-related components of the individual's lifestyle including: fitness, nutrition, safety, avoidance of risky behavior (drug or alcohol abuse), sexual responsibility, general hygiene, and adequate sleep.



**Social/Emotional well-being** involves the functioning of an individual in terms of all social, mental, and psychological aspects of the individual's lifestyle. The social components of well-being include: forming and maintaining satisfying relationships, sense of self, autonomy, social competence, being able to take another perspective, and being able to resolve interpersonal conflict. The psychological components include: feeling capable and complete, being able to express emotions, being able to handle normal levels of stress, having supportive relationships, and lead an independent life.

## Cultural and Diversity Competency Resources

The demographic makeup of the United States has changed dramatically in the last 25 years and it will continue to change. Living and working in our society will require each of us to become increasingly aware of the challenge of cultural change. The 4-H Healthy Living Literature Review states "While CYFAR (Children, Youth and Families At Risk) programs have a long history of serving at-risk audiences, it will be important for state and community practitioners to carefully assess whether their 4-H programs are reaching culturally diverse youth and families across delivery modalities in proportions that mirror the demographics of their population. It will also be important to recognize that health programs developed for general youth audiences may require significant adaptation to successfully reach diverse audiences. This will require an increased understanding of the interface between cultural values/practices and health outcomes, and will extend well beyond the translation of materials from English to the languages of diverse participants." To see HL Literature Review, visit:

[www.national4-hheadquarters.gov/about/4h\\_health.htm](http://www.national4-hheadquarters.gov/about/4h_health.htm)

## Cultural Competency and Diversity

### ADULT RESOURCES:

By the year 2050, racial and ethnic minorities will make up 48% of the total U.S. population. These changing demographics make cultural competence a competency needed by educators to function effectively in an educational setting. The Youth Development Cultural Competence Continuum Quiz will help educators/youth development practitioners in assessing their individual cultural competence.

[www.joe.org/joe/2001december/iw1.php](http://www.joe.org/joe/2001december/iw1.php)



**Diversity** – Toolshed is your first stop in your search for diversity materials related to youth and or audiences that work with youth.

<http://my.extension.uiuc.edu/documents/1766092805090509/culturalconnections.pdf>

**Express Diversity!** - Teachers, students, and families from across the country can use Express Diversity! to enhance disability awareness, communication, inclusion and self-esteem. This new *VSA arts* educational resource provides exciting and interactive arts-based activities. The topic of disability is infused into the arts in such a way as to promote discussion and new insights.

[www.vsarts.org/x594.xml](http://www.vsarts.org/x594.xml)

**Youth with Disabilities Fact Sheets** – Fact sheets on 16 specific disabilities from The University of Wyoming.

<http://uwadmnweb.uwyo.edu/wyo4h/Inclusive/FactSheets.html>

**Navigating Difference...Cultural Competency Training for Extension Professionals\* (ND) from The Washington State University Extension (WSUE)** – Designed to assist in the expansion of extension professionals’ skills in working with diverse audiences.

<http://ext.wsu.edu/diversity/pdf/CulturalCompetencies.pdf>

**Welcome to Dimensions of Diversity!** – The goal of this site is to provide a broad perspective that includes many dimensions and resources to help all of us increase our awareness, understanding, and appreciation of the value of diversity.

<http://diversityeducation.cas.psu.edu/>

## YOUTH RESOURCES:

**FRIENDS WHO CARE®** - Designed to help children better understand what it means and how it feels to be a young person with a disability.

[www.easterseals.com/site/PageServer?pagename=ntl\\_friendswhocare](http://www.easterseals.com/site/PageServer?pagename=ntl_friendswhocare)

**Inclusion 101** – A Power Point Slide show by Easter Seals and Kids Included Together

[www.includingallkids.org/](http://www.includingallkids.org/)



### **Training and Technical Support for Inclusion: Kids Included Together**

<http://www.kitonline.org>

## **Ethics and Youth Development Programs**

Ethically, we all have common responsibilities when working with youth and families. First we must always realize that Extension programs are researched-based education programs and not a form of individual and/or family therapy. It is Extension's responsibility to become familiar with community and state mental health agencies for resources and referrals. In addition, we must also remember to follow individual state rules on mandated reporting of abuse and neglect of any kind. Confidentiality is also important in working with youth and families; participants in programs should understand that confidentially will be breached if it is determined that a person may hurt his or her self, others, or the environment. Finally, it is imperative that Extension staff and volunteers recognize and respect cultural attitudes, beliefs, and value differences.

### **Ethics in Today's Extension World – Joint Council of Extension Professionals (JCEP) Webcast on**

**Ethics** by Dr. Albert C. Pierce, Professor of Ethics and National Security National Defense University

<http://connect.extension.iastate.edu/p52943663/>

**Journal of Extension** – Search using “ethic and youth development.”

[www.joe.org/joe](http://www.joe.org/joe)

Visit the specific sites below to help direct your search:

- **Character Education: Developing Effective Programs** by Annette Kusgen McDaniel offers a review of the existing research literature on moral development and character education programs and has uncovered several effective and ineffective approaches to character education. Implications for 4-H youth development programs are discussed.  
[www.joe.org/joe/1998april/a3.php](http://www.joe.org/joe/1998april/a3.php)
- **ParentNet: A Community Response to Parenting Education** authored by Cathy Malley describes the creation and implementation of an ongoing parenting education initiative in Danbury, Connecticut. It includes information about community needs, coalition building, and a curriculum and process for community-based parenting programs. It describes the important role



that Cooperative Extension Educators can take in providing leadership in building and maintaining coalitions that help parents, children, families, and communities.

[www.joe.org/joe/2004october/index.php](http://www.joe.org/joe/2004october/index.php)

- **Preparing Youth Development Professionals to Be Successful: How Do the Needs of Extension/4-H Compare to Those of Other Organizations?** by Keith G. Diem discusses the Online Master's degree in Youth Development Leadership offered by Clemson University. The program serves students nationally with the goal of using a multi-disciplinary approach to prepare professionals for best practices in positive youth development.  
[www.joe.org/joe/2009february/rb1.php](http://www.joe.org/joe/2009february/rb1.php)

## Evaluation and Research

Program evaluation and research can measure the effectiveness of 4-H Healthy Living learning opportunities and aid in reaching its goals and objectives. Building evaluation capacity with state staff, extension educators, and volunteers is necessary to create a strong and sustainable 4-H Healthy Living Program. Competent Extension staff and volunteers need to deliver high quality, evidence-based 4-H Healthy Living learning experiences in partnership with youth and families. These programs and activities should take place in a variety of settings and diverse geographic locations. A strong national evaluation system will help coordinate effective evaluation methods of all programs. Quality evaluation and research will strengthen 4-H partnerships with public and private groups and potential program funders.

To see the logic model, visit:

[www.national4-hheadquarters.gov/about/4h\\_health.htm](http://www.national4-hheadquarters.gov/about/4h_health.htm)

### Evaluation Tools:

- An Evaluation Framework for Community Health Programs  
[www.cdc.gov/eval/evalcbph.pdf](http://www.cdc.gov/eval/evalcbph.pdf)
- Evaluating for Impact Educational Content for Professional Development  
[www.national4-hheadquarters.gov/comm/NLP\\_Impact\\_9-2008.pdf](http://www.national4-hheadquarters.gov/comm/NLP_Impact_9-2008.pdf)
- Framework for Program Evaluation in Public Health  
<ftp://ftp.cdc.gov/pub/Publications/mmwr/rr/rr4811.pdf>



- Physical Activity Evaluation Handbook  
[www.cdc.gov/nccdphp/dnpa/physical/handbook/pdf/handbook.pdf](http://www.cdc.gov/nccdphp/dnpa/physical/handbook/pdf/handbook.pdf)
- The Positive Youth Development Inventory  
[http://oregon.4h.oregonstate.edu/sites/default/files/MEA\\_The\\_Positive\\_Youth\\_Development\\_Inventory.pdf](http://oregon.4h.oregonstate.edu/sites/default/files/MEA_The_Positive_Youth_Development_Inventory.pdf)
- Program Development and Evaluation, University of Wisconsin-Extension  
[www.uwex.edu/ces/pdande/evaluation/](http://www.uwex.edu/ces/pdande/evaluation/)
- Turning Point Guidebook for Performance Measurement  
[www.rwjf.org/pr/product.jsp?id=14384](http://www.rwjf.org/pr/product.jsp?id=14384)
- Youth Development Research  
[www.national4-hheadquarters.gov/comm/4h\\_ydrtools.htm](http://www.national4-hheadquarters.gov/comm/4h_ydrtools.htm)
- Youth Life Skills Evaluation  
[www.humanserviceresearch.com/youthlifeskillsevaluation/](http://www.humanserviceresearch.com/youthlifeskillsevaluation/)

## Professional Development Opportunities

Professional development opportunities are key in assisting Extension staff and volunteers being well-prepared to offer healthy living learning opportunities that can create positive change.

### EXTENSION PROFESSIONAL DEVELOPMENT RESOURCES:

**eXtension Professional Development Courses** – Courses at this site are designed for use by Extension employees to enhance skills in their professional work.

[www.pdc.extension.org/](http://www.pdc.extension.org/)

**National Association of County Agricultural Agents (NACAA)** – Geared toward Extension educators and other professionals who work in agriculture, horticulture, forestry and natural resources, 4-H youth development, community development, administration, aquaculture and Sea Grant, and related disciplines.

[www.nacaa.com/](http://www.nacaa.com/)



**National Association of Extension 4-H Agents Association (NAE4-HA)** – An internationally recognized, non-profit, non-partisan association of professional youth development educators dedicated to promoting, strengthening, enhancing, and advocating for the 4-H youth development profession.

[www.nae4ha.org/mbrres/proftools.html](http://www.nae4ha.org/mbrres/proftools.html)

**National Extension Association of Family and Consumer Sciences (NEAFCS)** – Educates and recognizes Extension professionals who improve the quality of life for individuals, families, and communities.

[www.neafcs.org/](http://www.neafcs.org/)

### ADULTS/VOLUNTEER PROFESSIONAL DEVELOPMENT RESOURCES:

**Children, Youth, and Families at Risk (CYFAR) Program** – Through an annual Congressional appropriation for the National CYFAR Program, the National Institute of Food and Agriculture (NIFA), under the U.S. Department of Agriculture, allocates funding to Land-Grant University Extension Services for community-based programs for at risk children and their families.

[www.nifa.usda.gov/cyfar](http://www.nifa.usda.gov/cyfar)

**National Institute of Food and Agriculture (NIFA)** – Through program leadership and funding opportunities, NIFA's Food, Nutrition & Health programs strengthen the nation's capacity to address issues related to diet, health, food safety, food security, and food science and technology.

<http://www.nifa.usda.gov/nea/food/food.cfm>

#### **Journal of Youth Development**

[www.nae4ha.org/profdev/joyd/index.html](http://www.nae4ha.org/profdev/joyd/index.html)

## Marketing and Communications

The 4-H Healthy Living Program's goal is to create a clear and consistent national message to generate awareness and promote 4-H Healthy Living learning opportunities adopted by NIFA, National 4-H Council, land-grant universities and colleges, and 4-H Healthy Living partners. A consistent message will help achieve understanding, support, and action among all levels of the 4-H system. Communication of



the value of the 4-H Healthy Living Programs and mobilizing internal 4-H audiences to use and make informed, healthy living decisions related to social/emotional well-being will help stem the national health crisis of the 21st century.

**4-H Brand Network** – A resource for you to download materials to promote 4-H Healthy Living programs and activities in your community. To access the Healthy Living Toolkit, visit: [www.4-h.org/d/Pages/Layouts/brandnetwork.html](http://www.4-h.org/d/Pages/Layouts/brandnetwork.html)

## Resource Development

The 4-H Healthy Living goal is for all levels of 4-H to use public and private funds at the local, county, state, regional, and national levels to support the 4-H Healthy Living Mission Mandate. 4-H and outside groups and foundations sponsor many grants and incentive programs that are open to 4-H members and clubs. States may provide grants, awards, and scholarships to support and recognize 4-H members, clubs/groups, volunteers, and alumni. For more information contact your local or state 4-H office for more information. You can also visit the 4-H USDA Website at [www.national4-hheadquarters.gov/](http://www.national4-hheadquarters.gov/) and the Clover Corner News [www.4-h.org/news/4hnews.php](http://www.4-h.org/news/4hnews.php) the 4-H national newsletter for periodic information or announcements.

### LINKS FOR FINDING FUNDING

- [www.gatesfoundation.org/Pages/home.aspx](http://www.gatesfoundation.org/Pages/home.aspx)
- [www.gpo.gov/su\\_docs/aces/fr-cont.html](http://www.gpo.gov/su_docs/aces/fr-cont.html)
- [www.acf.hhs.gov/grants/index.html](http://www.acf.hhs.gov/grants/index.html)
- [www.nifa.usda.gov/fo/funding.cfm](http://www.nifa.usda.gov/fo/funding.cfm)
- [www.prps.org/grantsyouthsports.htm](http://www.prps.org/grantsyouthsports.htm)
- <http://web.gwpa.org:4600/grantmakers:Website,grantmakers,home>
- [www.grants.gov](http://www.grants.gov)
- [www.nal.usda.gov/ric/ruralres/funding.htm](http://www.nal.usda.gov/ric/ruralres/funding.htm)
- [www.raconline.org/funding/](http://www.raconline.org/funding/)



**Already-written proposals** – Are usually difficult to find, via print or the Internet, because they are typically very specific to the organization requesting funding as well as to the donor's mission, and they work only within that context. However, there are some resources you can review and adapt to your organization's own situation. Remember, each example of an already funded proposal is specific to the grantseeker and grantmaker involved. Your situation may differ. You will likely need to adapt your proposal to your own situation.

**Collins, Sarah (ed.) The Foundation Center's Guide to Winning Proposals. New York, NY: The Foundation Center, 2003.** – This resource features twenty grant proposals that have been funded by some of today's most influential grantmakers. Each proposal — reprinted in its entirety — includes commentary by the program officer, executive director, or other funding decision maker who awarded that grant. Proposals are included from large and small, local and national organizations, and for many different support purposes, including basic budgetary support, special projects, construction, staff positions, and more. Also included are actual letters of inquiry, budgets, cover letters, and vital supplementary documents needed to develop a complete proposal.

**Georgia Perimeter College** – Find a sample grant proposal template submitted to the Strategic Directions Initiative by the Research Administration Office.

<http://facstaff.gpc.edu/~ebrown/sampro.htm>

**The Gill Foundation** – Has a 2001 proposal submitted by Nashville CARES available in PDF format. The sample grant is punctuated throughout with useful comments by the Gill Foundation, pointing out what they liked about this "clear, concise, and simple" proposal.

[www.gillfoundation.org/grantmaking/](http://www.gillfoundation.org/grantmaking/)

**Nonprofit Guides** – Find sample proposals, a proposal cover letter, cover sheet, letter of inquiry and budget, and other useful items at this web site.

[www.npguides.org](http://www.npguides.org)



**School Grants** – Offers a number of education-focused, successful, sample proposals. Most are directed to corporate or government funding sources and are downloadable in PDF format.

<http://www.k12grants.org/samples>

## FUNDRAISING AND PHILANTHROPY

- **The Center for Effective Philanthropy (CEP)** – Its mission is to provide data and create insight so philanthropic funders can better define, assess, and improve their effectiveness and impact.  
<http://www.effectivephilanthropy.com/>
- **Certified Fundraising Executive (CFRE) International** – CFRE International certifies fundraising professionals who demonstrate the knowledge, skills, and commitment to the highest standards of ethical and professional practice in serving the philanthropic sector.  
<http://www.cfre.org>
- **Charity Navigator** – The nation's largest and most-utilized evaluator of charities. They have examined tens of thousands of non-profit financial documents and use this knowledge to develop an unbiased, objective, numbers-based rating system to assess the financial health of over 5,000 of America's best-known charities.  
[www.charitynavigator.com](http://www.charitynavigator.com)
- **CASE** - Helps its members build stronger relationships with their alumni and donors, raise funds for campus projects, produce recruitment materials, market their institutions to prospective students, diversify the profession, and foster public support of education.  
[www.case.org](http://www.case.org)
- **Chronicle of Higher Education** -This website that features the complete online CV management, salary databases, and more.  
[www.chronicle.com](http://www.chronicle.com)
- **The Chronicle of Philanthropy** – Includes compiled recent stories, live discussions, and statistics about how charities deal with turbulent times.  
[www.philanthropy.com/](http://www.philanthropy.com/)
- **Emerging Practitioners in Philanthropy (EPIP)** – The mission of EPIP is to strengthen the next generation of grantmakers in order to advance effective social justice philanthropy.  
[www.epip.org](http://www.epip.org)



- **The Finance Project** – Founded with support from a consortium of national foundations interested in ensuring the viability and sustainability of promising initiatives that contribute to better futures for children, families, and communities.  
[www.financeproject.org](http://www.financeproject.org)
- **The Grantsmanship Center** – Find quick link resources for grantseekers available at no cost on [tgci.com](http://tgci.com). These include daily grant announcements from the Federal Register, archives of The Grantsmanship Center Magazine, indexes of funding sources at the local, federal, and international levels, and more.  
[www.tgci.com](http://www.tgci.com)
- **The Grassroots Institute for Fundraising Training (GIFT)** – A multiracial organization that promotes the connection between fundraising, social justice, and movement-building.  
[www.grassrootsfundraising.org](http://www.grassrootsfundraising.org)
- **NonProfit Times** - This newsletter addresses all business functions of the nonprofit organization including the latest news, fundraising, financial management, direct marketing, technology, and legal and human resource issues.  
[www.nptimes.com](http://www.nptimes.com)
- **The Nonprofit Quarterly's** – Its overarching editorial goal is to strengthen the role of nonprofit organizations to activate democracy.  
[www.nonprofitquarterly.org](http://www.nonprofitquarterly.org)
- **Philanthropy Journal** – The online guide created by Independent Sector and BoardSource aims to help nonprofits and foundations improve their governance practices.  
[www.philanthropyjournal.org/](http://www.philanthropyjournal.org/)
- **The Partnership for Philanthropic Planning** – A 501(c)(3) nonprofit organization serving people and organizations that work together to make the most of charitable giving.  
[www.ncpg.org](http://www.ncpg.org)

## NONPROFIT AND BOARD MANAGEMENT

- **BoardSource** – Dedicated to advancing the public good by building exceptional nonprofit boards and inspiring board service.  
[www.boardsource.org/](http://www.boardsource.org/)



- **The National Center for Charitable Statistics (NCCS)** – The national clearinghouse of data on the nonprofit sector in the United States.  
[www.nccs.urban.org/](http://www.nccs.urban.org/)
- **The National Council of Nonprofits** - The network of state and regional nonprofit associations serving more than 20,000 member organizations.  
[www.councilofnonprofits.org/](http://www.councilofnonprofits.org/)

## Educational Materials

A wide variety of 4-H Healthy Living curricula has gone through a review process established by the National Healthy Living Task Force. A curriculum checklist was developed for staff and volunteers to use as a guide in evaluating curricula. The following curriculum is based on the Department of Education educational standards: [www.4-h.org/b/Pages/Layouts/hlteamdocuments.html](http://www.4-h.org/b/Pages/Layouts/hlteamdocuments.html)

State 4-H Youth Development and Family and Consumer Sciences Departments were invited to send in curricula to be reviewed. 4-H Healthy Living state liaisons reviewed curricula using the developed curricula checklist standards.

**Link to Healthy Living curriculum:** [www.4-h.org/b/Pages/Layouts/hlteamdocuments.html](http://www.4-h.org/b/Pages/Layouts/hlteamdocuments.html)

### ADDITIONAL GENERAL EDUCATIONAL RESOURCES

#### After-School

##### **Parents:**

**After-School Programs - Parent Involvement PLAN** – Similar to research on parent and family involvement in schools, research provides evidence that parent and family involvement in after-school programs increases students' achievement and success.

<http://cyfar.cas.psu.edu/PDFs/Parent%20Involvement%20Plan.pdf>

##### Behavior

**After-School Programs Behavioral Issues Toolkit** – Behavior problems are a common challenge in youth development programs especially for programs geared toward high-risk youth.

[http://cyfar.cas.psu.edu/PDFs/Behavioral\\_Toolkit\\_YET.pdf](http://cyfar.cas.psu.edu/PDFs/Behavioral_Toolkit_YET.pdf)



### **Youth:**

**Say Y.E.S. to Youth** – Within communities across the country a growing movement exists to include young people, generally teenagers, on decision-making boards and community collaborative teams. This is a program from Children Youth and Families (CYFAR). CYFAR: [www.nifa.usda.gov/cyfar](http://www.nifa.usda.gov/cyfar)

Say Y.E.S. To Youth: Youth Engagement Strategies: <http://cyfar.cas.psu.edu/PDFs/yesbookweb.pdf>

**Youth Engaged in Technology (YET)** – The staff has faced some issues related to youth development within the after-school setting. From these issues the YET staff has developed some resource materials that may be helpful for you with your program. These resources have been developed using research-based information and techniques. Youth Engaged in Technology Curriculum:

<http://cyfar.cas.psu.edu/YET/Resources2.htm>

## **General Health Resources**

### **CHILDREN'S HEALTH WEBSITES**

**About KidsHealth** – If you're looking for information you can trust about kids and teens that's free of "doctor speak," you've come to the right place. KidsHealth is the most-visited site on the Web for information about health, behavior, and development from before birth through the teen years. The site includes pages and information for kids, teens, and parents.

[www.kidshealth.org](http://www.kidshealth.org)

**American Academy of Pediatrics** – Dedicated to the health and well-being of infants, children, adolescents, and young adults.

[www.aap.org/](http://www.aap.org/)

### **FAMILY HEALTH WEBSITES**

**Children, Youth, and Families at Risk (CYFAR) Program** – Through an annual Congressional appropriation for the National Children, Youth, and Families at Risk (CYFAR) Program, National Institute of Food and Agriculture (NIFA), the Cooperative State Research, Education, and Extension



Service, under the U.S. Department of Agriculture, allocates funding to Land-Grant University Extension Services for community-based programs for at-risk children and their families.

[www.cyfernet.org](http://www.cyfernet.org)

**Search Institute** - An independent nonprofit organization whose mission is to provide leadership, knowledge, and resources to promote healthy children, youth, and communities.

[www.search-institute.org/](http://www.search-institute.org/)

**eXtension** - An interactive learning environment delivering the best, most researched knowledge from the smartest land-grant university minds across America. These resources are brought to you by the Cooperative Extension System and your local institution.

[www.extension.org/](http://www.extension.org/)

## FOOD AND NUTRITION WEBSITES

**American Dietetic Association (ADA)** – ADA is the world's largest organization of food and nutrition professionals. ADA is committed to improving the nation's health and advancing the profession of dietetics through research, education and advocacy.

[www.eatright.org](http://www.eatright.org)

**Fight BAC** – Information on food borne illness from the Partnership for Food Safety Education (PFSE) - features the Fight BAC! food safety initiative educating consumers about safe food handling.

[www.fightbac.org/](http://www.fightbac.org/)

**Pennsylvania Department of Health** - Diabetes related websites

[www.dsf.health.state.pa.us/health/cwp/view.asp?A=174&Q=232886](http://www.dsf.health.state.pa.us/health/cwp/view.asp?A=174&Q=232886)

**US Department of Agriculture - Center for Nutrition Policy and Promotion**

Dietary Guidelines

[www.cnpp.usda.gov/dietaryguidelines.htm](http://www.cnpp.usda.gov/dietaryguidelines.htm)



## MATERNITY WEBSITE

**Maternal and Child Health Library** – Knowledge paths on maternal and child health-related topics contain selections of recent, high quality resources and tools for staying abreast of new developments and conducting further research. Components of a knowledge path include links to Web sites, electronic publications, databases, and discussion groups.

[www.mchlibrary.info/KnowledgePaths/](http://www.mchlibrary.info/KnowledgePaths/)

## PUBLIC HEALTH WEBSITES

**Center for Disease Control and Prevention (CDC)** – CDC is the nation’s premiere health promotion, prevention, and preparedness agency and a global leader in public health.

[www.cdc.gov/](http://www.cdc.gov/) (También se ofrece en español)

**National Library of Medicine, National Institutes of Health - MedlinePlus** – A resource to find information to help answer health questions

<http://www.nlm.nih.gov/medlineplus/healthtopics.html>

**US Department of Health and Human Services (HHS) – Health Finder Home Page** – HHS is the United States government's principal agency for protecting the health of all Americans and providing essential human services, especially for those who are least able.

[www.healthfinder.gov/](http://www.healthfinder.gov/)

**WebMD** – Provides valuable health information tools for managing your health and support to those who seek information. Published as part of a U.S. Food and Drug Administration and WebMD partnership to protect and promote your health.

[www.webmd.com/default.htm](http://www.webmd.com/default.htm)

## TEEN HEALTH WEBSITE

**TeensHealth** – A safe and private place for teens who need honest, accurate information and advice about health, emotions, and life.

[www.kidshealth.org/teen/](http://www.kidshealth.org/teen/)



## Physical Activity and Nutrition Resources

**Physical well-being** – Involves the functioning of an individual in terms of all health-related components of the individual's lifestyle including: fitness, nutrition, safety, avoidance of risky behavior (drug or alcohol abuse), sexual responsibility, general hygiene, and adequate sleep.

### PHYSICAL HEALTH BOOKS AND JOURNALS

- Coleman, K.J., Geller, K.S., Rosenkranz, R.R., Dzewaltowski, D.A. (2008). Physical activity and healthy eating in the after-school environment. Journal of School Health, 78(12), 633-640.  
[www.hfrp.org/out-of-school-time/ost-database-bibliography/bibliography?topic=6](http://www.hfrp.org/out-of-school-time/ost-database-bibliography/bibliography?topic=6)
- Dzewaltowski, D.A., Ryan, G.J., & Rosenkranz, R.R. (2008). Parental bonding may moderate the relationships between parent physical activity and youth physical activity after school. Psychology of Sport & Exercise, 9, 848-854.  
[www.humec.k-state.edu/documents/directory/dadx.pdf](http://www.humec.k-state.edu/documents/directory/dadx.pdf)
- Dzewaltowski, D.A., Estabrooks, P.A., Welk, G., Hill, J., Milliken, G., Karteroliotis, K., & Johnston, J.A., (2008). Healthy Youth Places, A randomized controlled trial to determine the effectiveness of facilitating adult and youth leaders to promote physical activity and fruit and vegetable consumption. Health Education and Behavior. OnlineFirst, published on May 10, 2008 as doi:10.1177/1090198108314619.  
[http://online.sagepub.com/cgi/searchresults?journal\\_set=spheb&andorexactfulltext=and&src=selected&fulltext=Healthy+Youth+Places](http://online.sagepub.com/cgi/searchresults?journal_set=spheb&andorexactfulltext=and&src=selected&fulltext=Healthy+Youth+Places)
- Dzewaltowski, D.A. (2008). Community out-of-school physical activity promotion. In Smith, A.L., & Biddle, S.J.H. (Eds.). Youth Physical Activity and Inactivity: Challenges and Solutions. Champaign, IL: Human Kinetics Publishers, Inc.  
[www.hopn.org/DesktopDefault.aspx?tabindex=69&tabid=34](http://www.hopn.org/DesktopDefault.aspx?tabindex=69&tabid=34)
- Geller, K.S., Dzewaltowski, D.A., Rosenkranz, R.R., & Kateroliotis, K (2009). Measuring children's self-efficacy and proxy efficacy related to fruit and vegetable consumption. Journal of School Health, 79, 51-57.



[www3.interscience.wiley.com/search/allsearch?mode=quicksearch&WISindexid1=WISall&WISsearch1=Measuring+children%27s+self-  
efficacy+and+proxy+efficacy+related+to+fruit+and+vegetable+consumption](http://www3.interscience.wiley.com/search/allsearch?mode=quicksearch&WISindexid1=WISall&WISsearch1=Measuring+children%27s+self-<br/>efficacy+and+proxy+efficacy+related+to+fruit+and+vegetable+consumption)

- Geller, K.S., & Dzewaltowski, D.A. (2009). Longitudinal and cross-sectional influences on youth fruit and vegetable consumption. *Nutrition Reviews*, 67, 65-76.  
[http://search.humec.k-state.edu/search?q=Longitudinal+and+cross-sectional+influences+on+youth+fruit+and+vegetable+consumption&site=humec&client=humec&output=xml\\_no\\_dtd&proxystylesheet=humec&btnG=Go%21](http://search.humec.k-state.edu/search?q=Longitudinal+and+cross-sectional+influences+on+youth+fruit+and+vegetable+consumption&site=humec&client=humec&output=xml_no_dtd&proxystylesheet=humec&btnG=Go%21)
- Klesges, L.M, Dzewaltowski, D.A., Glasgow, R.E. (2008). Review of external validity reporting in childhood obesity prevention research. *American Journal of Preventive Medicine*, 34, 216-223.  
[www.re-aim.org/Documents/klesgesetalajpm2008.pdf](http://www.re-aim.org/Documents/klesgesetalajpm2008.pdf)
- Rosenkranz, R.R., & Dzewaltowski, D.A. (2008). A model of the home food environment pertaining to childhood obesity. *Nutrition Reviews*, 66, 123-140.  
[www.humec.k-state.edu/publications/2008/05/14/model-of-the-home-food-environment-pertaining-to-childhood-obesity/](http://www.humec.k-state.edu/publications/2008/05/14/model-of-the-home-food-environment-pertaining-to-childhood-obesity/)
- Rosenkranz, R. & Dzewaltowski, D.A. (2009). Promoting better family meals for girls attending summer programs. *Journal of Nutrition Education and Behavior*, 41, 65-67.  
<http://www.hopn.org/DesktopDefault.aspx?tabindex=69&tabid=34>
- Trost, S., Rosenkranz, R., Dzewaltowski, D.A. (2008). Physical activity levels among children attending after-school programs. *Medicine and Science in Sports and Exercise*, 44, 622-629.  
[www.hopn.org/DesktopDefault.aspx?tabindex=69&tabid=34](http://www.hopn.org/DesktopDefault.aspx?tabindex=69&tabid=34)

## PHYSICAL ACTIVITY AND NUTRITION WEBSITES

### Children:

**Action for Healthy Kids (AFHK)** – A national nonprofit organization dedicated to addressing the epidemic of overweight, undernourished, and sedentary youth by focusing on changes in schools.

<http://www.afhk.org>

**Best Bones Forever!**<sup>™</sup> - A campaign that encourages girls to get active and eat more foods with calcium and vitamin D.

<http://www.bestbonesforever.gov/index.cfm>



**Children Youth and Families Are Resilient** – The National CYFAR Initiative’s vision is of American families and communities in which children and youth lead positive, secure, and happy young lives while developing the skills, knowledge, and competencies necessary for leading fulfilling, contributing adult lives.

<http://cyfar.cas.psu.edu/>

**Be Happy. Be Healthy. Be You. Beautiful** – A site created to help girls (ages 10-16) learn about health, growing up, and issues they may face. It focuses on health topics that girls are concerned about and helps motivate them to choose healthy behaviors by using positive, supportive, and non-threatening messages.

[www.girlshealth.gov/index.cfm](http://www.girlshealth.gov/index.cfm)

**Kidnetic.com for Kids** – A cool site for kids like you — kids who like to play hard and have fun. Kidnetic.com lets you tap into your own energy so you can feel great all day long.

[www.kidnetic.org/](http://www.kidnetic.org/)

**National Institute of Child Health and Human Development (NICHD) Milk Matters** – Is a public health education campaign to promote calcium consumption among tweens and teens, especially during the ages of 11 to 15, a time of critical bone growth.

[www.nichd.nih.gov/milk/](http://www.nichd.nih.gov/milk/)

**CATCH (Coordinated Approach To Child Health)** – A program designed to promote physical activity, healthy food choices, and prevent tobacco use in K-8<sup>th</sup> grade children and their families.

[www.sph.uth.tmc.edu/catch/](http://www.sph.uth.tmc.edu/catch/)

**We Can! Ways to Enhance Children's Activity and Nutrition - *We Can!*<sup>TM</sup> or "Ways to Enhance Children's Activity & Nutrition"** - A national program designed for families and communities to help children maintain a healthy weight.

[www.nhlbi.nih.gov/health/public/heart/obesity/wecan/](http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/)



## HEALTH FOR ALL AGES

**ACE Fit Facts™** - These facts are concise, one-page health and fitness information sheets covering different health or fitness topics. Each sheet contains valuable how-to information and tips – from advice on the best type of exercise for weight loss to pointers on choosing a personal trainer.

[www.acefitness.org/fitfacts/](http://www.acefitness.org/fitfacts/)

**America On the Move** – This challenges you, your family, and your community to take small steps and make small changes to a healthier way of life. Get involved!

<http://aom2.americaonthemove.org/Home.aspx>

**The American Council on Exercise®** - A nonprofit organization committed to enriching quality of life through safe and effective exercise and physical activity. As America's authority on fitness, ACE protects all segments of society against ineffective fitness products, programs, and trends through its ongoing public education, outreach, and research. ACE further protects the public by setting certification and continuing education standards for fitness professionals.

<http://www.acefitnehttp://kidshealth.org/teen/ss.org/getfit/default.aspx>

**Physical Activity Guidelines for Americans, 2008** – The Federal Government has issued its first-ever Physical Activity Guidelines for Americans. They describe the types and amounts of physical activity that offer substantial health benefits to Americans.

[www.health.gov/paguidelines/](http://www.health.gov/paguidelines/)

**Physical Activity for Everyone - Healthy Lifestyle Topic on CDC website** – There is no need to think of strenuous exercise or boring workouts. Instead, do the fun activities you enjoy and watch the health benefits follow!

[www.cdc.gov/nccdphp/dnpa/physical/index.htm](http://www.cdc.gov/nccdphp/dnpa/physical/index.htm)

**The President's Challenge - You're it. Get fit!** – A program that encourages all Americans to make being active part of their everyday lives.

[www.presidentschallenge.org/](http://www.presidentschallenge.org/)



Sports can be a fun and engaging way for children and youth to learn some important lessons about life. Studies suggest that participation in sports can be very beneficial, fostering responsible social behaviors, greater academic success, and an appreciation of personal health and fitness.

**Coaches Making Youth Sports a Positive Experience:** <http://pubs.cas.psu.edu/freepubs/pdfs/ui351.pdf>

**Parents Making Youth Sports a Positive Experience: Spectators:**

<http://pubs.cas.psu.edu/freepubs/pdfs/ui350.pdf>

**Parents Making Youth Sports a Positive Experience: Role Models:**

<http://pubs.cas.psu.edu/freepubs/pdfs/ui349.pdf>

#### **Men's Health:**

**Centers for Disease Control Prevention** - information on health related topics.

[www.cdc.gov/men/](http://www.cdc.gov/men/)

**The Office on Women's Health (OWH) in the U.S. Department of Health and Human Services -**

This site is a great place to start for information and awareness about men's health.

[www.womenshealth.gov/mens/index.cfm](http://www.womenshealth.gov/mens/index.cfm)

#### **Women's Health:**

**The National Women's Health Information Center - The Office on Women's Health (OWH) in the U.S. Department of Health and Human Services (DHHS)** - The government's champion and focal point for women's health issues.

[www.womenshealth.gov/](http://www.womenshealth.gov/)

#### **Youth:**

**Center for Disease Control (CDC)** – Dedicated to protecting health and promoting quality of life through the prevention and control of disease, injury, and disability.

[www.cdc.gov/pubs/dash.aspx](http://www.cdc.gov/pubs/dash.aspx)



**Family and Youth Resiliency** – Provides professionals with resources and materials about family and youth resiliency and to promote thriving relationships.

<http://resiliency.cas.psu.edu/>

**Healthy Youth (CDC)** – Provides programs and information on bone health, physical activity, immunizations, genetics, sexual health, smoking prevention, and more topics.

[www.cdc.gov/HealthyYouth/index.htm](http://www.cdc.gov/HealthyYouth/index.htm)

**Powerful Bones, Powerful Girls (CDC)** – There is no need to think of strenuous exercise or boring workouts. Instead, do the fun activities you enjoy and watch the health benefits follow!

[www.cdc.gov/powerfulbones/index\\_content.html](http://www.cdc.gov/powerfulbones/index_content.html)

**Rural Youth Development** – A rural youth development program resource section for Youth in Governance and Youth/Adult Partnerships. Our goal is to provide your staff and volunteers, youth, and adults with a centralized source of useful information to support your projects in rural communities.

[http://4-h.org/programs\\_mission\\_mandates/ruralityouthdevelopment.html](http://4-h.org/programs_mission_mandates/ruralityouthdevelopment.html)

**Shaping America's Youth (SAY)** – Provides childhood, teenage, and youth obesity, nutrition, health and exercise information and statistics. Get statistics, grants, articles and funding information on the causes.

[www.shapingamericasyouth.com/Default.aspx](http://www.shapingamericasyouth.com/Default.aspx)

**TeensHealth** – Its a safe, private place for teens that need honest, accurate information and advice about health, emotions, and life.

<http://kidshealth.org/teen/>

## NUTRITION WEBSITES

**CDC Healthy Youth! Making it Happen** – Provides school nutrition success stories.

[www.cdc.gov/healthyyouth/nutrition/Making-It-Happen/](http://www.cdc.gov/healthyyouth/nutrition/Making-It-Happen/)

[www.cdc.gov/healthyyouth/nutrition/index.htm](http://www.cdc.gov/healthyyouth/nutrition/index.htm)



**Center for Food Safety and Applied Nutrition** – Provides information on food, drugs, medical devices, report a problem, recalls and more.

[www.cfsan.fda.gov/](http://www.cfsan.fda.gov/)

**Center for Science in the Public Interest (CSPI)** – Strengths the National School Lunch and other child nutrition programs.

<http://www.cspinet.org/nutritionpolicy/schoolmeals.html>

**TEAM Nutrition** – Its goal is to improve children's lifelong eating and physical activity habits by using the principles of the *Dietary Guidelines for Americans* and **MyPyramid**.

[www.fns.usda.gov/tn/Default.htm](http://www.fns.usda.gov/tn/Default.htm)

**FoodChamps.org** – Part of the new Fruits & Veggies-More Matters® health initiative. In simple, user-friendly ways, Fruits & Veggies—More Matters offers expert cooking advice, nutrition information, and shopping tips to help you and your family eat more fruits and vegetables at every eating occasion.

[www.foodchamps.org/](http://www.foodchamps.org/)

**The Food and Nutrition Information Center** – Provides credible, accurate, and practical resources for nutrition and health professionals, educators, government personnel, and consumers. This is part of U.S.D.A. National Agricultural Library.

[http://fnic.nal.usda.gov/nal\\_display/index.php?info\\_center=4&tax\\_level=1](http://fnic.nal.usda.gov/nal_display/index.php?info_center=4&tax_level=1)

**Fruits and Veggies - More Matters** – Offers information on healthy fruit and vegetable resources.

[www.fruitsandveggiesmorematters.org/](http://www.fruitsandveggiesmorematters.org/)

[www.fruitsandveggiesmorematters.gov/](http://www.fruitsandveggiesmorematters.gov/)

**Healthy Eating Active Living Resource Toolkit (H.E.A.L.)** – The Purpose of the Healthy Eating Active Living Resource Toolkit is to encourage the building of partnerships and opportunities for collaboration across a large, diverse group of community members.

[www.cthaned.org/HEALRT/sitemap.htm](http://www.cthaned.org/HEALRT/sitemap.htm)



**Healthy School Nutrition Environment Resource List - The Connecticut State Department of Education's (CSDE)** – Contains online resources to assist schools with promoting healthy eating and physical activity.

[http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Nutrition/hse\\_resource\\_list.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Nutrition/hse_resource_list.pdf)

**How to Understand and Use the Nutrition Facts Label** – These FDA Food Labeling web pages address the labeling requirements for foods under the Federal Food Drug and Cosmetic Act and its amendments.

[www.cfsan.fda.gov/label.html](http://www.cfsan.fda.gov/label.html)

**Interactive Menu Planner** – Designed to guide daily food and meal choices based on one day's calorie allowance.

<http://hin.nhlbi.nih.gov/menuplanner/menu.cgi>

**MyPyramid.gov** – Offers personalized eating plans and interactive tools to help you plan and assess your food choices based on the Dietary Guidelines for Americans.

<http://www.mypyramid.gov/>

**Nutrition.gov** – Providing easy, online access to government information on food and human nutrition for consumers.

[www.nutrition.gov](http://www.nutrition.gov)

## PREVENTION WEBSITES

**American Institute for Cancer Research (AICR)** – The cancer charity that fosters research on diet, physical activity, and cancer prevention and educates the public about the results.

<http://www.aicr.org/>

**American Public Health Association (APHA): Toolkit for Obesity Prevention** – Tools for parents, teachers, students, and community leaders to eliminate overweight children and adolescents.

[www.apha.org/programs/resources/obesity/proresobesitykit.htm](http://www.apha.org/programs/resources/obesity/proresobesitykit.htm)



**Center for Disease Control and Prevention (CDC)** – The nation’s premiere health promotion, prevention, and preparedness agency and a global leader in public health.

[www.cdc.gov/](http://www.cdc.gov/) (También se ofrece en español)

**Center for Disease Control and Prevention - Body and Mind (BAM)** – Provides information on Diseases, Food and Nutrition, Physical Activity, Your Safety, Your Body, Your Life.

[www.bam.gov/](http://www.bam.gov/)

**Community Health Preventative Services** – A free resource to help you choose programs and policies to improve health and prevent disease in your community.

[www.thecommunityguide.org/index.html](http://www.thecommunityguide.org/index.html)

**Prevention Action** - An online news publication reporting internationally on innovation and effectiveness among programs for improving children's health and development.

[www.preventionaction.org/](http://www.preventionaction.org/)

**National Heart, Lungs, Blood Institute - The National Heart, Lung, and Blood Institute (NHLBI)** - Provides leadership for a national program in diseases of the heart, blood vessels, lungs, and blood; blood resources; and sleep disorders.

[www.nhlbi.nih.gov/](http://www.nhlbi.nih.gov/)

**Choosing A Safe and Successful Weight Loss Program** - A weight control information network provides the general public, health professionals, the media, and Congress with up-to-date, science-based information on weight control, obesity, physical activity, and related nutritional issues. National Institute of Diabetes and Digestive and Kidney Disease (NIDDK).

<http://win.niddk.nih.gov/publications/choosing.htm>

## HEALTH AND FITNESS WEBSITES

**Administration on Aging (AOA)** - Provides access to information about the agency, its mission, budget, and organizational structure.

[www.aoa.gov/AoARoot/About/index.aspx](http://www.aoa.gov/AoARoot/About/index.aspx)



**Bright Futures** - A national health promotion initiative dedicated to the principle that every child deserves to be healthy and that optimal health involves a trusting relationship between the health professional, the child, the family, and the community as partners in health practice.

<http://www.brightfutures.org/>

**California Project Lean** - Provides you with a wealth of resources, evaluations, articles, and materials for promoting healthy eating and physical activity.

<http://www.californiaprojectlean.org/>

**Center for Science in the Public Interest (CSPI)** - A strong advocate for nutrition and health, food safety, alcohol policy, and sound science. Its award-winning newsletter, Nutrition Action Healthletter, with some 900,000 subscribers in the United States and Canada, is the largest-circulation health newsletter in North America.

<http://www.cspinet.org/about/index.html>

**Center for Science in the Public Interest (CSPI)** - Provides information on health.

<http://www.cspinet.org/smartmouth/index1.html>

**The National Institute of Food & Agriculture (NIFA)** - Through program leadership and funding opportunities, NIFA's Food, Nutrition & Health programs strengthen the nation's capacity to address issues related to diet, health, food safety, food security, and food science and technology.

<http://www.nifa.usda.gov/nea/food/food.cfm>

**Health and Human Services - The Department of Health and Human Services (HHS)** - The United States government's principal agency for protecting the health of all Americans and providing essential human services, especially for those who are least able to help themselves.

<http://www.hhs.gov/kids/>

**Health Newsletter Sites:**

Center for Science in the Public Interest (CSPI) - Nutrition Action Health Letter.

<http://www.cspinet.org/nah/index.htm>



**Tufts University Health and Nutrition Letter**

<http://www.tuftshealthletter.com/>

**The Newsletter of Nutrition, Fitness and Self-Care**

<http://www.wellnessletter.com/>

**Healthfinder.gov** – A part of Department of Health and Human Services and offers a quick guide to healthy living.

<http://www.healthfinder.gov/>

**HealthierUS.gov** - A national effort to improve people's lives, prevent and reduce the costs of disease, and promote community health and wellness.

<http://www.healthierus.gov>

**Inquiry Net** - Reference site for Boy Scouts, games, dance steps, and other information.

<http://www.inquiry.net/traditional/index.htm>

**National Adolescent Health Information Center (NAIHC)** - Improves the health of adolescents by serving as a national resource for adolescent health information and research and to assure the integration, synthesis, coordination, and dissemination of adolescent health-related information.

<http://nahic.ucsf.edu/>

**Heart and Vascular Disease (NHLBI)** – Provides information on heart and vascular diseases.

<http://www.nhlbi.nih.gov/health/public/heart/index.htm>

**National Institutes of Health (NIH)** - The nation's medical research agency - making important medical discoveries that improve health and save lives. The National Institutes of Health (NIH), a part of the [U.S. Department of Health and Human Services](#), is the primary Federal agency for conducting and supporting medical research.

<http://www.nih.gov> (También se ofrece en español)

Use the following NIH sites for the specific information topic listed:



<http://health.nih.gov/category/WellnessLifestyle>

<http://health.nih.gov/category/ChildTeenHealth>

<http://health.nih.gov/category/WomensHealth>

<http://health.nih.gov/category/MensHealth>

**Recreation.gov** - Recreation One-Stop is one of the E-Government initiatives in the President's Management Agenda to improve the effectiveness, efficiency, and customer service of the recreation programs.

<http://recreation.gov>

**Search Institute** - An independent nonprofit organization whose mission is to provide leadership, knowledge, and resources to promote healthy children, youth, and communities.

<http://www.search-institute.org/>

**SmallStep.gov** – Provides resources to learn more about eating better and living a healthier lifestyle.

<http://www.smallstep.gov/>

**U.S. Food and Drug Association** - Consumer Updates are timely articles that cover product approvals, safety warnings, and other health information for you and your family.

<http://www.fda.gov/fdac/fdacindex.html>

A portal to the Web sites for a number of multi-agency health initiatives and activities of the [U.S. Department of Health and Human Services \(HHS\)](http://www.hhs.gov/) and other Federal departments and agencies.

[www.health.gov](http://www.health.gov)

**United States Department of Health and Human Services - The Department of Health and Human Services (HHS)** - The United States government's principal agency for protecting the health of all Americans and providing essential human services, especially for those who are least able to help themselves.

<http://www.hhs.gov/> También se ofrece en español



**United States Department of Agriculture** - USDA.gov provides access to all USDA agencies and offices, and your information source for Department news and services.

<http://www.usda.gov/wps/portal/usdahome> (También se ofrece en español)

**WebMD** - Provides valuable health information, tools for managing your health, and support to those who seek information. Published as part of a U.S. Food and Drug Administration and WebMD partnership to protect and promote your health.

<http://www.webmd.com/default.htm>

## SELF-ASSESSMENT TOOLS

**CDC Healthy Youth! School and Health Index (SHI)** - The SHI is a self-assessment and planning tool that schools can use to improve their health and safety policies and programs. It's easy to use and completely confidential.

<http://apps.nccd.cdc.gov/shi>

## SAFETY RESOURCES

### HEALTH SAFETY WEBSITES

**National Institute for Occupational Safety and Health (NIOSH) (youth worker safety) (CDC)** -

Contains links to information for young workers, how young workers are getting hurt, programs, reports, and research, as well as related topics.

<http://www.cdc.gov/niosh/topics/youth/>

**Center for Disease Control and Prevention** – Provides information on diseases, food and nutrition, physical activity, safety, your body, and your life. Body and Mind (BAM)

<http://www.bam.gov/>

**U. S. Department of Health and Human Services - The Department of Health and Human Services (HHS)** - The United States government's principal agency for protecting the health of all Americans and providing essential human services, especially for those who are least able to help themselves.

<http://www.hhs.gov/safety/>



<http://www.hhs.gov/disasters/>

**WebMD** - Provides valuable health information, tools for managing your health, and support to those who seek information. Published as part of a U.S. Food and Drug Administration and WebMD partnership to protect and promote your health.

<http://www.webmd.com/default.htm>

### CHILD SAFETY WEBSITES

**Children's Safety Network** - The Children's Safety Network (CSN) is a national resource center for the prevention of childhood injuries and violence. Expertise is offered on a wide range of injury topics to State and Territorial Maternal and Child Health (MCH) and Injury and Violence Prevention (IVP) programs.

<http://www.childrensafetynetwork.org/>

**Farm Safety 4 Just Kids** - Resources to help increase awareness and understanding of hazards to children on the farm.

<http://www.fs4jk.org/>

**Protecting Your Child on the Internet** - Using the Web, E-Mail, and Chat Rooms Safely- [Protecting Your Child on the Internet](#)

<http://pubs.cas.psu.edu/freepubs/pdfs/ui366.pdf>

### YOUTH SAFETY WEBSITES

**Agriculture Safety Curricula - Hazardous Occupations Safety Training in Agriculture (HOSTA)**

**National Safe Tractor and Machinery Operation Program** – A downloadable student training material to prepare young workers for the risks and hazards involved in agriculture.

<http://www.nstmop.psu.edu/>

**ATV Safety (National 4-H Council Curriculum) from National 4-H Supply Service** - Directs leaders on how to implement service learning projects, involve parents in supervision/education of young riders, and much more.



<http://www.4-hmall.org/detail.aspx?ID=781107>

**IMBY (*In My Back Yard*) Support/Rhythm of the Seasons** - Safety curriculum from Florida AgSafe Support material for planning and starting an *In My Back Yard* event, because that's where safety should start; includes lesson plans, video links, and more.

<http://www.flagsafe.ufl.edu/imby.html>

**National Children's Center for Rural and Agricultural Health** - Strives to enhance the health and safety of all children exposed to hazards associated with agricultural work and rural environments.

<http://www.marshfieldclinic.org/nccrahs/>

**National Safe Tractor & Machinery Operation Program (NSTMOP)** - Developed and operated by the Penn State Ag Safety & Health Program, this certification program is designed to teach general farm safety and safe tractor and machinery operation to 14-15 year olds who want to be legally employed to operate tractors and machinery. The regulation that governs this program does not apply to youth operating equipment on their family farm.

<http://www.nstmop.psu.edu/>

**National Youth Violence Prevention Resource Center (NYVPRC)** - Provides key leaders in communities—local government leaders and community leaders—with dynamic resources to help support their efforts to plan, develop, implement, and evaluate effective youth violence prevention efforts.

<http://www.safeyouth.org/scripts/index.asp>

**National Institute for Occupational Safety and Health (NIOSH)** - Presents Youth@Work: Talking Safety, a foundation curriculum in occupation safety and health.

<http://www.cdc.gov/niosh/talkingsafety/>

**North American Guidelines for Children's Agricultural Tasks (NAGCAT)** - A collection of guidelines designed to assist parents and others in assigning age-appropriate tasks for children ages 7–16 who live or work on farms and ranches across North America.

<http://www.nagcat.org/nagcat/>



**Progressive Agriculture Safety Day (PASD)** - Run by the Progressive Agriculture Foundation, this is more traditionally known as a “farm safety day camp.” They sponsor instructional training and resources for the day camps.

[www.progressiveag.org](http://www.progressiveag.org).

**Youth 2 Work Youth Safety Home Page** - Health and safety information for young workers with links to training, educational tools, and state youth employment laws.

<http://www.osha.gov/SLTC/teenworkers/>

**Youth Farm Safety and Education Program** - Developed and operated by Purdue University, this is the same program as the NSTMOP but is online and CD based.

<http://www.ydae.purdue.edu/tractor.htm>.

**Youth in Agriculture - Occupational Safety and Health Administration (OSHA) eTool** -

Provides information about common agricultural hazards and safety solutions for both employers and young workers.

<http://www.osha.gov/SLTC/youth/agriculture/index.html>

## FOOD SAFETY WEBSITES

**Food Safety and Inspection Service (FSIS) - Food Safety Fact Sheets** - The public health agency in the U.S. Department of Agriculture responsible for ensuring that the nation's commercial supply of meat, poultry, and egg products is safe, wholesome, and correctly labeled and packaged.

[http://www.fsis.usda.gov/fact\\_sheets/index.asp](http://www.fsis.usda.gov/fact_sheets/index.asp)

**National Center for Home Food Preservation (NCHFP)** - The source for current research-based recommendations for most methods of home food preservation. It is handled by the University of Georgia and includes safety information utilized by 4-H youth and adults who preserve food.

<http://www.uga.edu/nchfp/>



# SOCIAL/EMOTIONAL HEALTH

## A DEFINITION OF SOCIAL/EMOTIONAL LEARNING COLUMBIA UNIVERSITY

### PROJECT EXSEL

**Social/Emotional Learning (SEL)** - The educational process that leads to the development of emotional intelligence - that is, the process by which people become better at understanding and managing their emotions AND learning how they impact the choices we make, the relationships created, and their outlook in life. It refers to the acquisition of the understandings and specific skills that are at the heart of a child's academic, personal, social, and civic development. Social-emotional learning is critical not only for success in school, but also in life. SEL enables individuals to recognize and manage emotions, understand their personal values, develop caring and concern for others, make responsible decisions, establish and maintain positive relationships, and handle challenging situations effectively. Research has shown that people with social and emotional competence are most likely to succeed academically, have a sense of well-being in their personal lives and act as contributors to their communities. They know what their strengths and challenges are, are optimistic about the future, have meaningful relationships, and are happy with their work lives. They are able to set and achieve goals and solve problems effectively. They are able to empathize with and show respect for others, appreciate diversity, and live in accordance with their values, making positive contributions to their communities. SEL promotes this development as part of the children's education.

## SOCIAL/EMOTIONAL BOOKS AND JOURNALS

- The Center for Social & Emotional Education  
[http://www.csee.net/sel/sel\\_faq.asp](http://www.csee.net/sel/sel_faq.asp)
- The Collaborative for Academic, Social, and Emotional Learning  
<http://www.casel.org/about/index.php>
- On-line bibliography in the area of emotions and emotional intelligence  
<http://trochim.human.cornell.edu/gallery/young/emotion.htm>
- Stern, Robin. *Social and Emotional Learning: What is it? How can we use it to help our children.*  
[http://www.aboutourkids.org/articles/social\\_emotional\\_learning\\_what\\_it\\_how\\_can\\_we\\_use\\_it\\_help\\_our\\_children](http://www.aboutourkids.org/articles/social_emotional_learning_what_it_how_can_we_use_it_help_our_children)



## SOCIAL-EMOTIONAL RESOURCE WEBSITES

### **After-School Programs:**

**After-School Programs Behavioral Issues Toolkit** - Behavior problems are a common challenge in youth development programs, especially for programs geared toward high-risk youth.

[http://cyfar.cas.psu.edu/PDFs/Behavioral\\_Toolkit\\_YET.pdf](http://cyfar.cas.psu.edu/PDFs/Behavioral_Toolkit_YET.pdf)

**After-School Programs - Parent Involvement PLAN** - Similar to research on parent and family involvement in schools, it provides research as evidence that parent and family involvement in after-school programs increases students' achievement and success.

<http://cyfar.cas.psu.edu/PDFs/Parent%20Involvement%20Plan.pdf>

## HEALTH AND COMMUNITY WEBSITES

**Bright Futures** – A national health promotion initiative dedicated to the principle that every child deserves to be healthy and that optimal health involves a trusting relationship between the health professional, the child, the family, and the community as partners in health practice.

<http://www.brightfutures.org/>

**Community Health Preventative Services** - A free resource to help you choose programs and policies to improve health and prevent disease in your community.

<http://www.thecommunityguide.org/index.html>

**The ECS National Center for Learning and Citizenship (NCLC)** - Provides an overview and description of both social and emotional learning (SEL) and service-learning as tools to improve the lives and academic performance of students. It describes how the two practices are interrelated and the research evidence that supports the expanded use of both practices in the classroom.

<http://www.ecs.org/clearinghouse/44/04/4404.pdf>

**The Maternal and Child Health Library at Georgetown University** - Knowledge paths on maternal and child health-related topics contain selections of recent, high quality resources and tools for staying abreast of new developments and conducting further research. Components of a knowledge path include links to Web sites, electronic publications, databases, and discussion groups.



<http://www.mchlibrary.info/KnowledgePaths/>

**National Youth Violence Prevention Resource Center (NYVPRC)** - The origin of the NYVPRC is woven into the federal response to the Columbine High School shootings in 1999. As the nation took a broad look at the issue of violence occurring in school settings, it became clear that violence among adolescents stretched far beyond the walls of educational institutions and presented a complex, threatening public health concern requiring a comprehensive response.

<http://www.safeyouth.org/scripts/index.asp>

**The Office of Juvenile Justice and Delinquency Prevention (OJJDP)** - Responsible for the development of policy recommendations and the administration of federal and state funds to support programs designed to improve the Commonwealth's juvenile justice system, and to prevent violence (committed by and against children and youth), delinquency, substance abuse, school dropout, teen pregnancy, and related problem behaviors among children and youth.

<http://ojjdp.ncjrs.gov/about/DivList.asp>

**Rutgers University** - Projects of the RU-SELL focus on students and their school, family, and community environments. Projects employ a project-based, constructivist and inquiry-oriented social-learning approach to pedagogy and a development ecological-community psychology approach to understanding settings and designing, delivering, and evaluating interventions.

<http://www.rci.rutgers.edu/~melias/>

**Search Institute** - An independent nonprofit organization whose mission is to provide leadership, knowledge, and resources to promote healthy children, youth, and communities.

<http://www.search-institute.org/>

**Social and Emotional Well-Being: The Foundation for School Readiness** by Principal Authors: Joni Pitcl, M.S. and Elissa Provance, M.S. Contributing Author: Cindy Arstein Kerslake, M.A. – Illustrates how social and emotional development is the foundation of how children learn and this development begins in infancy.

[http://www.wested.org/online\\_pubs/cpei/social-emotional.pdf](http://www.wested.org/online_pubs/cpei/social-emotional.pdf)



### **Study and Prevention of Violence at the University of Colorado - Blueprints for Violence**

**Prevention** – A project provides answers to find programs that work and demonstrate effectiveness.

<http://www.colorado.edu/cspv/blueprints/>

**Substance Abuse and Mental Health Services Administration (SAMSHA)** - Works to improve the quality and availability of substance abuse prevention, alcohol and drug addiction treatment, and mental health services. Includes links to community.

<http://www.samhsa.gov/>

### **BULLYING WEBSITES**

*Bullying: What Educators Can Do About It* is a resource developed particularly for elementary school teachers. The bulletin includes activities and tips about what teachers can do to prevent or stop bullying.

<http://pubs.cas.psu.edu/freepubs/pdfs/ui367.pdf>

*Bullying: What Parents Can Do About It* - A resource that addresses what can be done by parents to prevent or stop bullying among children.

<http://pubs.cas.psu.edu/freepubs/pdfs/ui368.pdf>

### **CHILDREN AND TEENS WEBSITES**

**Center for Early Education and Development - University of Minnesota (CEED)** -

Improves developmental outcomes for children through training and outreach.

<http://cehd.umn.edu/ceed/>

**Center on the Social-Emotional Foundation for Early Learning (CSEFEL)** - Promotes the social emotional development and school readiness of young children birth to age five. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs.

<http://www.vanderbilt.edu/csefel/>

**Child Trends** - A nonprofit, nonpartisan research center that studies children at all stages of development.



<http://www.childtrends.org/>

**Children, Youth, and Families Are Resilient** - The National CYFAR Initiative's vision is of American families and communities in which children and youth lead positive, secure, and happy young lives while developing the skills, knowledge, and competencies necessary for leading fulfilling, contributing adult lives.

<http://cyfar.cas.psu.edu/>

**The Collaborative for Academic, Social, and Emotional Learning (CASEL)** - A 501(c)(3) not-for-profit organization that works to advance the science and evidence-based practice of social and emotional learning (SEL). Books, articles, and briefs synthesize scientific advances in SEL and explain their implications for practice. Priorities focus on the benefits of preschool through high school SEL programming; how SEL coordinates with other educational movements; research and training in implementation; assessment; school and district leadership development; educational policies; and communications.

<http://www.casel.org/>

**Illinois State Board of Education** - The standards describe the content and skills for students in grades K – 12 for Social/Emotional Learning.

[http://www.isbe.state.il.us/ils/social\\_emotional/standards.htm](http://www.isbe.state.il.us/ils/social_emotional/standards.htm)

**KidsHealth** - Is it just a phase or a serious problem? Help your child cope with life's ups and downs, from dealing with divorce to preparing for new siblings. Or find out how to understand your child's behavior, whether it's toddler tantrums or teenage depression.

<http://kidshealth.org/parent/emotions/index.html>

**TeensHealth** - This is a safe, private place for teens that need honest, accurate information and advice about health, emotions, and life.

<http://kidshealth.org/teen/>



**Wings Helping Kids Soar** - Kids growing up in poverty often miss out on life lessons - how to behave well, make good decisions, build healthy relationships. WINGS instills those missing life lessons by weaving a comprehensive social and emotional intelligence education into a fresh and fun after-school program.

<http://www.wingsforkids.org/>

**U S Department of Health and Human Services - The Department of Health and Human Services (HHS)** - The United States government's principal agency for protecting the health of all Americans and providing essential human services, especially for those who are least able to help themselves.

<http://www.hhs.gov/safety/>

**WebMD** - Provides valuable health information, tools for managing your health, and support to those who seek information. Published as part of a U.S. Food and Drug Administration and WebMD partnership to protect and promote your health.

<http://www.webmd.com/default.htm>

## EMOTIONAL LEARNING WEBSITES

**Center for Social-Emotional Education (CSEE)** - An organization that helps schools integrate crucial social and emotional learning with academic instruction.

<http://www.csee.net/climate>

**HOOAH 4 HEALTH** - Uses four main sections to focus on the promotion of health in the areas of Body, Mind, Spirit, and Environment during the Deployment Cycle to describe the psychological and event-related aspects of deployments experienced by military families.

<http://www.hooah4health.com/deployment/familymatters/emotionalcycle.htm>

**Learning First Alliance** - Students are more likely to thrive academically – as well as socially and emotionally – in schools they experience as safe and supportive. A synthesis of the research suggests that four elements are essential to creating and maintaining safe and supportive places of learning.

<http://www.learningfirst.org/issues/safeschools/>



**The National Institute of Mental Health (NIMH)** - The largest scientific organization in the world dedicated to research focused on the understanding, treatment, and prevention of mental disorders and the promotion of mental health.

<http://www.nimh.nih.gov/>

**The National Center for Mental Health Promotion and Youth Violence Prevention** - Provides technical assistance and training to 147 school districts and communities that receive grants from the Substance Abuse and Mental Health Services Administration (SAMHSA) of the U.S. Department of Health and Human Services.

<http://www.promoteprevent.org/>