



Dear Educators:

This is double newsletter issue. Therefore, this newsletter has a lot more resources than usual. Please take some time to go to the links as I think there are some super resources. I especially want to highlight two resources: Say YES to Youth: Youth Engagement Strategies and Media Web Resources.

I encourage you to share the Web resources on Media and Children with the parents with whom you work. As always, I welcome your comments and wish you well in your endeavors.

Sincerely,

Daniel F. Perkins
Associate Professor
Family and Youth Resiliency and Policy



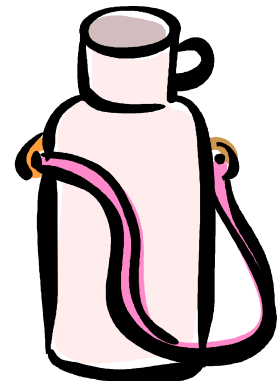
In This Issue:

- Family Activity
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FAMILY ACTIVITY

Family Activity: Water bottle bowling: Recycled fun

Before tossing those individual water bottles into the recycling bin, have some fun with them! Line them up into a bowling formation, and bowl them down with an outdoor ball (any ball will do, really). This is a great indoor or outdoor game. But if it's a little windy outside, fill the empty bottles 1/2 full of water to give them some weight and make it more difficult for the wind (and players) to knock down. To make the fun last longer, spend time decorating the "pins" before you play. You can use markers directly on the plastic bottle, or you can beautify papers from the recycling bin, then wrap the paper around the bottle and tape it on. For more fun summer activities go to: <http://www.earthyfamily.com/summer.htm>



RESEARCH BRIEFS

What Dad's and Mom Think about Family

Compared to mothers, more fathers believe that two parents are more effective at raising children than one parent alone? Forty-four percent of mothers believe one parent is sufficient compared



to 25 percent of fathers. Moreover, more than one in five preschool children in two-parent families have their father as the primary caregiver when the mother is at work, attending school, or looking for work.

The latest research findings from a Child Trends study demonstrate that the majority of fathers who live with their children participate regularly in some kind of leisure or play activity with them. Sixty-eight percent of fathers played sports or participated in outdoor activities with their children at least once a week. In addition, fathers who live with their children are engaged in monitoring their daily activities and setting limits. For instance, 61 percent of dads set the limits on television watching.

According to last decade of research on fathers, children absolutely benefit from positive relationships with their fathers. Fathers contribute to their children's healthy development in ways that are unique from their mothers. As an example, fathers promote a child's intellectual development and social competence through

physical play while mothers promote these skills through verbal expressions and teaching activities. Moreover, care by fathers may be particularly influential in a child's first year of life. Finally, father's involvement has been found to a more important predictor than a



mother's involvement of the likelihood of a child getting better grades.

Found in: Halle, T (2006). *Charting parenthood: A statistical portrait of fathers and mothers in America*. Washington DC: Child Trends. Retrieved May 12, 2006 at: <http://www.childtrends.org/files/ParenthoodRpt2002.pdf>

Teens Say No to Dating

According to recent research from Child Trends' most on trends among children and youth, the percentage of teens who do not date at all has risen steadily since the 1990s, and has reached new highs in 2004. Among 10th graders, the proportion rose from 28 percent in 1991 to 37 percent in 2004. Between 2002 and 2004, the percentage of tenth graders who never date increased from 34 percent to 37 percent. The shift in this behavior is even more pronounced for twelfth grade students, where the percentage of those who do not date rose from 14 percent in 1991 to 27 percent in 2004. Female students in

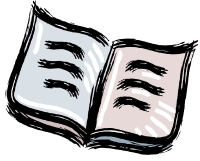


the tenth and twelfth grades were slightly more likely than male students to report dating frequently – 14

percent versus 11 percent and 29 percent versus 24 percent, respectively. Finally, more than one-half of eighth grade students (51%) reported never dating. In addition, eighth grade females were more likely than their male peers to report never dating – 57 percent and 46 percent, respectively. Teens today describe their dating activities as a progression from mixed-sex group outings, to pairing off within the group, to individuals going on dates with one another. Thirteen percent of 10th graders and 27 percent of seniors report they date frequently (once a week or more).

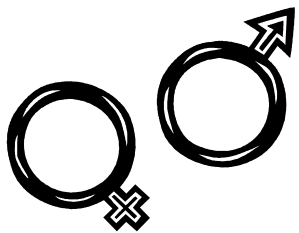
To access Child Trends Data go to: www.childtrendsdatabank.org

The Importance of Extracurricular Activities for Adolescence

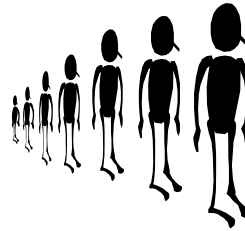


Feldman and Matjasko (2005) recently completed a review of contemporary literature on school-based activity participation, focusing on patterns of participation, academic achievement, substance abuse, sexual activity, psychological adjustment, delinquency, and young adult outcomes. For some time now, research in this area has shown a significantly positive relationship between participation in extracurricular activities and the positive development of a child. Indeed, 70 % of the adolescents interviewed in the National Longitudinal Study of Adolescent Health reported participating in at least one school-based extracurricular activity. Although the roles of extracurricular activities are often overlooked, they are said to be very influential in a child's identity, development, social life, and in their relationships. During extracurricular activities, students are better able to get to know other peers and adults through personal bonding and mutual trust and commitment; they have the opportunity to develop mentoring or coaching relationships, develop personal relationships with peers who share similar interest, and possibly interact with other adults from the school or community who provide support for the activity (Dworkin, Larson, & Hansen, 2003; Gould, Feltz, & Weiss, 1985; Smith, 2003). Students involved in extracurricular activities have also been associated with more positive psychosocial outcomes (Coleman, 1961).

As far as gender differences in relation to extracurricular activities, findings have indicated that, overall, girls participate in more extracurricular activities than boys, but boys are more likely to participate in athletics (Antshel & Anderman, 2000; Eccles & Barber, 1999; Mahoney & Cairns, 1997; Mahoney et. al., 2003; McNeal, 1998; Posner & Vandell, 1999), which are considered to be the



most popular form of an extracurricular activity. Both males and females that participate in extracurricular activities are more likely to have plans of attending college after high school than those girls and boys who are not involved at all. Among boys, sports have been related to positive academic outcomes (Broh, 2002; Crosnoe, 2001), while females that participate in extracurricular activities do not show a significant difference in academics from the females who do not participate (Hanks & Eckland, 1976).

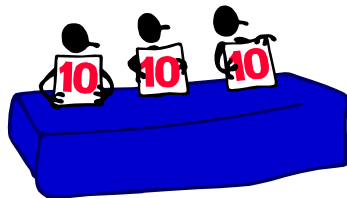


The researchers also found that peer groups association can mediate or moderate the relationship between participation in extracurricular activities and better academic/educational performance. Indeed, the researchers suggest that the real link between activity and achievement is the association with a peer group as opposed to something inherent about the activity itself. In other words, it does not necessarily have to be the activity itself that help academically, but instead the social aspects can play a major role as well. Some students admit to participating in extracurricular activities for “the enjoyment of the,” “being good at them,” and even “having the opportunity to see friends” (Fredericks et. al., 2002). In addition, participation in extracurricular activities has been shown to positively affect student dropout rates. Mahoney and Cairns (1997) reported that school dropout rates among at-risk students were markedly lower for those who had participated in extracurricular activities than for those who had not. Research has shown that a child does not have to be involved in a large number of activities to increase positive outcomes. For example, Mahoney (2000) reported that participation in at least one extracurricular activity was associated with reduced rates of early dropout among high-risk boys and girls. For this reason parent, guardians, teacher, and mentors should consistently encourage the children that they encounter to get involved, even if it is only one activity.

Extracurricular activities were found to promote developmentally appropriate prosocial behavior and reduce the likelihood that individuals will engage in risky behavior. However, extracurricular activities also were found to be link adolescents to peer groups who do engage in substance use and sexual activity, increasing the probability that they will engage in risky behavior. Therefore, we have to be careful with encouraging our children in certain types of

Parental Involvement and Student Achievement: A Meta-Analysis

A meta-analysis was conducted on parent involvement research. This



study examined 77 recent studies of parent involvement. The results of the meta-analysis indicate that parental involvement is associated with higher student achievement outcomes. These findings emerged consistently whether the outcome measures were grades, standardized test scores, or a variety of other measures, including teacher ratings. This trend holds not only for parental involvement overall but for most components of parental involvement that were examined in the meta-analysis.

Moreover, the facets of parental involvement that



required a large investment of time, such as reading and communicating with one's child, and the more subtle aspects of parental involvement, such as parental style and expectations, had a

greater impact on student educational outcomes than some of the more demonstrative aspects of parental involvement, such as having household rules, and parental attendance and participation at school functions. In addition, parental expectations have an even greater impact on academic achievement than parenting style or reading with one's child.

Overall the results indicate that, on average, parental involvement programs work. As expected, the influence of these programs is not as large as the impact of parental involvement as a whole. This is because parents already

activities, while at the same time educated them on the consequences and possible outcomes of various actions.

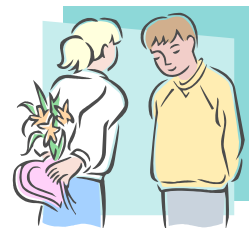
Found in: Feldman A. F., & Matjasko, J. L. (2005). The role of school-based extracurricular activities in adolescent development: A comprehensive review and future directions. *Review of Educational Research*, 75, 159-210.

enthusiastic about supporting the educational progress of their children will, on average, tend to help their children more than parents whose participation is fostered by the presence of a particular program.

Found in : Jeynes, W. (2005). Parental Involvement and Student Achievement: A Meta-Analysis. Cambridge, MA: Harvard Family Research project. Retrieved on January 3, 2006 at: <http://www.gse.harvard.edu/hfrp/projects/fine/resources/digest/meta.html>

Public Perception About Teens

The general public's perception of teens today is not a positive one. For example, parents tend to think highly of their own children and their children's friends, but



may have a much more negative view of teenagers in general. The stereotype is that teens are spoiled, sullen, materialistic, and care only about themselves. All of them are having sex, many of them are involved in violent behavior, and those who aren't are probably binge drinking and using drugs. Of course, few adults subscribe to this wholly negative view of teens, but that doesn't mean they have a fully balanced view either.

Adults' perceptions do not always jive with the data. For example, adults sometimes say that teens are lazy. Yet teens report believing that working hard and helping others is important and a significant percentage of them do volunteer work. Many adults believe that rates of teen sexual activity and pregnancy are getting worse when, in fact, they have gotten considerably

better. Adults consistently cite crime as one of the most important issues facing teens even though crime among youth has actually declined. Generally, teens are doing better than adults believe.

The current free publication, *Freeze Frame*, presents data on a wide variety of topics, from teens' sexual behavior to their religious beliefs. The data are grouped into seven areas of influence: health, family, peers and partners,

school, community, media and consumer behavior, and religious and spiritual beliefs. This is a great resource to use when writing a portrait of today's teens.

Found in: Albert et al. (2005). *Freeze Frame: A snapshot of America's teens*. Washington, DC: National Campaign to Prevent Teenage Pregnancy. Retrieved Dec 16, 2005 at: <http://www.teenpregnancy.org/works/pdf/FreezeFrame.pdf>

WEB RESOURCES

WEB RESOURCES FOR PROFESSIONALS

Say Y.E.S. To Youth: Youth Engagement Strategies

<http://cyfar.cas.psu.edu/PDFs/yesbookweb.pdf>

Please consider this resource kit for involving youth boards and community teams. The objectives of this youth engagement resource packet is to: (1) to inform practitioners of the team characteristics and practices, as identified through the literature review, that foster youth engagement on community teams; and (2) to facilitate group discussions among team members regarding the steps towards initiating, sustaining, and evaluating youth engagement efforts.



Quality Standards for Middle School After School Programs

www.gse.harvard.edu/hfrp/projects/afterschool/conference/index.html#middleschool

Harvard Family Research project and the National Institute on Out-of-School Time recently co-hosted a summit on quality in middle school

after school programs. After school staff, administrators, researchers, and funders met to discuss how to define and assess middle school program quality and how to distinguish it from elementary school program quality. They share what they learned at the summit, as well as future directions for policy, practice, and research.

Family Involvement in Early Childhood Education



www.gse.harvard.edu/hfrp/projects/fine/resources/research/earlychildhood.html

This is the first in an engaging, evidence-based publication series; called *Family Involvement Makes a Difference*. This Harvard Family Research Project series is written for policymakers, practitioners, and researchers and includes ideas that individuals can use right away in your own work. This current brief synthesizes the latest research on how family involvement contributes to young children's learning and development.

Program for Divorcing Parents

<http://www.divorce-education.com>

Children in the Middle is an educational program designed to teach parents the skills needed to reduce family conflict, as well as school problems, depression and anxiety anger of children whose parents are divorcing. The program focuses intensively on reducing the frequency with which parents involved children in loyalty conflicts, which is the most damaging aspect of divorce for children. Preliminary evaluations of the program are quite promising which is why it has been endorsed by the National Council of Juvenile and Family Court Judges. It has also received the "Positive Parenting Award" from the National Council for Children's Rights, and the "Active Parenting Award" from the Children's Rights Council.



Guide Lists Federal Resources for Youth Development

http://www.americaspromise.org/partners/federal_funding_guidelines.pdf

Published by America's Promise, the Guide provides information on federal funds available to support youth development programs. The guide lists more than 100 federal programs, including programs from the U.S. Department of Justice, which are cross-referenced to five core resources regarded as crucial to effective youth development.

Garden Mosaics Kit

<http://www.photosynthesisproductions.com/gmstore/>

This kit was developed by Cornell University and the American Community Gardening Association.

The kit includes: an interactive DVD and Program Manual for educators, a poster, Science Pages, and many



other science education tools. Within the program

of Garden Mosaics youth learn about the diversity of plants and cultures in their community, form positive relationships with adults, take action to benefit their neighborhood, and participate in a global project to help the environment and food system.

Counting your Volunteers

http://www.civicyouth.org/research/areas/comm_partic.htm

Measuring Volunteering: A Behavioral Approach is a working paper sponsored by The Center for Information and Research on Civic Learning and Engagement. The author of the paper provides information about the accuracy of two different sets of survey questions on the subject of volunteering. In the paper, there is a guide of what questions to ask about volunteer activities to get a more accurate picture of the number of volunteers captured by the CPS.

Helping America's Youth

www.helpingamericasyouth.gov

Helping America's Youth is a nationwide effort, to benefit children and teenagers by encouraging action in three key areas: family, school, and community. The *Community Guide to Helping America's Youth* helps communities [build partnerships](#), [assess their needs and resources](#), and [select from program designs that could be replicated in their community](#). It walks **community groups** through the steps necessary for building strong supports for youth.

Family Involvement Storybook Corner

<http://www.gse.harvard.edu/hfrp/projects/fine/resources/storybook/index.html>

The Family Involvement Storybook Corner is a unique source for information on using children's storybooks with family involvement themes to engage families in their

children's education and encourage family-school-community partnerships, all while supporting literacy. Family involvement



storybooks can be used to promote the awareness, discussion, and practice of family involvement in a wide range of settings -- including family literacy programs, family support and parenting programs, out-of-school time programs, and ESL programs.

There are annotated bibliographies of storybooks with family involvement themes for ages 4-8. In addition, one can also download a teacher lesson plan and parent handout for using a multicultural storybook to promote involvement, and you can discover what happened when one teacher used this lesson plan in her third grade classroom.

Youth Worker News

<http://www.nydic.org/nydic/programming/newideas/documents/YouthWorkerNews-February2006.pdf>

This newsletter is designed to provide promising practices, program resources and research and funding suggestions on current program topics relevant to youth workers. The first addition came out in February 2006, and was focused on *Working Together for Healthy Youth*.

Families Eating Smart and Moving More

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



A new educational program called Families Eating Smart and Moving More aims to help families learn how to take control by eating more healthfully at home and being more active throughout the day. The program is a joint project of the North Carolina Cooperative Extension Service, the North Carolina Division of Public Health and the North Carolina Academy of Family Physicians. The Families Eating Smart and Moving More resource kit includes four modules: Eating smart at home, eating smart on the run, moving more everyday, everywhere, and moving more watching less. The resource kit order form is at:

<http://www.eatsmartmovemorenc.com/resources/indiv/fesmm.htm>

Child Welfare

Children's Bureau

www.acf.hhs.gov/programs/cb

This is U.S. Administration for Children and Families which focuses on information on promoting the safety, permanency and well-being of children. Users can no search the entire site by topic (such as training), locate conferences sponsored by the Children's Bureau. The site offers searchable access to all 52 state Child and Family Services Reviews and related documents.

William T. Grant Foundation

www.wtgrantfoundation.org

The foundation's website allow youth workers to more easily locate resources on youth issues and search for grants based on areas of interest. The updated "Resources" area of the site is categorized into sections on after school, education, employment, mentoring, child welfare, juvenile justice, health and use of evidence. The sections will be updated every three months.



RESOURCES FOR PARENTS AND YOUTH

Alcohol Prevention Activities: The Cool Spot

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

This is a research-based alcohol prevention Web site for youth aged 11-13 was created by The National Institute on Alcohol Abuse and Alcoholism. It uses vivid graphics, popular Japanese-inspired animation, and interactive games. The CoolSpot delivers vital messages about underage drinking risks and ways to resist peer pressure. Some popular sections of the site include:

- **Peer Pressure Bag of Tricks**—Presents animated scenes that invite users to identify some



common peer pressure “tricks.” Spotting these tricks is the first step to resisting them.

- **Reality Check**—quizzes users on how much drinking is really going on in the United States. The answers often surprise kids and adults alike.
- **Know You’re NOs**—Introduces users to a variety of ways to say no and helps them learn which one is the most effective.
- **Deep Digging**—Depicts why using



alcohol as a solution to problems, or a way of trying to cope, is trouble.

The content is largely based on curriculum for grades 6–8 developed by NIAAA-supported researchers at the University of Michigan. In focus testing with 11–13-year-olds, the site’s peer pressure sections were standouts. The middle schoolers reported the site helped them clarify types of pressure they had already felt—such as put-downs or rejection—but had not recognized as forms of peer pressure.

Think Quest

www.thinkquest.org

Recognizes and showcases the work of youth teams that compete in the Oracle Education Foundation’s annual contest to create the best educational website. This project-based learning experience encourages teams of youth to focus on globally relevant subjects. Prizes include a trip to an international gathering of the top teams. The site’s library contains more than 5,500 educational websites created by youth, for youth.

Money Talks: Should I Be Listening?

www.moneytalks.ucr.edu



Two interactive games on this site of the University of California Cooperative Extension Service help youth test their financial literacy

skills. One game helps teens determine whether

their “money personalities” lean toward security, fulfillment, status, self-indulgence or indifference. The other poses a series of true or false questions on such topics as credit, insurance and savings. The site also features informational videos, newsletters, and a financial advice column.

Kids Against Bullying

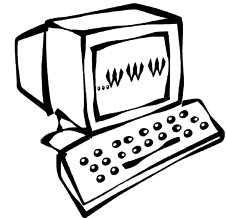
www.pacerkidsagainstabullying.org

Designed for second through sixth graders to learn what bullying is how to respond to it and how to prevent it from happening. The site features interactive animation, games, video clips, “webisodes,” real-life stories and ideas from kids on how to deal with bullies. The website was sponsored by Parent Advocacy Coalition for Educational Rights (PACER), which is a national advocacy organization for youth with disabilities and their families.

WEBSITES ABOUT MEDIA AND CHILDREN

National Institute for Media and the Family

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

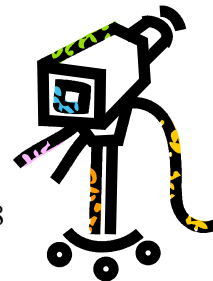


The National Institute for Media and the Family has a wealth of information for parents and professionals. For example, the online quizzes and fact sheets are great to use in preparing resources for parents.

Media Literacy Materials

<http://www.kqed.org/topics/education/medialiteracy/index.jsp>

KQED is a public television station located in Northern California. It has an excellent website with resources on media and children:



Movie Mom

<http://movies.yahoo.com/my/moviemom/>

The site offers reviews of films and tips in terms of the film violence or use of explicit materials. If you like this site you may want to check out Nell Minnow's book entitled, *Movie Mom*, as it is an excellent guide to films by title and genre, and also offers suggestions for parents.

Movie Guide for Parents

<http://www.screenit.com/index.html>.

This resource provides parents with detail information on specific films. They have about 20 indicators on each film that is useful if parents are curious about "how PG-13" a PG-13 film is. The cost is \$25 a year.

Finding Inspiration in Literature and Movies

<http://www.youthfilmproject.org/film/index.htm>



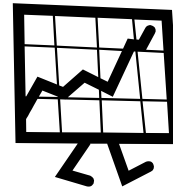
A collaborative project of the National Collaboration for Youth (NCY) and Heartland Film Festival's Truly Moving Pictures, F.I.L.M. is an acronym for "Finding Inspiration in Literature and

Movies." The literacy and film program encourages youth associated with to screen the featured films, read the books associated with the movies, participate in activities from the free, downloadable activity guides, and complete service projects that relate to the central themes of the books and movies.

We have 2 articles that might be helpful on our Parenting 24/7 website:

Media and Children Articles

Two articles about media and children are available from Parenting 24/7. Parenting 24/7 is a "one-stop" source of news, information, and advice on parenting and family life from University of Illinois Extension. The first parenting article deals with keeping children's TV watching under control:



<http://www.parenting247.org/article.cfm?ContentID=83&AgeGroup=3>

The second article provide other resources and information related to Parents Choosing TV Programs, Movies, Videos, & DVDs:

<http://www.parenting247.org/article.cfm?ContentID=639&challenge=12&AgeGroup=4>

POSSIBLE FUNDING SOURCES

Directory of Possible Funding Sources

www.foundations.org/grantmakers.html

This website is a directory of corporate, family, and private foundations and other grant makers across the nation. Links are provided to the foundation websites.

Foundation Center Online Database.

<http://lnp.fdncenter.org/finder/>

The Foundation Finder is a search engine for grants. You search by name for basic information about foundations within the universe of more than 73,000 private and community foundations in the U.S. Penn State has paid for faculty, staff, and students to have access to it. To search by geographic location, keyword, etc., use link from

PSU website: Go to:

http://grants.psu.edu/faculty_info/funding_searches.html and click on link for “Foundations.”

Grants for Promoting Tolerance

<http://www.tolerance.org/teens/grants.jsp>

Mix It Up grants offer \$500 grants to support youth-directed programs and projects that address social boundaries in schools or communities. Youth must serve as decision-makers in the project, and create and implement them. Grants are sponsored by the Southern Poverty Law Center and the Study Circles Resource Center. There is no deadline, submissions are ongoing.



Please check out the FYRP website:

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



This publication is available in alternative media on request.

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